We are pleased to present our first-ever 12-page SUMMER SPECIAL EDITION!*  
*CAREFUL: The newsletter you are about to enjoy is extremely remark-a-Bull.

Research That Matters 2013 Faculty–Community Partner Grants Awarded

The OCEP’s Research That Matters Faculty–Community Partner Grant Program seeks to promote activities that involve partnerships between USF and the broader community. OCEP administers a small grant program to provide support for research that focuses on community identified issues, and is intended to support pilot work on a research project that has the potential for a long lasting impact and the possibility to draw funding from external sources.

Congratulations to the recipients of the Research That Matters 2013 Faculty Grants. All three grant recipients are from the College of Behavioral and Community Sciences. They are:

- **Dr. Debra Dobbs** from the School of Aging Studies. Her research project is titled, “Adoptability and Implementation of a Quality Improvement Palliative Training Program for Staff in Assisted Living Communities.”
- **Dr. Sharon Hodges** from the Department of Child and Family Studies. Her research project is titled “Building School–Child Welfare Collaboration for Children and Youth in Foster Care.”
- **Dr. Teresa Nesman** from the Department of Child and Family Studies. Her research project is titled “Apopka Family Learning Center Intervention Mapping Project.”

Service-Learning Day at USF

Thanks to all who participated in the March 7th Service-Learning Day! Experiential learning across the curriculum was this year’s focus. The event was co-sponsored by the Center for Leadership and Civic Engagement and the Academy of Teaching and Learning Excellence (ATLE). **Dr. Kevin Yee**, Director of ATLE, served as moderator. Nearly thirty faculty and instructors—some coming from as far as USF Sarasota-Manatee—attended the event.

The event featured a breakfast roundtable discussion on experiential models in the STEM fields, several presentations on developing service-learning courses, and a featured guest presentation by **Leandra Preston-Sidler** (University of Central Florida), who was awarded the 2012 Service Learning Faculty Member of the Year Award for the State University Sector by Florida Campus Compact. Please see our website for the PowerPoint slideshows from our presenters, as well as links to the most commonly requested service-learning resources.

Wonder what’s inside the picture frame our presenters are holding? It’s called a service-learning word cloud! Go to our website, click on the image to enlarge, and see if you can find where it says, “Go Bulls!”
In the fall of 2012, the Institute on Black Life (IBL) initiated a project that explores diverse perspectives on Tampa’s African American neighborhoods. “Our Stories Are Here” is one component of a larger study, the African American Neighborhoods Project, in which data on demographics, history, mobility, and economic conditions will be collected and made accessible to local residents and to an interdisciplinary body of scholars interested in these issues locally, statewide, and regionally.

This study asks questions about the lives of people who live in historically Black neighborhoods, including residents’ historical relationships to these neighborhoods and how people feel about the future of life in Black communities. Most importantly, the residents of Progress Village and Carver City-Lincoln Gardens play a critical role in setting the agenda for the project and in communicating how the project can benefit their communities.

IBL’s community partners for “Our Stories Are Here” are the Hillsborough County Office of Community Affairs and the City of Tampa’s Black Heritage Committee. OCEP awarded funding for this project through our Research that Matters Faculty–Community Partner Grant Program. IBL and OCEP share common goals in building mutually beneficial and reciprocal university–community partnerships. Also, the Office of Undergraduate Research provided one student researcher, who completed significant archival work for the project.

The project’s first phase is already underway in Carver City-Lincoln Gardens (bordered by Westshore Blvd, Dale Mabry Hwy, and Cypress St) and Progress Village (southeast Hillsborough County, about 9 miles from downtown Tampa). Students, faculty, and staff are involved in collecting community histories and pertinent documentation on these two historic communities. Residents have the opportunity to share photographs and primary documents. Residents will also participate in oral history workshops to learn how to care for their family papers and ephemera.

Additionally, the project will reinforce and enhance the research data of a major ongoing project, Central Avenue: Tampa’s Black Business District. New documents, photographs, and aerial maps are being added to the IBL Archives & Africana Studies Research Library.

During the spring 2013 semester, undergraduate students enrolled in African-American Community Research, a course in Africana Studies, conducted archival research and interviews with residents of Carver City-Lincoln Gardens and Progress Village. Students prepared for ethnographic research in these communities through class discussions on research methods, readings, tutorials in USF Special Collections archives, meetings with community leaders, and group field trips to the communities. At the end of the semester, students presented their research to residents and community partners.

This coming fall semester, graduate students will conduct research in the same communities. In February 2014, the Institute on Black Life and the Department of Africana Studies will host a related conference, Race and Place: Cultural Landscapes of Black Life in America, on campus in the Marshall Center. This event received a Conference Support Grant from the USF Office of Sponsored Research.

