SEEDS You Choose Grant Application: Why We Work

Abstract

The reasons why people work are varied. Whether motivation is intrinsic or extrinsic, and goals are noble or practical, we all have reasons that we come to UM each day to do our jobs. We are striving to create a Culture of Belonging at UM, where all employees feel valued and have the opportunity to add value. And yet, there are times when some people do not feel valued or feel they are not able to add value. Staff members have expressed that they sometimes feel “less important” than faculty. Junior faculty, and faculty in clinical and research lines, express feeling less valued than tenured faculty, and women sometimes feel less valued than men. This workshop for faculty, staff, and graduate students will provide a forum for women to exchange ideas and identify the commonalities among women who are employed by the University of Miami by exploring the question ‘Why We Work’. We will use a discussion of participants’ motivations for working to lead into a dialogue between faculty and staff to share ideas about what makes each group feel valued, and how they add value in their roles at UM. Graduate students will be included in this workshop as a development opportunity as they prepare for their future careers. This workshop will culminate in a visual project that can be displayed on campus and included in digital media outlets.

Activity Goals

The goal of this workshop is to organize an intergroup dialogue among women at the university to create a new level of understanding and belonging between faculty and staff. This will help to cultivate alliances and a common vision that supports success for all women. This goal will be achieved by offering a limited participant workshop that is co-facilitated by one faculty member and one staff member who have been trained to conduct intergroup dialogues. The workshop will provide an interactive, educational experience that highlights the similarities of purpose among women employees at varied levels at the University of Miami.

The intention is to partner with the Women’s Commission to develop and execute this workshop in Spring 2018. Participation would be limited to 60 individuals. Selection would be on a lottery basis with a pre-determined number from various areas (i.e. 20 faculty, 30 staff (10 senior administrators, 10 mid-level (exempt) and 10 support staff (non-exempt)) and 10 graduate students).

Among faculty and staff, data from the UM Culture index that is part of the Gallup survey showed that many employees feel they are not valued and that the university does not treasure diverse opinions and ideas. Overall, only 36% of employees are engaged in their work, and measures of inclusiveness are low. Further analyses of these data indicate that improving the university’s culture would affect both engagement and inclusiveness, and help faculty and staff create a Culture of Belonging that benefits students, faculty, and staff. This workshop will include an overview of current research regarding UM culture, motivations for work (utilizing the book *Why We Work* by Barry Schwartz), and intergroup dialogue practices. Following the overview, the group will break out into smaller table groups that include faculty and staff from various departments and disciplines, as well as graduate students. The small groups will engage in a dialogue and activities designed to explore the concepts provided in the
overview in order to identify ‘Why We Work’ for each participant. The facilitator will reconvene the
participants after the group activity for a condensed share session that will solicit input from the
participants in order to recap the learning thus far.

The final component of this workshop will be a visual representation of ‘Why We Work’ - a series of
photographs of small groups of women joined together as a group. The photographs would be of
women demonstrating diversity of age and position but with common or similar purpose that would be
added to the photographs. These photographs would be available on-line using digital media or the
university website and in printed/framed version as an exhibit in a university building (the Student
Center Complex, the Ashe Building, the Office of Institutional Culture, or Gables One Tower). The exhibit
location could depend on an additional commitment from a department to co-sponsor this event.

At the end of this workshop participants will be able to describe the reason why they work and identify a
common purpose for work that they share with fellow participants, both faculty and staff. This will
foster a Culture of Belonging that supports alliances.

Personal Goal

Through my work with the Office of Institutional Culture, I create and facilitate programs that promote a
Culture of Belonging at UM. One such program that is part of the Culture of Belonging Roadmap
Initiative is Intergroup Dialogue. Intergroup dialogue is an evidence-based practice that increases
intergroup empathy, shared knowledge across multiple perspectives, understanding of inequalities, and
intergroup collaboration. This proposal represents a unique partnership between faculty and staff to
lead a program where we can explore the different perspectives that faculty and staff bring to their
work at UM to create alliances and foster a Culture of Belonging. I am currently working on creating an
undergraduate course on Intergroup Dialogue, and a Faculty Learning Community for faculty who wish
to learn about Intergroup Dialogue and how it can be incorporated into their courses. Our working
group on Intergroup Dialogue also hopes to create a Faculty and Staff Dialogue Group where faculty and
staff can come together for the types of dialogues described in this proposal. This program will help to
promote these Intergroup Dialogue programs, and help us to move this initiative forward.

