

**Project South Texas
Academic Administration Working Groups
FINAL Report**

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EXECUTIVE SUMMARY AND INTRODUCTION

Introduction and Philosophy

A critical mission of UTRGV is to develop students as scholars who, in partnership with faculty, produce, disseminate, and apply knowledge in the service of public good. As such, we strive to offer experiences to our students in academic research, professional review and dissemination of scholarship, application of knowledge to enhance the public good, application of knowledge to new situations and contexts, and field-work and observation of cultural contexts where existing knowledge is challenged and new knowledges develop. Engagement of students as scholars through these activities also captures students' interests and enriches their educational experiences in unique ways resulting in greater student achievement, retention, graduation rates, and post-graduate success.

The committee holds that significant academic experiences, such as experiential learning, are most successful when 1) they are anchored in classroom/curricular experiences, 2) they are led at the individual student level by faculty who oversee the student learning experiences, and 3) students experience a number of cumulative and building experiential learning activities throughout their curricula.

Although experiential learning is clearly applicable to both undergraduate and graduate experience, the committee focused solely on undergraduate students.

Key Recommendations

The working group examined experiential learning programming best practices across the country as well as particularly successful practices at both UTPA and UTB and generated six key recommendations, elaborated below:

1. Experiential learning should be a signature feature of all undergraduate degrees from UTRGV.

2. Experiential learning should be integrated throughout the four years of the undergraduate curriculum beginning with a common course for first year students and culminating with a senior capstone course in each major that includes a significant experiential learning component.
3. A robust program of professional faculty development should be offered at UTRGV, based on established standards and best practices.
4. Faculty should receive formal recognition in personnel actions for faculty involvement in experiential learning activities.
5. Students should receive formal recognition of their experiential learning activities on the academic transcript and through a co-curricular transcript.
6. A central unit in Academic Affairs should be responsible for coordination of all experiential learning.

Experiential learning should be integrated throughout the four years of the undergraduate curriculum with experiences appropriate to the students' level of development at each point. University structures that bookend the undergraduate curriculum can facilitate this with service learning integrated into a common first year curricular experience (such as *UNIV 1301 Learning Framework*) and a capstone requirement integrated into the final year of each major. A menu of high quality options available throughout the four years of study will facilitate additional student engagement. This menu should include experiences such as research opportunities, additional service learning or community-based learning activities, academic internships, study away opportunities, and Honors study.

The importance of experiential learning should be clearly visible to both students and faculty. A co-curricular transcript that is highly valued by the university is recommended. A co-curricular transcript is an individual student record of experiences that supplement and build on the curriculum. Experiences on the co-curricular transcript would be reported by the students, verified by the overseeing unit (faculty member, etc.), and certified by a central unit that maintains the co-curricular transcript. Thus a co-curricular transcript that is emphasized by the university provides a mechanism and incentive for students to participate in such experiences and to report their participation, and simultaneously provides an incentive for faculty to ensure that the experiences that they are supervising rise to the level of quality required for inclusion in the co-curricular transcript. It also facilitates monitoring and assessment of experiential learning activities. A successful co-curricular transcript can also be linked to other recognitions of experiential learning, such as an experiential learning certificate (for students) or special recognition (for faculty).

A central unit, reporting and fully integrated with Academic Affairs, should oversee and support experiential learning activities. This unit will support and expand curricular experiential learning opportunities, provide faculty development opportunities to best structure and implement curricular experiential learning, provide student development opportunities to enhance the skills necessary for academic experiences, create a sense of expanded and cohesive community for students that extends beyond coursework and individual academic experiences, work closely across university divisions to coordinate activities and leverage resources, and systematically assess the impact of the experiences and programs. It is critical that this unit be housed in Academic Affairs because of the integral role of faculty and curriculum in effective experiential learning. This central unit should include, at minimum, oversight of undergraduate research, service learning, study abroad and study away experiences, and an Honors program.

A robust Honors program structure is also recommended to support engagement of students who are strong in their academic preparation upon entry to the university. Such a structure should include 1) integrated curriculum at the core and major level that is innovative and taught by highly engaged faculty, 2) recognition on the transcript and at graduation of completion of the Honors program, and 3) integration of experiential learning experiences and opportunities throughout the Honors program. A robust Honors program is an asset to the university through attracting and retaining highly prepared and motivated students and through serving as a laboratory for innovative curriculum and programming.

