FIU STRIDE

Strategies and Tactics for Recruiting to
Increase Diversity and Excellence

Faculty Recruitment Workshop
Fall 2019

For more information, visit advance.fiu.edu or email awed@fiu.edu
STRIDE COMMITTEE

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Pete Markowitz, Physics
Suzanna Rose, Psychology & AWED
Caroline Simpson, Physics
Kirsten Wood, History
Susanne Zwingel, Politics & International Relations
For each item, indicate what steps your search committees typically takes, then star (*) what new practices you will adopt this year.

<table>
<thead>
<tr>
<th>Usual Practice</th>
<th>BEST PRACTICES</th>
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<tbody>
<tr>
<td><strong>Stage 1: Getting Great Applications From the Best Candidates</strong></td>
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<tr>
<td>1. Build an effective search committee</td>
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<tr>
<td>a. Require a high level of commitment.</td>
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<td>b. Attend STRIDE.</td>
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<tr>
<td>c. Be aware of unconscious biases and challenges of evaluation.</td>
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<tr>
<td>2. “Search” is a verb: ACTIVELY develop a diverse pool of applicants</td>
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<td>a. Network directly with doctoral students; invite to speak.</td>
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<td>b. Connect with other institutions to identify promising candidates.</td>
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<td>c. Actively solicit applicants from the diversity section of your professional association.</td>
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<td>d. Actively pursue candidates that are thriving at less well-ranked institutions.</td>
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<td>3. Define your search as broadly as possible, e.g., “open” to area of specialization</td>
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<td>4. Clearly define and communicate the application components</td>
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<td>a. Provide a template or application checklist with clear instructions.</td>
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<td>b. Clearly describe the audience for their application (e.g., faculty from other areas).</td>
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<td>c. Require a Diversity Statement from applicants to show that you are serious about seeking faculty with a commitment to diversity that have prepared to teach a multicultural student body. Guideline at: go.fiu.edu/diversitystatement or go.fiu.edu/strideresources Rubrics at: go.fiu.edu/diversityrubrics</td>
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<td><strong>Stage 2: Achieving Excellence and Diversity in the Applicant Short List</strong></td>
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<td>5. Use specific criteria that value diversity and excellence (i.e., Diversity Statement Rubrics (go.fiu.edu/diversityrubrics) and the Applicant and Candidate Evaluation tools in the handout and at: go.fiu.edu/strideresources).</td>
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<td>6. Strive to mitigate evaluation bias</td>
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<td>a. Avoid use of proxies such as CV, prestige of graduate or postdoc institution, citations, letters of recommendation. See: Gender Bias calculator for letters <a href="https://www.tomforth.co.uk/genderbias/">https://www.tomforth.co.uk/genderbias/</a></td>
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<tr>
<td>b. Discuss procedures including the order or reviewing documents in the file, e.g., review Diversity Statements first.</td>
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<td>c. Design organized evaluations that combine examination of written materials and direct contact with the candidate.</td>
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<td>d. Consider the environment in which achievements were made.</td>
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<tr>
<td>e. Avoid summary rankings.</td>
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<table>
<thead>
<tr>
<th>Usual Practice</th>
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**Stage 3: Managing the Visit**

7. Encourage circumstances that will allow you to see the candidate at her/his best-keep in mind that departments should recruit as well as evaluate each candidate
   a. Provide information well ahead of the visit regarding schedule, expectations, audience, Q&A culture, etc. Post the structure of on campus interview on website.
   b. Refer them to IDEA* if they need any special accommodations (don’t ask what they are). See handout: FIU Family Friendly Policies document for lactation room info, etc.
   c. Manage the visit – identify a host who can set the tone for each activity or event.
   d. Have Search Committee develop standard interview questions for on campus interview and interview each candidate as a committee of the whole.
   e. Invite people to the job talk to maximize diversity.
   f. Provide a good introduction at the seminar, stressing the candidate’s expertise.
   g. Consider altering undesirable cues in the environment, e.g., if no racial or gender diversity in public materials or among attendees.