Budget and Justification

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<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Clerical Supplies</td>
<td>Includes (but not limited to) table top easels; markers, etc.</td>
<td>$100.00</td>
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<tr>
<td>Facility Fee</td>
<td>Student Center Complex – Combined N &amp; S Activities Room</td>
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<td>Facilitator Fee</td>
<td>5 hours x $60 per hour</td>
<td>300.00</td>
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<td>Photographer</td>
<td>Jenny Abreu $400 - 2 hours plus $50 for touch up &amp; digital access</td>
<td>$450.00</td>
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<td>Lunch/Refreshments</td>
<td>70 participants and facilitators x $15.00 per person</td>
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<td><strong>T-Shirts</strong></td>
<td>Standard Cotton T-shirts – will seek sponsorship in order to upgrade</td>
<td>$350.00</td>
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<td><strong>Printing Photos</strong></td>
<td>Will seek advanced sponsorship for post-event for printing/exhibit</td>
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<td><strong>$2,500</strong></td>
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Curriculum Vitae

Miriam G. Lipsky
8520 S.W. 119th Street
Miami, FL 33156
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miriamglipsky@gmail.com

EDUCATION

Ph.D. University of Miami, Coral Gables, FL
Language and Literacy Learning in Multilingual Settings
May, 2011
Dissertation Topic: Head Start Teachers’ Vocabulary Instruction and Language Complexity during Storybook Reading: Predicting Vocabulary Outcomes of Students in Linguistically Diverse Classrooms

M.A. University of Miami, Coral Gables, FL
Elementary Education
May, 2005

M.S. Ed. The George Washington University, Washington, D.C.
Education and Human Development
May, 1988

B.A. Swarthmore College, Swarthmore, PA
Economics with a concentration in Public Policy
June, 1984

PROFESSIONAL EXPERIENCE

Lecturer November, 2014 – present
University of Miami, Coral Gables, FL
School of Education and Human Development, Department of Teaching and Learning
• Teach various undergraduate courses as noted below
• Supervise student teachers
• Coordinate STARS tutoring program at Henry S. West Laboratory (West Lab) Elementary School in conjunction with reading methods courses
• Mentor undergraduate students in the School of Education and Human Development Honors Program as they conduct honors research projects
• Coordinate Teacher Support Network mentoring program for UM graduates
• Research foci: teacher education, reading, vocabulary
Sr. Learning and Facilitation Specialist  
University of Miami, Coral Gables, FL  
Office of Institutional Culture  
- Partner with the university community to promote a culture of belonging through education, dialogue, research-based practice, and evaluation.  
- Lead and coordinate the design and facilitation of workshops for staff, faculty, and leaders at the University of Miami to promote awareness of the university’s culture of belonging, common purpose, values, service standards, and leadership expectations.  
- Consult with units within the university on culture transformation initiatives.  
- Coordinate, design, and develop programming related to faculty leadership development.  
- In a unique partnership between academic and student affairs, and in alignment with the UM’s core values, design and coordinate a new intergroup dialogue program. This program will promote respectful dialogue across differences among students, faculty, and staff, and the understanding of perspectives and ideas that facilitate intellectual advancement as well as personal development.

Project Manager, Project INCLUDE  
University of Miami, Coral Gables, FL  
School of Education and Human Development, Department of Teaching and Learning  
- Manage the implementation of a 5-year, $1.5 million, 325-T grant from the U.S. Department of Education, Office of Special Education Programs for the restructuring of the undergraduate curriculum in the Department of Teaching and Learning to infuse special education competencies in the general education curriculum and create a merged, dual-certification program in general and special education. Research focus: pre-service teachers’ attitudes toward inclusion.

Graduate Research Associate, IES Predoctoral Training Grant Fellow  
University of Miami, Coral Gables, FL  
School of Education and Human Development, Department of Teaching and Learning  
Elementary School Teacher: 1st and 2nd Grade  
Bet Breira School, Miami, FL  
- Taught language arts, math, science, and social studies in an inclusive setting.  
- Given grade level objectives and curriculum, chose all instructional materials for my grade level.  
- Created literature focus units to incorporate all subjects into engaging units of study.  
- Individualized assignments to meet the needs of diverse learners.  
- Sponsored newspaper club for intermediate grade students after school.  
- Planned, organized, and supervised summer camp program for 60 preschool students each summer.

Supervisor, Care Center Training  
Florida Power & Light, Miami, FL  
- Responsible for design, development, and delivery of training programs for over 600 customer call center employees in two call centers.  
- Managed a staff of over 20 training professionals.  
- Diagnosed performance problems and assisted the call center management team in designing and implementing solutions.  
- Worked on team that designed online performance support system for call center representatives.  
- Designed and coordinated production of videos to train customers and employees on various computer systems and technical issues.  
- Evaluated and selected vendors to provide soft-skills training programs.
Training Analyst  
Florida Power & Light, Miami, FL  
- Provided technical guidance to all levels of management regarding: career counseling, succession planning, job rotation, job evaluation, and interviewing and selection.  
- Implemented, coordinated, and evaluated the career development program in FPL’s financial business unit.  
- Certified to interpret the results of the Myers-Briggs Type Indicator and Strong Interest Inventory for use in career planning and development, and used these instruments to assist employees in career planning.