Experiential learning activities that are closely integrated with curriculum should be identified according to agreed upon definitions in the class schedule to facilitate student selection of these activities, faculty reporting, and assessment of the success of the activities.

FINDINGS

Innovative initiatives currently in place

Each of the following initiatives is designed to reduce time to graduation and support student success by providing a range of enriched academic experiences. Initiatives are at different stages of development at UTB and UTPA, or may be in place at only one institution. This list is a selection of current innovative programs and is not exhaustive nor is it listed in any particular order.

- *An identified unit for leading experiential learning activities.* UTPA organized existing and new experiential learning efforts under the unit of Student Engagement and Experiential Learning in 2011 including the Guerra Honors Program, the Office of Undergraduate Research and Service Learning, and the Office of International Programs. In January 2014 this unit was placed under the new University College. The combining of these units in a single administrative structure and with other undergraduate initiatives allows for synergies between activities, improving offerings across the board. This single unit also results in administrative efficiencies.
- *A strong Honors program.* The Rafael “Felo” A. and Carmen Guerra Honors Program at UTPA, in place since 1968, offers highly-qualified students enriched and challenging core curriculum classes, individualized faculty research mentoring, study abroad experiences, and leadership opportunities. Curricular tracks with and without Honors thesis are available. Completion of the Honors program is recognized on the academic transcript and at graduation. At UTB, the ARCC Scholars and Health Disparities Scholars share many of the characteristics of honors programs, including competitive admission, specialized curriculum, designated space, faculty mentoring and a significant culminating research project. The UTB College of Liberal Arts is developing an Honors Program in Spring 2014 for implementation in Fall 2014 on the UTB campus and consolidation with the Guerra Honors Program in Fall 2015.
- *Specialized student mentoring, research, and leadership programming.* UTB and UTPA have nurtured individual programs to intensively build student research and leadership skills. Though each program is relatively small, the cumulative impact of these programs is more significant. Examples of these programs include:
 - a. ARCC Scholars and Health Disparities Scholars (UTB) – NSF-supported undergraduate research and faculty mentoring projects; each program involves approximately 20 students per year.
 - b. Archer Fellows Program (UTB and UTPA) – A semester long placement in the Archer Center in Washington D.C., in partnership with UT System, for highly qualified undergraduate and graduate students to develop leadership and applied skills in coursework and internship experiences; 5-7 UTPA students and 1 UTB student per year.
 - c. Harvard Latino Leadership Institute (UTPA) – An intensive summer experience at Harvard followed by a year long leadership experience at UTPA, overseen by a UTPA faculty member; 5 students per year.
 - d. Coca Cola First Generation Scholars program (UTPA) – A scholarship and leadership program for first generation college students sponsored by Coca Cola and supervised by a team of UTPA faculty; 5 students per year.
 - e. Center for Civic Engagement with CCE Scholars to support service learning and community research (UTB); 8-10 students per semester.
- *Student Leadership Academy.* The Student Leadership Academy is a self-paced leadership development program at UTPA designed using the Social Change Model as its framework. Enrolled students learn the individual, group, and community leadership skills and values that help to enhance their academic experience. Approximately 200 students are current enrolled in this program.
- *The LeaderShape Institute®.* The LeaderShape Institute® at UTPA is a 6 day intensive leadership camp that is centered on the belief of leading with integrity to create a just, caring, and thriving world. LeaderShape® teaches that “Leadership involves living in a state of possibility, making a commitment to a vision, developing relationships to move the vision into action, and sustaining a high level of integrity. Effective leadership takes place in the context of a community and results in positive change.” Approximately 300 students have graduated from this program since it was first brought to campus in 2006. The maximum capacity each year is 60 student participants.