At the end of the spring semester, OCEP caught up with the IBL and attended the African American Community Engaged Research Colloquium, in which the spring 2013 undergraduate students presented their findings to their community partners and the USF community.

Nicole Bowman and Maya Brown examined the role of churches in the Progress Village (Bowman) and Lincoln Gardens (Brown) communities. Kenneth Holland discussed the cultural and historical significance of barbershops in Progress Village and the Historic Central Avenue District, and Michael Perdomo explained the importance of recreation centers for children and youth in the Carver City-Lincoln Gardens community.

Among the attendees at the Colloquium were Dr.
Maurice Harvey, President, Carver City/Lincoln Gardens Association; Maurice Kemp, Progress Village Civic Association; Frank Crum, President, City of Tampa Black Heritage Committee; Albert Coleman, Hillsborough County Office of Community Relations; and Fred Hearns, President, Friends of the Robert W. Saunders, Sr. Library Foundation.

After the presentations, the students answered questions from the audience, and a general discussion ensued about the rewards and challenges of community engaged research and experiential learning.

Bay Area Regional TESOL hosts a panel discussion on service-learning

Bay Area Regional TESOL (BART) hosted A Panel Discussion on Service-Learning in January at the INTO USF Center on the USF Tampa campus. BART is the Tampa Bay community’s local resource for Teaching English to Speakers of Other Languages (TESOL).

Krista Bittenbender Royal (Instructor and Special Programs Coordinator, USF English Language Program; President, BART) discussed the process the Program went through to develop a new service-learning course. She shared ELL (English Language Learner) student survey results on interest in service-learning, and discussed the course guide for a new service-learning class for ELL students that was offered for the first time during the spring semester (see accompanying story, below).

OCEP Associate Director Dr. Lance Arney presented on the basics of service-learning and distributed resources the OCEP has compiled for faculty interested in integrating service-learning into their courses. He also introduced examples of existing service-learning courses at USF. Dr. Eric Tucker (Ethics Professor and Service-Learning Coordinator for the Honor’s College, St. Petersburg College) delivered a presentation on Intercultural Studies and Experiential Learning, sharing his experiences teaching service-learning courses.

For more details about Bay Area Regional TESOL, contact Krista Bittenbender Royal, President of BART.

Congratulations to service-learning students in the English Language Program

[Service-learning] gives opportunities for students to volunteer with non-profit organizations that provide services to individuals or communities. It’s a way for students to develop their skills not only in the classroom but also in the community.

I chose to take this course with a great desire to serve and help a community, and I expected the class to encourage me to do that. This elective allowed me to see the world with a new vision: how other people may live in really difficult conditions, and we do not have any clue about their lives and difficulties that they have been through every day.

Many people donate with their money. They do not know how donating their time can bring much happiness to others. I’ve been enjoying my time to be part of a community, and that’s one simple reason to help others.

— Duaa Ashoor, USF English Language Program

These were some of the overall sentiments expressed by students in Sangita Victor’s service-learning elective course (English Language Program) at the end of the spring semester as they celebrated their achievements through colorful and lively poster presentations about their engaged learning experiences. Their community partners included Metropolitan Ministries, the USF Patel Partnership School, Project Downtown Tampa, Bakas Equestrian Center, Hillsborough County Animal Services, and Denham Oaks Elementary, among others.

As the above reflections attest, service-learning not only provides valuable experiential learning opportunities for students and meaningful service to the community, it also nurtures empathy and broadens perspectives on society and social issues. Service-learning can foster a sense of personal fulfilment and be, quite simply, fun!
The course was developed by faculty in the English Language Program and INTO USF for high intermediate to advanced English language learners (see related story, above). Through the course, students are introduced to civic engagement and build knowledge on social issues while being able to practice their language skills in a real-world context as they provide service in the community.

The OCEP visited with the students during the course’s final poster presentation. They all said that being able to practice English in a real-life context, rather than only in the classroom, was extraordinarily beneficial. Likewise, the students delighted in writing reflection journals in which they could develop written English skills by describing their own experiences and actual events in which they were involved.

Further, seeing that their time with their community partners contributed to helping people in various ways made them feel good about themselves and happy that they could make a difference in the lives of others. All this from only six hours of service required by the class! Many, of course, went beyond six hours of service.

In addition, their experiences at their service-learning sites allowed them to learn about other facets of U.S. society, especially concerning the work done by nonprofit organizations and voluntary associations. Many of the students said that their countries of origin do not have an extensive nonprofit sector. Some said they would continue to volunteer or even start volunteer organizations in their own countries after they finish their studies and return home.