Manager of Training and Development  
PRC Realty Systems, Inc., McLean, VA  
- Managed a staff of 6 trainers.  
- Designed training programs for new computer systems.  
- Provided training on computer systems and various job functions for new employees.

CERTIFICATIONS

Florida Professional Educator’s Certificate in Elementary Education (K-6) and Social Science (6-12) with ESOL endorsement.

UNIVERSITY TEACHING EXPERIENCE

University of Miami, Department of Teaching and Learning  

Course Developer & Instructor  
Fall, 2017 - present

Intergroup Dialogue (course currently under development)

Topics: Intergroup dialogue is one way in which we can address the demographic and democratic challenges that face our multicultural society by providing opportunities to understand inequality and work across difference. The Intergroup Dialogue course will allow students to participate in semi-structured face-to-face discussions across social identity groups to explore issues of racial and ethnic conflict, as well as issues related to gender. Each week students will discuss relevant reading material and will explore group experiences in various social and institutional contexts by examining narratives and historical, psychological, and sociological materials. Pertinent issues facing the participating groups on campus, in our community, and in society will be considered. Students will participate in exercises and discussions in class and will complete weekly journals. Activities will focus on power imbalances within and between social identity groups. Facilitators and participants will explore similarities and differences among and across groups, and strive toward building a multicultural and democratic community. Our goal is to create a setting in which students engage in open and constructive dialogue, learning, and exploration concerning issues of intergroup relations, conflict, intersectionality, belonging, and community.

Course Developer  
Fall, 2017 - present

Design for Workplace-Related Learning (course currently under development)
Topics: This course deepens participants’ understandings of workplace training and professional development by relating learning to needs assessments; instructional design techniques; program planning, marketing, and delivery techniques; and evaluation of adult learning programs within a variety of organizational settings. Emphasis is placed on constructing training and professional development programs that are meaningful to a diverse workforce and that achieve individual and organizational outcomes to improve an individual’s and the organization’s performance.

Instructor (previously co-instructor: Fall, 2009; Spring & Fall, 2010)  Fall, 2014 – Fall, 2015

Practicum in Reading
Topics: diagnosing reading difficulties, identification of reader strengths and instructional needs, use of formal and informal assessments to monitor student progress, use of informal reading inventories, selection of level-appropriate materials for students, use of various interventions in remediation of reading difficulties.

Instructor
Spring, 2015 – Spring, 2016

Introduction to Literacy Assessment and Instruction
Topics: Multidisciplinary survey of reading and writing instruction in elementary school. Assessment and instruction in the major components of reading: phonological awareness, word identification and phonics, fluency, vocabulary, and comprehension.

Supervisor
Spring, 2014 – Spring, 2015

Student Teaching in the Elementary School
Topics: Supervised student teachers who were placed at Vineland K-8 center. Observed students for at least one hour per week and provided detailed feedback on their implementation Florida Educator Accomplished Practices (FEAPs). Piloted Edthena video observation software to provide students with the opportunity to see their teaching on video while synchronously viewing my comments.

Instructor
Summer, 2013 – Summer, 2015

Topics in the Professional Development and Supervision of Teachers
Topics: Preparation of clinical teachers to induct, guide, and supervise the field experiences of students and student teachers; techniques in the observation and supervision of in-service teachers; creation and implementation of professional development plans; readings in the research on teacher development across the career.

Instructor
Spring, 2010 – Fall, 2013

Psychological Foundations of Education
Topics: cognitive development, linguistic diversity, psychosocial development, moral development, behavioral learning theories, cognitive learning theories, ethics of teaching, theories of motivation, assessment.

CONFERENCE PRESENTATIONS

Invited Presentations


Lipsky, M.G. and Harry, E. (2012, April) Epistemology and qualitative research in the field of special education/TED spotlight session on the handbook of research on special education teacher preparation. Council on Exceptional Children conference, Denver, CO.


Paper Presentations


Lipsky, M.G. & Adelman, A. (2016, April) Changing Attitudes toward Inclusion with a Merged, Dual-Certification Teacher Preparation Program. CEC Conference, St. Louis, MO.