- *University Scholars.* The UTB Office of Student Engagement oversees this program which requires a progressive series of academic expectations, responsibilities and leadership activities for each scholar class. Academically, scholars must maintain a cumulative 3.0 GPA and attempt and complete 15 hours of credit each fall and spring semester to maintain eligibility for the scholarship. University Scholars number from 250-350 depending on graduates and the size of the incoming class.
- *University Ambassadors.* The University Ambassador Program at UTB is a volunteer group of 20-25 outstanding student leaders that provide outreach to prospective students and guests at UTB, as well as attend special events on behalf of the University. The University Ambassador position is one that is held with high honor at the University and is coordinated through the Office of Student Engagement. Those chosen for the program are given the opportunity to develop their leadership and communication skills.
- *Service Learning Showcase.* The UTPA Office of Undergraduate Research and Service Learning (URSL) initiated an annual service learning showcase in Spring 2013 for students who have engaged in service learning experiences to share their work and receive university-level recognition. 100 students participated in 2013. The Showcase planned for April 2014 is expected to be several times larger given that over 1000 students are participating in formal service learning activities through URSL during the Spring 2014 semester. Since 2010, the UTB Center for Civic Engagement has hosted an annual Service Learning Exhibition and Ceremony. The ceremony serves to recognize faculty and community organizations that support service learning in the curricula while also serving as a platform for faculty and students to showcase their work alongside community organizations. Faculty with designated service learning courses exhibit via poster, PowerPoint or other visual displays. Over 130 recognitions were offered at the last ceremony. In the 2013-14 academic year, faculty documented that over 3,500 students contributed to their community via service learning courses.
- *Undergraduate Research Conference.* The Office of Undergraduate Research and Service Learning initiated an annual university-wide undergraduate research conference in Fall 2012, with 100 undergraduate research submissions highlighted. The 2013 conference showed an almost 100% increase in participation with 194 submissions. This is in addition to college-specific undergraduate research conferences and competitions that have been in place for years, particularly in the areas of science, math, engineering, and the social sciences. UTB hosts an annual Research Symposium which showcases research across the disciplines through oral and poster presentations. Students and faculty who have participated in scholarly research at UTB or other academic institutions are invited to present their work. A team of faculty and off-campus judges for each category selects the most outstanding student contributions for special recognition. Student participants are judged on the quality of the work and presentation. 2014 will be the 16th year of the symposium, featuring a Research Day dedicated to each college from March 26-April 3, culminating in the Research Symposium on April 4, 2014. 221 UTB undergraduate students in 2012 and 347 in 2013 participated in some way in these research events.
- *Strong co-curricular involvement including organizations/clubs.* Both UTPA and UTB have strong student co-curricular involvement in discipline- and interest-based student organizations and clubs. Although social organizations (such as Greek organizations) play a role on both campuses, the level of student involvement in disciplinary organizations, such as the Anthropology club or the pre-medical society, is unusually high. This facilitates a tie between academic work and co-curricular involvement, such as leadership growth within a students' chosen discipline.
- *A co-curricular record.* UTPA utilizes the Collegiatelink platform, marketed as Bronclink, that provides the capability for students to maintain a co-curricular record of involvement in organizations and community service. However this record is not yet widely used.
- *Title V program targeting building experiential learning capacity and activities.* UTPA was awarded a Title V grant from the Department of Education in Fall 2013 specifically to build capacity and participation in experiential learning activities. Funded at approximately \$630,000 for five years, this funding has already been used to significantly build service learning activities.

- *Study abroad activities.* UTPA has a long history of study abroad programming. During the last academic year, 183 students participated in study abroad in 9 countries. At UTB study abroad activities include summer programs in which close to 200 students have participated over the last three years. UTB has also sent 54 students abroad as international exchange students.

RECOMMENDATIONS

Key University-Wide Recommendations

1. Experiential learning should be a signature feature of all undergraduate degrees from UTRGV.

Experiential learning means gaining active, hands-on experience in the real world as part of the academic program. Learning is enhanced when students integrate the formal classroom instructional process with practical experience. Both campuses already have programs in place that could be scaled up to impact more students.

- Community service learning
- Undergraduate research
- Study away and study abroad
- Academic internships
- Honors

All are high impact practices positively related to increased student success and retention. (See [High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter](#), by George D. Kuh, AAC&U, 2008)

UT RGV could join the small but growing list of universities that require experiential learning experiences for graduation. These institutions serve as models for developing global citizens and scholars motivated by a concern for the common good.