8. Provide a welcoming environment during the interview
   a. Try to interview more than one women/minority candidate.
   b. Treat all applicants as valuable scholars, not as representative of a social group.
   c. Ensure that all candidates meet a diverse set of people (may include students).
   d. Ask the candidate whom s/he would like to meet.
   e. Avoid making comments about the candidate’s gender or race.

**Stage 4: Making the Decision**

9. Best practices
   a. Gather input promptly.
   b. Avoid global rankings.
   c. Manage full faculty discussions using a transparent process and reviewing all candidates.

10. Recruit the selected candidate
    a. All factors relevant to attracting the candidate should be discussed.
    b. Negotiations should convey that the goal in deciding the terms of the offer is to create conditions for success.
    c. Provide all candidates with a complete list of items to discuss in the course of negotiations (will vary by field).

*IDEA: Inclusion, Diversity Equity & Access, formerly Equal Opportunity Programs & Diversity*
Brief Exercise – Letters of Recommendation

Letters of recommendation are often considered a useful measure of a candidate’s abilities and potential as assessed by people who know them best. Thinking about the qualities you would like to see in a candidate for an open position in your unit, circle the top 3 words/phrases that you would find most compelling/important in a letter of recommendation:

- hard-working
- outstanding
- pays attention to detail
- ground-breaking
- nice
- conscientious
- genius
- good colleague
- brilliant
- superstar
- excellent
- kind
- balances work and family
- grit
- creative
- perseverance
LETTER OF RECOMMENDATION EXAMPLE #1

Dear Dr. Koop:

Chris Smith MD, has been a Postdoctoral Scholar in Pediatric Orthopedic Oncology at Northsouthern School of Medicine. While at our institution, Dr. Smith actively participated in our research and educational activities. During the last year at Northsouthern, Dr. Smith also trained in Pediatric Orthopedic Surgery.

Dr. Smith’s research activities focused on the use of three dimensional contrast CT scanning for the assessment and quantification of blood flow and metabolism in solid bone tumors of long bones of pediatric patients. An early study established a correlation between patterns of blood flow and tumor metabolism and the long term outcome of patients with solid tumors of long bones, while a second study...[+9 lines]. Some of this work has already been published in first rate orthopedic journals while other parts are currently under review by journals.

Dr. Smith’s accomplishments are important for they demonstrate and underscore the clinical significance of altered patterns of blood flow and tumor metabolism for patient mortality and morbidity as well as for defining their implications for the management of patients with expected very poor prognosis for limb salvage. These accomplishments have been recognized locally by having been awarded two consecutive grants by the Greater Affiliate of the American Society for Orthopedic Surgeons. We believe it is also fair to state that these accomplishments have received, at least to some degree, national recognition as evidenced by several job offers.

Overall, we have found Chris to be a highly intelligent and hardworking young doctor. Chris communicates and collaborates well with peers and supervisors. On a more personal side, it saddened us to see Chris leave our institution, due to our inability to secure continued funding for the position. We believe that Chris is a promising, highly productive and creative young researcher who undoubtedly will become an independent and innovative investigator. Therefore, it is with considerable enthusiasm that we support unequivocally the proposed appointment to Assistant Professor of Pediatric Orthopedic Surgery and Oncology.

Sincerely,
Charles Lewis, MD
Chief, Dept. of Pediatric Oncology
Dear Alfred:

I am writing to you a letter of recommendation for my good friend, Dr. Chris Smith, MD. As you probably know, I've known Chris for about 7 years. I've watched Chris's career development while working at Northsouthern University, as well as presentations and prize winning events at the Academy of Pediatrics while Chris was a resident at Northsouthern and then did a fellowship year with me and Dr. Dolittle in St. Louis some years ago.