To our knowledge, this is the first time a service-learning course for English language learners has been offered at USF, and judging from its many positive results, we hope it will not be the last!

USF’s English Language Program presents at Sunshine State TESOL Conference

Congratulations to USF English Language Program’s instructors Krista Bittenbender Royal, Justyna Kikowski, Kristen McGreger, Laura Murphy, and Sangita Victor on their presentation, “Developing a Service-Learning Course for IEP Students,” at the Sunshine State TESOL Conference held in Orlando this May.

In the summer of 2012, Bittenbender Royal and team met to examine the ways in which service-learning could be implemented in USF’s Intensive English Program (IEP). They began with the premise that service-learning is a great way for English Language Learners to get involved in the community, develop interpersonal communication skills, and learn about social and civic issues.

The creative team explored curricular and extra-curricular options, and after surveying students and examining other models of service-learning courses, the team decided to pursue the development of a service-learning elective course for upper-intermediate and advanced students in the IEP’s Academic English Program.

The following semester, they worked on the development of the course goals, objectives, student learning outcomes and assessments, and a general weekly schedule. The course was launched in Spring 2013, with strong student enrollment (see above).

In their presentation at the Sunshine State TESOL Conference, they explained how they successfully developed the service-learning course and offered tips to those who would like to develop their own.

Humanities and Cultural Studies Internship Program launches new website

The Department of Humanities and Cultural Studies has launched a new website for its Internship Program, which is directed by Dr. Christie Rinck (who also developed and directed the Women’s and Gender Studies Internship Program). The site is loaded with information and resources for students, owing to the work of the indefatigable Dr. Rinck. A webform for making internship sponsor requests allows companies or organizations to submit online requests for student interns.
USF Engineering students address local environmental issues, win recognition

Under the direction of Dr. Sarina Ergas, Department of Civil and Environmental Engineering, two student teams have been awarded first prize by the Florida Water Environmental Association, and they will go on to represent Florida in a national competition.

The USF environmental team consisted of Erin Morrison (PM), Caitlin Hoch, Josh Becker, Miki Skinner, and Brett French. They investigated storm water improvements to alleviate nitrogen over-enrichment in the Booker Creek Watershed in St. Pete.

The USF wastewater team consisted of Nicole Smith (PM), Melissa Butcher, George Dick, Matthew Woodham, and Margaret Cone. They investigated potential uses for biogas produced from anaerobic digestion of biosolids at St. Pete’s Southwest Water Reclamation Facility.

The City of St. Petersburg partnered with them on these projects. The competition was held at the Florida Water Resources Conference in Orlando, and the judges included representatives from engineering consulting, municipal water and wastewater, industry, and regulatory agencies.

Three 2012-2013 Challenge Grants use engaged research to study food, diet, and health

Three Graduate Student Research Challenge Grant projects selected for funding in 2012-2013 used community engaged research methods to study food, diet, and health. The Graduate School and the Office of Research and Innovation award Challenge Grants in an effort to build leaders through excellence in collaborative graduate education and research. A team of students submits proposals for one-year projects; at least two of the students must be from two different colleges. The collaborative projects provide students with opportunities to develop research skills that will allow them to excel in their chosen fields.

Towards Sustainability in Food Service: Food Waste Reduction and Recycling for Energy and Fertilizer Use at an Environmental Charter School involved constructing and operating a pilot anaerobic digester to recover the nutrients and energy from the food waste at the cafeteria of Learning Gate Community School in Lutz. The mission of Learning Gate is to promote academic excellence, community service, and environmental responsibility, making it the perfect partner with which to develop an innovative learning platform for sustainable food waste management.

The research team members were: Robert Bair (Team Leader), College of Engineering, Civil & Environmental Engineering; Onur Ozcan, College of Engineering, Civil & Environmental Engineering; Steven Williams, College of Arts & Sciences, Anthropology; Rebecca Loraamm, College of Arts & Sciences, Geography, Environment & Planning; and Herby Jean, College of Engineering, Civil & Environmental Engineering.

The research team also used a geographical information system to project scale-up implications by identifying locations where food waste reduction and recovery programs could be applicable in the City of Tampa. The project received coverage in the local news, including Bright House Networks Bay News 9 and USF News.

Reevaluating the Impact of Urban Agriculture on Food Accessibility through GIS Modeling: An Assets-based Approach to Food Desert Research used GIS methodology and qualitative, community-based research to study land as an asset, whether in use or available for use, in urban agriculture. Working closely with organizations and individuals involved in the Creating a Healthier Sulphur Springs for Kids (CHSSK) coalition, the research team assessed the potential positive effects of urban agriculture on food accessibility in an area labeled by the USDA as a “food desert,” i.e., a food insecure area with few fresh food outlets and numerous fast food outlets.