- [University of New Haven](#) undergraduates complete either academic service-learning, study abroad, an internship, or faculty-mentored research as a degree requirement.
- [CSU Monterey Bay](#) requires service learning in general education courses and the major. It is a two time winner of the White House President's Award for Excellence in Higher Education Community Service.
- [Purdue University-Calumet](#) requires two experiential learning courses for graduation.
- [Southern Utah University](#) requires three one credit courses from first year to senior year to help students develop their required experiential learning projects.
- [Elon University](#) requires experiential learning across all four years. It is consistently rated the nation's top university for engaged learning, with a #1 ranking in study abroad, and top national recognition for service learning, research and internships.

2. Experiential learning should be integrated throughout the four years of the undergraduate curriculum beginning with a common course for first year students and culminating with a senior capstone course in each major that includes a significant experiential learning component.

The array of experiential learning would be designed by the faculty to be relevant to the development of skills for that major. Students in their first year would learn the fundamentals of experiential learning as a means to reciprocally engage with the community to understand and solve real world problems and to personally reflect on these experiences and share them orally and/or in writing. Other courses in the major would introduce students to the experiential learning activities the faculty develop appropriate to the major. For example, the schools at Adelphi University have developed experiential learning tailored to their programs of study and offer a range of opportunities. In the School of Education, the study abroad options include *Special Education in India* and students can student teach abroad through an affiliation with the Global Student Teaching Program of the University of Minnesota at Morris.

Experiential learning activities can be scaffolded over the four years to develop skills in communication, critical thinking, teamwork and personal and social responsibility appropriate to the students' level of development and to each program of study. At [Southern Utah University, the EDGE program](#) requires students to take three one credit courses leading to an EDGE project. SUU defines The EDGE (Education Designed to Give Experience) as a process of experiential education outside the classroom that gives SUU students an edge in applying their learning. The first course exposes first year students

to many different experiential education options and starts them thinking about creating their own project. Before students have earned 75 credits they complete the second course where they organize and prepare their project proposal. In the third course as a senior they reflect on the learning gained from completing their project and also showcase their project in a public way.

3. A robust program of professional faculty development should be offered at UTRGV, based on established standards and best practices.

UT RGV will need faculty who are knowledgeable and experienced in curriculum development for experiential learning. Faculty involvement in curriculum development for experiential learning is critical so that the activities are integrated, systematic, aligned and assessed, resulting in graduates well prepared in their disciplines to solve real world problems. In order to launch a program of professional development in experiential learning, a cadre of faculty could be trained through the [Experiential Education Academy](#) of the [National Society for Experiential Education](#) (NSEE) and then those faculty could share their expertise with other faculty using a train the trainer model. The Experiential Education Academy offers five foundational workshops in assessment, fundamentals, legal issues, best practices and reflection and one elective workshop in order to earn the EEA Certificate of Achievement.

There are many resources to help faculty develop high quality experiential learning. NSEE serves as a national resource center for the development and improvement of experiential education programs. Their standards and guidelines include [Eight Principles of Good Practice for All Experiential Learning Activities](#) and [Guiding Principles of Ethical Practice](#). The key is to develop a comprehensive plan that includes preparing students to participate, having them reflect on their experience and ensuring that they connect their experience to their learning in the course. Critical elements include intention, preparedness, planning, authenticity, reflection, orientation, training and acknowledgement. Additional standards and guidelines have been developed by the Council for the Advancement of Standards in Higher Education (CAS) specifically for [Internship Programs](#) and for [Service Learning Programs](#).

4. Faculty should receive formal recognition in personnel actions for faculty involvement in experiential learning activities.

While ceremonies and special awards recognizing work are appreciated, it is the formal recognition in personnel actions that is most valuable. Faculty involvement in experiential learning must be valued in consideration for tenure, promotion, and annual review. Guidelines for recognition of experiential learning activities in teaching, scholarship/research and service should be developed and formally adopted.

5. Students should receive formal recognition of their experiential learning activities on the academic transcript and through a co-curricular transcript.