Lipsky, M.G. (2015, July) Learning to use data to differentiate instruction in literacy: Development of a professional learning community for student teachers. International Literacy Association conference (SIG: Organization of Teacher Educators in Literacy), St. Louis, MO.


Lipsky, M. G. (2010, December) Head Start teachers’ vocabulary instruction during storybook reading: Predicting vocabulary outcomes of students in linguistically diverse classrooms. LRA/NRC Annual Meeting, Fort Worth, TX.


**Poster Presentations**


**Presentation Proposals Submitted**

**PUBLICATIONS**

**Book Chapters, Books and Monographs:**


- As an editor of this book, I edited other authors’ work, reformatted chapters to meet the publisher’s style requirements (APA), researched and formatted references, selected photographs and other visuals to be included in the book, and obtained required permissions for reproduction of images to be used in various chapters.


**Refereed Journal Articles:**


**Other Works:**

**Manuscripts in Preparation**

Lipsky, M.G., & Adelman, A. *Measuring the effects of a merged, dual-certification program in elementary and special education on preservice teachers’ sentiments, attitudes, and concerns about inclusive education and efficacy to implement inclusive practices: A comparative study*

Calhoon, M.B., Shih-Dennis, M., Lipsky, M.G., Cummings, K., Helman, A., & Chovannes, J. *Using curriculum-based reading measurement passages for error pattern analysis*

**FELLOWSHIPS, AWARDS, & RECOGNITION**

**American Association of Colleges for Teacher Education**

Outstanding Dissertation Award 2013

**Institute of Educational Sciences**


**University of Miami, School of Education**

2007

Recognized as a Future Leader in the University of Miami, School of Education magazine: *Building a Better Future*

**University of Miami, School of Education**

Award for Excellence in Student Teaching 2005

**University of Miami, School of Education**

Passed Elementary Education Masters comprehensive exams with honors 2005
EDITORIAL RESPONSIBILITIES

Editorial board member, *Florida Reading Journal*, 2015-present

Reviewer, *Journal of Speech Language and Hearing Research*, 2015-present

PROFESSIONAL AFFILIATIONS

- International Reading Association 2007 - present
- Council for Exceptional Children 2009 – 2016
- Organization of Teacher Educators in Literacy 2012 - present
- Future Educators Association (PDK) 2013 - 2016

UNIVERSITY/COMMUNITY SERVICE

Advising:

- Faculty Advisor, Future Educators Association Honor Society, University of Miami Chapter (2013-2016)

University Committees:

- Chair, SEHD Culture of Belonging Committee (2016-present)
- TAL representative, Educational Innovation Action Team (Quality Enhancement Program) (2017-present)
- Undergraduate Curriculum Committee, UM School of Education and Human Development (2014-2016)
- School Council, UM School of Education and Human Development (2015-2016)
- School of Education Representative, Graduate Activity Fee Allocation Committee (2009-2010)
- Reviewer, ACC-IAC Creativity and Innovation Fellowships (2013)
- United Way Campaign Coordinator – School of Education and Human Development (2011)

Dissertation Committees:

- Xuchilt Perez, Doctoral Committee Member, May, 2014. The student teaching experience in urban placements and its promise for growth.

Florida Department of Education:
• Reviewer for Florida Department of Education, IHE applications for Reading Endorsement (2013-2014)

U.S. Department of Education, Office of Special Education Programs:

• Reviewer for OSEP 325-T grantees’ Year One Reports (2012)

Consulting:

• The Rosenfeld Legacy Project: Connecting Children’s Literature with Judaic Heritage - selected quality award-winning secular books for students that could be tied to Jewish ideas and thought and developed a resource guide for each piece of literature (2009-2010)
• Beth Am Day School – presented professional development session for pre-school teachers on teaching vocabulary using children’s literature (2014)

Community Organizations:

• Coordinator/Faculty supervisor – STARS literacy tutoring program at Henry S. West Laboratory Elementary School (West Lab) (2013-2016)
• Community Representative, Educational Excellence School Advisory Committee, Henry S. West Laboratory Elementary School (2014 – 2017)
• Instructor – Gulliver Academy – presented professional development sessions for pre-school and lower school teachers on teaching vocabulary using children’s literature (2015-2016)
• Mentor, Cambridge Advanced International Certificate of Education program in Miami-Dade County Public Schools (2013-2014)
• Judge, University of Miami Citizen’s Board, Research and Creativity Forum (2010, 2011)
• Member, School Board/School Advisory Group, Bet Breira School (1999 – 2009)
• Certified Judge, AAU and USA Jump Rope (local, regional, & Junior Olympics) (2006 – 2013)
• Volunteer/Canine Handler, Therapy Dogs International Inc. (1990 – 1995)