The research team members were: Margeaux Chavez (Team Leader), Colleges of Arts & Sciences and Public Health, Anthropology and Community and Family
Health; **David Godfrey**, College of Arts & Sciences, Anthropology; **Susan Tyler**, Colleges of Arts & Sciences and Public Health, Anthropology and Community & Family Health; and **Lorraine Montaegut**, College of Arts & Sciences, Geography, Environment & Planning. As research team leader, Chavez’s poster presentation on the Challenge Grant project was awarded as one of the Best College of Public Health Poster Presentations at the 23rd Annual USF Health Research Day.

Their research examined food access and availability from the point of view of community members, and the findings challenge common assumptions about food buying and eating habits. Chavez elaborates, “Traditional food desert studies have not often captured what it means to actually live in a food desert. In fact, many of the Sulphur Springs resident/activists we spoke with resent having their neighborhood labeled ‘food desert’ because that label does not account for community assets or individual efforts to improve the food environment.”

Furthermore, “the community members we interviewed were excited to share their experiences and take an active role in representing their neighborhood.” Chavez and team are disseminating the results of their research in the form of an “action pack” that provides information about accessible land and the local policies governing access to this land. They will also publicly present their findings at one of the CHSSK coalition monthly meetings.

**Evaluating Maternal Nutrition in the North Central Andes of Peru: Opportunity for Assessment and Action** used a mixed methods approach to assess prenatal nutrition in rural Peru through diet recalls and participatory action research workshops in order to gather information about prenatal diet and the development of a community assets map to explore local access to resources. Maternal mortality rates are high in rural Peru, and changing prenatal nutrition needs to be documented in order to contribute to prevention efforts aimed at improving prenatal health, as well as to understand the local impacts of globalization, which has transformed economic strategies and local livelihoods, contributing to a nutrition transition in many parts of the world.

The research team members were: **Allison Cantor** (Team Leader), College of Arts & Sciences, Anthropology; **Kristina Baines**, College of Arts & Sciences, Anthropology; **Isabella Chan**, Colleges of Arts & Sciences and Public Health, Anthropology & Global Health; and **Curtis DeVetter**, College of Public Health, Global Health. Research team member **Isabella Chan** was given an Edward H. and Rosamond B. Spicer Student Travel Fund Award by the Society for Applied Anthropology to present on the research at the Society’s 2013 annual meeting. Chan also worked with the **Center for Social Well Being**, located in the rural highlands of Peru. The Center was a community partner on this research project, and provided training in how to conduct participatory action research with local communities.

The team’s analysis of the data they gathered guided the creation of community education materials promoting healthy prenatal nutrition, and pre- and post-tests were conducted to evaluate the impact of these materials. One of the team’s findings was that women were interested in sharing food recipes with other communities. This led to the compilation of recipes from three different communities into a booklet titled ¡Comer bien!: Un intercambio de recetas, información y actividades nutricionales para las señoras de Shumay, Marcará y Shilla (Eat Well: An Exchange of Recipes, Information, and Nutritional Activities for the Women of Shumay, Marcará, and Shilla).

¡Comer bien! is educational and highlights the healthy aspects of traditional foods, thereby validating indigenous knowledge. The three communities participated in the process of making the booklet, and women in the community designed all the illustrations, which allow them to read the recipes even if they cannot read Spanish (see image below). An earlier version of the booklet was revised after the research team got feedback from additional people in the community. They wanted more pictures and fewer words. As Chan notes, “Participatory action research (PAR) integrates local knowledge, perspectives, and priorities into the research process, guiding the co-construction of products, such as ¡Comer Bien!, that are..."
not only important and relevant to the community, but also usable by its members.”

Throughout the process, families were brought together, as Spanish-speaking children reviewed the contents of the book with their parents, and women from the three different communities were very enthusiastic about contributing to a project that allowed them to exchange information about healthy eating madre a madre (mother to mother), thereby strengthening relations between the communities. “The PAR process is cyclical and iterative,” Chan observes, “and therefore demands more time and patience. Nevertheless, by requiring researchers to build meaningful relationships with the community, it also allows them to establish ties that often endure well beyond the completion of the research. So I think it’s well worth the effort!”

School of Aging Studies hosts Careers in Aging networking event

On the afternoon of March 20th, over 100 faculty, students, and community partners mingled in the Atrium Lobby of the Behavioral and Community Sciences Building during the annual Careers in Aging networking event, hosted by the School of Aging Studies and organized by Dr. Brianne Stanback (Instructor and Internship Program Director).