Without any doubt, I am struck by Chris's integrity, compassion, and commitment. The candidate is totally intolerant of shoddy research work and any work which has a hint of padding or error. Additionally, while working with Chris in St. Louis, I was able to observe Chris's surgical skills. I feel Chris has very well-trained surgically in St. Louis, but still lacks confidence at times. Sam Livingood is well aware of this and will no doubt work on this during the period of clinical practice at Centingting.

I feel the addition of Chris to the faculty of Centingting University and particularly to the Department of Cardiology of Children's Hospital to be a tremendous plus for that center. Chris's research work over the last few years has been 'top drawer' and virtually unchallengeable. I can only predict a great future for this young candidate and I am delighted that Chris has returned to further career opportunities.

If you have any further questions about Chris I'd be happy to discuss with you.

Sincerely yours,

Charles Lewis, MD
Chief, Division of Cardiology
AN OPEN SEARCH AD FROM AMHERST

The Amherst College Department of Chemistry (https://www.amherst.edu/academiclife/departments/chemistry) invites applications for a full-time tenure-track appointment in experimental physical chemistry at the rank of assistant professor beginning in July 2019. Amherst College is coeducational and one of the most diverse liberal arts colleges in the country. Forty-five percent of our students identify as domestic students of color, and another 10 percent are international, with non-U.S. citizenship; 17 percent are the first members of their families to attend college. Amherst is committed to providing financial aid that meets 100 percent of every student’s demonstrated need, and 58 percent of our students receive financial aid. Our expectation is that the successful candidate will excel at teaching and mentoring students who are broadly diverse with regard to race, ethnicity, socioeconomic status, gender, nationality, sexual orientation, and religion. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and with the University of Massachusetts in the Five College Consortium. The position requires a Ph.D. in chemistry and calls for teaching general chemistry and advanced physical chemistry at the undergraduate level. Opportunities for teaching electives and interdisciplinary courses are also available. The successful candidate will be expected to establish a vigorous research program in physical chemistry in which undergraduates can substantively participate. Applicants with expertise in any sub-discipline of experimental physical chemistry—for example, energy storage, materials chemistry, biophysical chemistry, or environmental chemistry—are encouraged to apply. Applicants should submit electronically to https://XXX; a curriculum vitae; a statement of teaching philosophy, including philosophy of teaching a diverse student body; a detailed description of research plans; and the contact information for three confidential references.

OPEN SEARCH ADS FROM UNIVERSITY OF MICHIGAN

PHYSICS

The Physics Department anticipates that a tenure track faculty position will be available with a XXX starting date. We are considering applications in all areas of physics represented in the department: High Energy Physics, Condensed Matter Physics, Atomic Molecular and Optical Physics (AMO), Astrophysics, Biophysics, and Theoretical Physics. We are particularly interested in applicants working in the areas of Theoretical Astrophysics, Condensed Matter Theory, String Theory, AMO Theory or High Energy Theory. Candidates are required to have a doctoral degree in physics. Women and minorities are encouraged to apply. The successful candidate is expected to establish an independent research program and to contribute effectively to the Department's undergraduate and graduate teaching programs. The University is responsive to the needs of dual career couples.

General Advertisement

The Department of Chemistry at the University of Michigan invites applications for an anticipated tenure-track position at any rank in any subdiscipline of chemistry with a proposed start date of September 1, 2011. This would be a University-year appointment (9-mos. academic salary with summer salary supported by research funds). Candidates are expected to develop an internationally recognized program of scholarly research and to excel in teaching at undergraduate and graduate levels. Detailed information regarding the electronic application process and required materials is available on-line at xxxxxxxx.