Not only the turnout was impressive; the collegiality that permeated the socializing was invigorating. The success of Careers in Aging demonstrates the wealth of returns that can come from a significant and sustained investment in partnership building—an art that Stanback has clearly mastered, if not perfected.

Stanback directs the School of Aging Studies Internship Program, which provides students with opportunities to integrate and reinforce knowledge acquired in the classroom, serving as a bridge between their education and entry into the professional community. “A successful field placement program,” she notes, “is the product of strong relationships that often require a lot of time and TLC [tender loving care] to maintain and strengthen.” Students benefit greatly from such durable university–community engagement, as do community partners, who get supplied with a fresh stream of student interns.

The Careers in Aging event brought representatives from the long-term care industry (Gulf Coast Health Care, Greystone Healthcare Management Corporation, Florida Presbyterian Homes, Cypress Care at Health Park Florida), government and community agencies (City of Clearwater Office on Aging, Hillsborough County Elder Affairs, West Central Florida Area Agency on Aging, the Life Enrichment Center), and private agencies (Alzheimer’s Association Gulf Coast Chapter, Aging Care Advocates, Reliance Health Network) to the USF campus, where students could network with them directly and explore career opportunities.

When the representatives formally introduced themselves, they were asked to provide students with tips on how to excel in the professional world. The tips included: get involved in professional organizations; get to know everybody where you’re working; cultivate a professional demeanor; listen to your clients with care; volunteer in your community; and, ahem, clean up your Facebook page and use a professional looking email address.

For more information on Careers in Aging, contact Dr. Brianne Stanback at bstanback@usf.edu. For more information about the School of Aging Studies, please visit http://agingstudies.cbcs.usf.edu/ or contact Ms. Gail Smith at 813-974-9740 with inquiries about the School’s academic programs. And, if you’re a student or community partner, we look forward to seeing you at next year’s Careers in Aging!
USF History Department holds workshop with high school social studies teachers

The fourth Professional Development Workshop for high school teachers (“La Retaguardia de Tampa: The Spanish Civil War and Its Impact on Florida, U.S. and World History”) was held at USF on May 15, 2013.

Conducted by USF’s Dr. Fraser Ottanelli and Dr. Peter N. Carroll (Stanford University) the workshop was jointly sponsored by the Abraham Lincoln Brigade Archives (ALBA) and the USF Department of History with the support of the Hillsborough and Pasco County School districts.

Social studies teachers were introduced to unique primary sources (including personal letters by Americans who volunteered to fight in Spain, government reports, images, and taped oral interviews). Participants created lesson plans on issues relating to the impact of the Great Depression, the rise and consolidation of Fascism and Nazism, the response to anti-Semitism and racism, along with the connection between US foreign policy and the origins of World War II.

In addition, the post-war experiences of the Americans who fought in Spain (including a number of Tampeños) provide effective case studies for a discussion of McCarthyism, the Civil Rights movement, along with subsequent episodes of U.S. intervention abroad from Korea and Vietnam, to Latin America, the Balkans, Africa, and the Middle East.

Casa Chiapas: Community engagement through a Plaza Comunitaria

Casa Chiapas opened its doors just over a year ago, and already it has outgrown its present facilities due to the need for more services in the local community. Located in the heart of the University Area, Casa Chiapas provides English and Spanish classes for adults, GED preparation, computer classes, and much-needed assistance with immigration and health care paperwork, all free-of-charge for the Spanish-speaking population of Tampa. Casa Chiapas also celebrates Chiapan culture and helps to maintain community and transnational ties.

Casa Chiapas has received Plaza Comunitaria status from Mexico’s Institute of Mexicans Abroad and, in providing services, collaborates with the Government of the State of Chiapas and the Mexican Consulate in Orlando. The work of Casa Chiapas has already won high praise from the Mexican Consulate: “Casa Chiapas will provide better opportunities to Chiapanecan people who reside in Hillsborough County, which hosts the highest percentage of the Mexican population in the State of Florida, with an approximate total of 65,578 Mexicans, based on the last census of the United States.”

OCEP visited Casa Chiapas to learn more about the organization and its dedicated staff of volunteers. “We want to let the world know that we are here to change lives, but we cannot do it by ourselves,” says Cielo Gómez, Casa Chiapas’ passionate and energetic director. When asked what motivates her, she replies humbly that she “knows what it’s like” to be in her students’ circumstances, herself having emigrated to the U.S. from Chiapas. Driven by empathy, Gómez and her team of colleagues and volunteers have gone beyond merely providing classes, to hosting baby showers and Christmas parties for single moms, assisting with passport applications and obtaining birth certificates, helping students with transportation, advocating for health care coverage for children, doing translations, and offering notary public services.

Casa Chiapas’ courses have been primarily for adults, and it has more than a hundred registered adult students. Yet its roster keeps growing, necessitating a waiting list. As a Plaza Comunitaria, its literacy and adult education courses allow migrant and immigrant students to finish their middle school diploma (equivalent of ninth grade in the U.S.), which is then certified by Mexico’s Department of Education. Although its direct ties are with the State of Chiapas, it is able to help people from other states in Mexico as well as from Central American countries. While many of Casa Chiapas’ students have lived in the U.S. for years, earning their diploma here, along with learning English, helps them prepare to go back to Mexico having accumulated additional social and cultural capital.

Casa Chiapas also plans to open a Mayan Cultural Center to provide programs for children, including language courses in Tzotzil and Tzeltal to help maintain Mayan ethnic identity and heritage. Many USF students already volunteer at Casa Chiapas; some teach English,
Spanish, computer courses, or software programs such as Microsoft PowerPoint and Excel. Additionally, Casa Chiapas receives volunteers and support from the University Area Community Development Corporation (UACDC), including an internship program directed by USF alumnus Cesar R. Hernandez, who now works in the UACDC’s own Office of Community Engagement. But more help is needed, along with assistance in nonprofit management, grant writing, translating, and processing government paperwork. For more information on volunteering, service-learning, and internship opportunities with Casa Chiapas, contact director Cielo Gómez at skygomez.cg@gmail.com.

Ybor Youth Clinic reaches out to youth who are homeless, GLBTQ, or HIV-infected

The Ybor City area, with its vibrant nightlife and entertainment venues, attracts many young people from diverse backgrounds. Among the usual flow of visitors are youth who are living in difficult circumstances, including homelessness. The GLBTQ-friendly establishments of the GaYBOR business district also provide a welcoming social atmosphere for youth who face rejection elsewhere because of their sexual orientation, gender identity, or HIV status. Indeed, sometimes these populations overlap: according to a national study produced by the Williams Institute at the UCLA School of Law in 2012, of the clientele served by homeless youth organizations, 40% identify as GLBTQ, with family rejection being the most common contributing factor to homelessness.

Recognizing the need for a welcoming and respectful place for underserved youth in Tampa Bay who might not feel comfortable in traditional health care settings, the Ybor Youth Clinic (YYC) opened last year to provide health care to HIV positive and high-risk youth; gay, lesbian, bisexual, transgender and questioning youth (GLBTQ); homeless and street youth; and sexually exploited youth. A ribbon-cutting ceremony was led by Tampa Mayor Bob Buckhorn, County Commissioner Kevin Beckner, and other high-level public officials.

The YYC is a program of the Division of Infectious Disease, Department of Pediatrics, College of Medicine, USF Health, with sponsorship and funding provided by the Lazydays Employee Foundation and other private donors and businesses. The YYC is the brainchild of Patricia J. Emmanuel, M.D., Professor and Chair of the USF Department of Pediatrics, and Kenneth Kavanagh, ARNP-C, MSN, MPH, an adult and mental health nurse practitioner in the Division of Infectious Disease and at the YYC. It is staffed by doctors from Pediatric Infectious Diseases, community physicians, and medical student volunteers from USF Health, and an array of health care services are available for youth ages 13-24 (see Ybor Youth Clinic). The GaYBOR District Coalition has helped the YYC to establish relations with club owners and other gatekeepers in order to have a meaningful presence in the community.

One of the things that makes the YYC unique is that it is a clinic rather than a community organization. The YYC is the first health care facility in the Southeastern U.S. to reach out specifically to youth who are homeless, GLBTQ, or HIV-infected. In addition to its own services, the YYC also provides clients with guidance on navigating through the larger health care system, as well as linking to counseling and social services. Clinical studies and research are also being conducted at the YYC.

Earlier this year, the OCEP stopped by the YYC to learn more about the clinic and the USF partnership. We sat down with Francisco “Alex” Montiel-Ishino, Clinical Trials Coordinator, in his office at the YYC. Alex is a recent graduate of USF, with a Master’s degree in Public Health. He has experience in community engaged research, having worked on community based participatory research projects with migrant communities in Florida and an East Tampa cancer prevention project. And, with additional experience working with homeless children while growing up in Tijuana, Baja California, Mexico, he is no stranger to the challenges of doing outreach to vulnerable populations living in very difficult circumstances.
Alex says that his work at the YYC is a way for him to get to know the local community and give back, being part of a team of professionals who can respectfully and sensitively provide much-needed health care services to GLBTQ and homeless youth. He hopes that more students from USF can become involved, and sees potential in the YYC for further community engaged learning, including clinical site hours and service-learning courses. Alex credits the rigor of USF's Applied Anthropology program with helping him to develop analytical and critical skills, as well as foundations in research methods and grant writing—all of which contributed to his strengths as a community engaged researcher and practitioner, and his success as a graduate student. His acceptance into the Ph.D. program in Biobehavioral Health this fall at Pennsylvania State University is evidence enough of the exceptional quality of experiential learning opportunities available to students at USF.