The Department of Anthropology invites applications for a tenured associate professor level appointment in sociocultural anthropology, to begin in XXX pending administrative approval. Candidates currently at the advanced assistant professor or early associate professor rank are encouraged to apply. We seek creative scholars who integrate ethnography and theoretical analysis, and who deepen our dialogue with other disciplines and debates. Successful candidates will be able to teach introductory and higher-level undergraduate courses in addition to graduate seminars, and their research and teaching interests should complement the strengths of our existing faculty (for more information consult our website at XXXX).
Florida International University welcomes applicants to provide their own unique perspectives on their past, present, and future aspirations and contributions to promoting equity, inclusion, and diversity in their professional careers. Our particular interest is in attracting faculty with an established record of success at mentoring African-American, Hispanic-American, and women students.

Some possible sources of evidence of effective mentoring

- **Commitment** to using a faculty position to open opportunities to women and underrepresented minority faculty or students.
- **Leadership** in any capacity that tangibly promotes an environment where diversity is welcomed, fostered, and celebrated.
- **Active Recognition** in your various faculty roles of the challenges members of society face when they are members of underrepresented groups, people of color, or women; or because of their religious, ethnic, or gender identities or orientation.
- **Creation** of programs that provide support to women and minority faculty or students.
- **Establishing** a pipeline in disciplines for students in traditionally underrepresented groups.
- **Enriching** the classroom environment through exposure to new perspectives on cultures, beliefs, practices, tolerance, acceptance, and a welcoming climate.
- **Exposure** to research opportunities for individuals historically excluded from disciplines on the basis of their gender or racial/ethnic identity.
- **Mentoring** students from traditionally underrepresented groups and at-risk students to provide the guidance needed to help ensure their academic experience is a welcoming and positive one, to promote university resources when needed for retention, and to serve as transformative role models for those who may not yet understand their real potential in an academic environment.
- **Outreach** to members of student clubs, private organizations, or community groups whose mission includes service, education, or extending opportunity to disadvantaged people.
- **Service** that promotes inclusion by striving to dismantle barriers to people historically excluded from the opportunities that all have a right to enjoy.

Through your Diversity Statement, you can tell us how your past and present activities have shaped your perspectives. Feel free to include creative ideas for future activities that will contribute to FIU’s Faculty Diversity and Inclusion goals and let us know specifically how and when you would like to implement them in our University environment.

1 Adapted from UC-Davis.
<table>
<thead>
<tr>
<th>Component</th>
<th>Scoring System 0 - 5</th>
<th>Candidate 1</th>
<th>Candidate 2</th>
<th>Candidate 3</th>
<th>Candidate 4</th>
<th>Candidate 5</th>
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<tr>
<td>Provides a statement of contributions to diversity</td>
<td>0 - 1</td>
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<td>Indicates awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups, and the negative consequences of underutilization</td>
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<td>Demonstrates a track record and measure of success in activities (such as mentoring, teaching or outreach) that aim to reduce barriers in education or research for underrepresented or economically disadvantaged groups</td>
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<td>Specific plans to contribute through campus programs, new activities, or through national or off-campus organizations</td>
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Examples: (5 = EXCELLENT) (1 = STATEMENT ONLY)

- Helps to identify candidates who have job skills, experience, and/or willingness to engage in diversity-type activities that could enhance campus diversity efforts.
- Promotes commitment to Equity, Diversity, and Inclusion in faculty culture.
- Underscores our public commitment to Equity, Diversity, and Inclusion.

This evaluation grid and additional rubric scoring information is available at go.fiu.edu/diversityrubrics
Applicant Evaluation Tool
[Department] Search Committee

Candidate’s name: 

Please indicate which of the following are true for you (check all that apply):

- □ Read candidate’s CV
- □ Read candidate’s statements (re research, teaching, etc)
- □ Read candidate’s letters of recommendation
- □ Read candidate’s scholarship (indicate what): ______________________

Please rate the candidate on each of the following:

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<th>Evidence of research productivity</th>
<th>excellent</th>
<th>good</th>
<th>neutral</th>
<th>fair</th>
<th>poor</th>
<th>unable to judge</th>
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<tr>
<td>Potential for scholarly impact / tenurability</td>
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<tr>
<td>Evidence of strong background in [relevant fields]</td>
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<td>Evidence of [particular] perspective on [particular area]</td>
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<td>Evidence of teaching experience and interest (including grad mentorship)</td>
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<td>Potential to teach courses in core curriculum</td>
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<td>Potential to teach the core curriculum on [particular area] (including creation of new courses)</td>
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Other comments?