**Major plans underway at the Ybor City Museum Society**

The *Ybor City Museum Society* (YCMS), founded in 1982, will celebrate its 30th anniversary this year, hosting an Anniversary Gala at the historic Italian Club on September 28. The YCMS’s mission is to preserve, promote and celebrate the unique cultural heritage of Ybor City and to support the *Ybor City Museum State Park*.

The YCMS has several major programs and projects under development, including a new permanent Cultural Exhibit on the five immigrant ethnic groups that settled Ybor City and the mutual aid societies those immigrants founded. The Cultural Exhibit opens on October 17th. Also, the house in which Baseball Hall-of-Famer Al Lopez resided for 50 years has been relocated from its original location to the corner of Ninth Avenue and 19th Street, on property leased to the YCMS by the City of Tampa, which in turn is leasing it from Hillsborough County after County Commissioners approved the land transfer in 2012. The YCMS acquired ownership of the house from the Florida Department of Transportation and will rehabilitate and adapt the building for museum use, becoming the *Tampa Baseball Museum at the Al Lopez House*, set to open in March 2014.

One of the staff persons at the YCMS is Elizabeth McCoy, an alumna of the Department of Anthropology at USF. McCoy is Curator of Programs and Education for the YCMS. She creates and designs temporary and permanent exhibits for the *Ybor City Museum State Park*, collaborates with educators to design appropriate children’s activities and learning devices, and oversee the training materials for volunteer docents and walking tour guides.

Chantal Hevia, President of the Ybor City Museum Society, praises McCoy highly. “As our curator, she has taken the Ybor City Museum Society to new levels of excellence. Her leadership and creativity in planning, designing and facilitating exhibits and programs are recognized by our Board, other staff, and members of the community. It has been a pleasure and a privilege to work with Liz for the last five years.”

McCoy’s work in applied social science of tourism earned her First Place in the *Valene Smith Poster Competition* at the 2012 annual meeting of the Society for Applied Anthropology. McCoy explains how her coursework in Anthropology informs her work with the YCMS: “I took several seminars (Museum Methods and Public Archaeology in particular) that addressed aspects of public interpretation that are directly applicable to what I do with exhibits.” Moreover, “the general worldview afforded by anthropological training is helpful when working to bring the very distinct groups in Ybor City together and interpret them effectively.”

Earlier this year, the YCMS contacted our office with a request for collaborative partnerships on a number of exciting projects as well as to let us know about internship opportunities for students. The YCMS is looking for additional faculty partners, service-learning courses, and graduate and advanced undergraduate student interns interested in creating business plans, marketing, grant writing, capital campaign fundraising, DonorPerfect database management, artifact collecting and cataloguing, doing research on historic buildings, and program development, including a “travelling trunk” of educational activities for school children and smart phone apps for providing information during a walking tour of Ybor City’s historic buildings and structures—of which there are more than 950, according to the National Park Service.

For more details about these exciting opportunities for experiential learning, contact Chantal Hevia, President and CEO of the Ybor City Museum Society, at chevia@ybormuseum.org.
New library will feature African American research archives and cultural arts

The Robert W. Saunders, Sr. Public Library, located at 1505 North Nebraska Avenue, adjacent to Booker T. Washington Elementary School, will be torn down this fall and replaced with a larger, two-story facility that will house an African American Research Library and an African American Cultural Arts Center. Four public meetings have already been held in order to allow the community to provide input into the design of the building. Construction on the new library will begin in early 2014; it is scheduled to open in December 2014. A grand opening, with a nationally renowned guest speaker, is being planned for March 2015.

Robert W. Saunders, Sr., in whose honor the library is named, was a renowned Civil Rights leader. He was born in Tampa, Florida in 1921, and died in 2002. The OCEP toured the current library with Charles F. “Fred” Hearns, Founder of the Ada T. Payne Friends of the Urban Libraries Foundation, and Founder and President of the Friends of the Robert W. Saunders, Sr. Library Foundation. The mission of the latter foundation is to raise funds that support educational, African American research and cultural activities at the Saunders Library and within the Tampa, Florida community. Until he retired in 2007, Hearns was the Director of the City of Tampa’s Department of Community Affairs, in which he worked for more than three decades. He is now working on a Master’s degree in Africana Studies at USF.