For more information or additional copies of this resource, please contact the Office to Advance Women, Equity and Diversity at 305-348-3457.
Candidate Evaluation Tool

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate’s name: 

Please indicate which of the following are true for you (check all that apply):

☐ Read candidate’s CV
☐ Read candidate’s scholarship
☐ Read candidate’s letters of recommendation
☐ Attended candidate’s job talk
☐ Met with candidate
☐ Attended lunch or dinner with candidate
☐ Other (please explain):

Please comment on the candidate’s scholarship as reflected in the job talk:

Please comment on the candidate’s teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:

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<th>Potential for (Evidence of) scholarly impact</th>
<th>excellent</th>
<th>good</th>
<th>neutral</th>
<th>fair</th>
<th>poor</th>
<th>unable to judge</th>
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<tr>
<td>Potential for (Evidence of) research productivity</td>
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<td>Potential for (Evidence of) research funding</td>
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<td>Potential for (Evidence of) collaboration</td>
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<td>Fit with department’s priorities</td>
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<td>Ability to make positive contribution to department’s climate</td>
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<td>Potential (Demonstrated ability) to attract and supervise graduate students</td>
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<td>Potential (Demonstrated ability) to teach and supervise undergraduates</td>
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<td>Potential (Demonstrated ability) to be a conscientious university community member</td>
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Other comments?

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FIU Faculty Resources

FIU is committed to helping faculty balance the needs of career and family. Policies have been established to create a supportive, equitable, and productive academic environment. More information about each of the family-friendly policies is listed below.

NOTE: It is best to check the Faculty Resources website to make sure to get the most up-to-date information:
https://academic.fiu.edu/NewFacultyResources.html
https://academic.fiu.edu/faculty_resources.html

Family-friendly policies and resources include:

- Dual career program
- Faculty residence map
- Parental leave
- Tenure clock extensions for Tenure-Earning Faculty
- Lactation rooms
- Campus child care
- Center for Children and Families
- Youth summer camp and school holiday care
- Tuition waiver

**Dual Career Program**

FIU’s dual career program enhances the university’s ability to attract and recruit exemplary faculty by creating a framework for exploring employment for a new hire’s spouse or partner* (dual career hire).

These hires are considered through a targeted recruitment process and may require review of a search and screen waiver and approval by EOP and the President.

**Faculty Residence Map**
http://maps.fiu.edu/fiufacultyresidence/

To aid new and prospective FIU faculty in making decisions about living in Miami, this interactive map shows where current faculty reside.

**Parental Leave**
https://facultycareers.fiu.edu/cba/#leave

Fully paid parental leave is granted to eligible FIU employees for the birth or adoption of a child for a period of up to twenty-six consecutive weeks (approximately 6 months) during Fall or Spring semesters, and at a rate of .33 FTE for Summer A or Summer B.
The twenty-six consecutive weeks of paid parental leave is granted to each eligible employee once during her or his career. However, one time during employment, the 26 consecutive weeks of parental leave may be split and allow the use of parental leave for a subsequent birth or adoption of a child.

If an employee who takes paid parental leave requests leave for a period of more than twenty-six consecutive weeks, the employee may request to use a combination of paid leave, accrued leave and leave without pay. Foster care is not covered under parental leave but is provided through FMLA provisions in accordance with this policy.

**Tenure Clock Extensions for Tenure-Earning Faculty**
https://academic.fiu.edu/docs/Tenure%20Clock%20Extensions%2012-5-16%20Final.pdf

Tenure-earning faculty members who have significant official parental or dependent care or medical leave during their tenure-earning years may officially request “time off the tenure clock” for such leaves during the academic year.

Faculty whose requests are granted will not to be evaluated any given semester during which the leave was for more than 20 calendar days. This policy allows tenure-earning faculty to focus on supporting their family members without negatively impacting their official productivity level.

**Lactation Rooms**
https://hr.fiu.edu/employees-affiliates/assistance-wellness/

FIU provides a dedicated lactation room in Primera Casa (the PC building) at the Modesto A. Maidique Campus solely for this purpose. PC-434A has three private sections for nursing mothers to express, as well as comfortable chairs and a sink. The room is available to all faculty, staff, and students. To reserve room PC-434A, please send an email request to hr@fiu.edu.

The Herbert Wertheim College of Medicine also offers a lactation room that may be utilized by FIU Medicine students, faculty, and staff located in AHC2-454. To request use of the lactation room, contact Wendy Bravo at wbravo@fiu.edu or via phone at 305-348-3981.

FIU Business currently provides a lactation room (MANGO 650) with access request through Jackie Coello 305-348-2282.

**Campus Child Care**
https://studentaffairs.fiu.edu/campus-services/childrens-creative-learning-center/

The Children’s Creative Learning Center (CCLC) at FIU is a State Educational Research Center for Children Development and a SACS Nationally Accredited Program. The Center is a self-supported university auxiliary and a department within Student Affairs. In addition, the Children’s Center often serves as a demonstration site for departments of the university and programs in the community, e.g.: observation, presentations, special programs, training and research.

FIU’s CCLC offers top-quality childcare that’s convenient and affordable for children of FIU students, staff, faculty, alumni and the neighboring community. The program serves children who have achieved bathroom independence between the ages of 2 through 5 years old, Monday
through Friday. A Kindergarten and Voluntary Preschool Kindergarten program are available within the hours of the full day program. Admission is open to the public, but preference is given to FIU students, followed by FIU staff and faculty.

**SUMMER CAMPS**
https://gateways.fiu.edu/
FIU offers numerous summer camps and holiday care programs, including:
- Animation Gets Real Miami at Engineering Center
- Center for Children and Families at MMC
- FIU CASE Summer Camp at MMC
- FIU EcoAcademy at BBC
- FIU Theatre Summer Camp at MMC
- Miami PREP Summer STEM Program at Engineering Center, MMC, and Miami Beach Urban Studios
- Miami Waves Club Summer Camp at BBC
- Parent/Child Bridge Engineering Summer Camp
- Sports Camps at MMC

**Center for Children and Families** (ccf.fiu.edu)
At the Center for Children and Families, we understand the challenges you face as a parent and we want you to know that you are not alone. If you think your child may be struggling with a problem, let us help you. Twenty percent of kids suffer from a mental health problem and about half of all cases of mental illness begin by age 14. We are here to support you and give you the tools you need to best respond to your child’s and family’s needs every step of the way.
The CCF offers: Individual and group therapy for children and teens; Parent training and family interventions; and Evening, weekend & summer programs. The CCF provides state-of-the-art services to approximately 3,500 families each year through clinical services and research programs presenting with the following concerns:
- ADHD and disruptive behaviors in the home and at school
- Anxiety and fears
- Social and developmental concerns
- Depression and other mood conditions
- Family stress and relationships
- School readiness and academic difficulties

**Tuition Waiver**
https://facultycareers.fiu.edu/cba/#tuition

The employee tuition waiver benefit allows full-time employees and their dependents to have tuition waived up to three times per year: spring semester, summer semester, and fall semester. The available credits are a pool to be split between the employee and dependents, and covers up to six credits for employees and up to 10 credits per semester for dependents. If both employee and dependent are using the waiver, no more than six of the ten available credits may be used by the employee. For more information, contact the Human Resources Customer Service Center at (305) 348-2181.