As Hearns showed us around the library and elementary school, he explained the improvements that will come with the new facility, which is being built with $7.8 million allocated by Hillsborough County. The current library is a single story and has about 7,300 square feet of space. The new library will be two stories, whose combined area will total 25,000 square feet. The first floor will have an African American Cultural Arts Center, a children’s library, and a multipurpose room that can provide theatre seating for 341 people and round table seating for about 260. The second floor will house a public library as well as an African American Research Library, which is intended to become a central archive for historic documents and artifacts, primarily from notable local African American leaders and organizations.

With its proximity to Booker T. Washington Elementary and its growing collection of archived materials, the new Saunders Library has much potential for building collaborative partnerships with USF faculty and students interested in community engaged research and learning, especially in the areas of urban history, cultural heritage, African American studies, and historic preservation and archival collections. There might also be opportunities for students to do community service by tutoring children at the library.

Look for further updates in our upcoming newsletters. In the meantime, contact Fred Hearns at cehaens@mail.usf.edu for more information about the new Saunders Library and related events, and the Friends of the Robert W. Saunders, Sr. Library Foundation.

USDA makes site visit to Sulphur Springs community initiative

On July 15th, the Sulphur Springs community was honored by a visit from Kevin Concannon, the Under Secretary for Food, Nutrition, and Consumer Services in the United States Department of Agriculture (USDA). Under Secretary Concannon’s office became aware of Creating a Healthier Sulphur Springs for Kids (CHSSK) through information found on the internet and was interested in learning more about CHSSK and efforts to improve food security in Sulphur Springs. CHSSK is a coalition of service providers that formed after the Tampa Metropolitan Area YMCA was awarded an Embrace a Healthy Florida grant in 2010 from the Florida Blue Foundation to promote healthy living in Sulphur Springs through programming that addresses childhood obesity.
The YMCA hosted a luncheon and roundtable discussion for Concannon and his entourage, CHSSK coalition members, and community stakeholders; the luncheon was held in the Norma and Joseph Robinson Public Library, which is adjacent to Sulphur Springs Elementary. Joining Concannon were Don Arnette (Regional Administrator), Peggy Fouts (SNAP Director), and Lanna Kirk (Regional Director, Special Nutrition Programs), all from the Southeast Regional Office of the USDA’s Food and Nutrition Service.

Also present at the roundtable discussion were Margeaux Chavez and Katie Taylor (Master’s student and doctoral student, respectively, in Applied Anthropology). Chavez spoke about her Challenge Grant team’s research in Sulphur Springs (see Challenge Grant story, above), and Taylor talked with Concannon and his colleagues about her work with Moses House, the YMCA, and the CHSSK to start a farmers’ market in Sulphur Springs. The market will accept SNAP Benefits through EBT. Moses House hired Taylor as Project Coordinator for the farmers’ market after being awarded a Community Engagement Mini-Grant by the CHSSK at the beginning this year. Taylor has been working closely with Dr. Lance Arney, Director of Moses House, and various resident stakeholders and community-based nonprofit organizations within Sulphur Springs to get the market open by late summer or early fall.

The USDA site visit was a testament to all the fine work being accomplished in the Sulphur Springs community. Congratulations to everyone involved, all of whom must feel encouraged after receiving an unexpected gesture of support in the form of a site visit from federal government officials.

**Attention USF Faculty:**

Will you be applying for external grants? Don’t forget to designate your research as “community-based” on your internal form if it involves community partners. This helps us track research dollars awarded to engaged researchers.

**Call for contributions**

Our newsletter exists in part to showcase forms of community engagement being done by USF faculty and students. If you have an exciting story to tell about USF service-learning or community engaged research, please inquire with our Office about how to submit your story. **We look forward to hearing from you!**

**Building partnerships to improve our communities**

The mission of the Office of Community Engagement and Partnerships is to expand local and global initiatives that strengthen and sustain healthy communities, promote social justice, and help improve the quality of life for all. The Office carries out its mission by building mutually beneficial and reciprocal university–community partnerships founded on community engaged scholarship and service-learning pedagogy.

Community engagement is scholarly and pedagogical activities that are carried out in collaboration with, and with potential benefit for, groups and organizations in the municipality or region that contains the university. As a Research I university located in a major urban area, USF has significant relationships with its surrounding communities. The neighborhoods, institutions, and people of the local region offer opportunities for citizens and scholars to work together on issues of relevance to the community and the world.

**Mailing address:**
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University of South Florida
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