Students also need recognition and so the designations of their curricular experiential learning, such as SL for service learning, UR for undergraduate research and SA for study abroad/study away, should appear on their academic transcripts next to the course. A robust co-curricular transcript will officially recognize the co-curricular experiences students have engaged in outside of their coursework. These designations will also signal to potential employers and graduate programs that the students have acquired special skills and knowledge. The co-curricular experiences would be reported by the students, verified by the overseeing unit and certified by a central unit that maintains the co-curricular transcript. A [sample from Elon University](#) (see Appendix A) shows that the student participated in study abroad, volunteer service, internships, leadership and undergraduate research. Other models of co-curricular transcripts include [UTEP Mine Tracker](#), which tracks a student's progress through the stages (entering, engagement and leadership) and [Wilfrid Laurier University Co-Curricular Record](#) which maintains a database of qualified activities to recognize student participation in meaningful activities that are not for academic credit.

6. A central unit in Academic Affairs should be responsible for coordination of all experiential learning.

Making experiential learning highly visible and accessible to all students will require central coordination through a unit in Academic Affairs. This unit would be responsible for involving faculty in the design of curricular experiential learning, for providing professional development, for working with other units across campus to coordinate activities and leverage resources and to coordinate assessment and reporting. Specific responsibilities would include:

- Oversee and support experiential learning
- Involve faculty in design of curricular experiential learning
- Provide faculty and student development opportunities
- Collaborate across divisions to coordinate activities and leverage resources
- Coordinate assessment and reporting

Recommendations Regarding Specific SEEL Initiatives

Service Learning

Service Learning reflects the guiding principles that emphasize leveraging university resources in the regional community through service and applied research activities to build the capacity, health, and intellectual capital in the community. A strong service learning program and infrastructure at the institutional level will increase the visibility and effectiveness of service learning activities in every department, which will enable students to identify service opportunities and encourage more faculty to integrate service learning. Additionally, such an infrastructure will facilitate sustainable partnerships in the community, enable more consistent and accurate tracking of service learning activities, and ensure more consistent assessment of the impact of those activities on students as well as on the region.

The features of a strong institutional infrastructure would include:

- Articulated criteria for recognizing quality service learning based on national models: 1) service is an experience tied closely to course goals, 2) service directly benefits the community/public good, 3) service is tied to student reflection, and 4) service entails reciprocity and community input.
- Processes for vetting of service learning assignments and activities to validate that the service learning is recognized as meeting institutional standards and is based on best practices.
- Comprehensive faculty development opportunities, including workshops, support groups, and faculty mentors.
- Student development opportunities (orientation modules, professionalism workshops, peer mentors, individualized study opportunities).
- Reward and recognition for faculty and students engaged in excellence in service learning activities (awards, showcases, feature stories, profiles in excellence).
- Support mechanisms for students in identifying community partners and service opportunities that are consistent with the goals of the curricular connection.
- Clear indemnification processes and documentation procedures.
- Active communication and relationships with a variety of community partners, including some targeted developed partnership models.
- Resources to promote and support service learning activities: example curricula; scholarship of teaching support and materials; funding for materials, transportation, or other costs of service learning activities; capacity for proposal writing to seek external funding.

Undergraduate Research

The Guiding Principles overall are focused on student success within a university of the first quality. Undergraduate research programs are demonstrated to contribute to student success. Additionally, undergraduate research programs can also support faculty research innovation and contribute to building a hub of intellectual capital. Undergraduate research programs and opportunities often bolster the quality of STEM education and impact the pipeline for graduate study. Consequently, this programming can have impact on attracting quality graduate students into the medical school and other graduate programs.

Integrating undergraduate students into real-life research provides a suite of opportunities that will increase their success in current academic pursuits and future endeavors. Several research studies have shown that undergraduate students participating in undergraduate research have higher retention and graduation rates and are more likely to enroll in graduate education programs (Osborn and Karuktis 2009). Undergraduate research provides an opportunity for students to grow as independent researchers and gives them a chance to develop the many organizational and critical thinking skills they will need to succeed in their careers and beyond (Kinkead 2003). Incorporating undergraduates into research supports the University mission to help students develop critical thinking skills, quantitative analysis abilities, and effective

communications. Engaging undergraduates in research will support the University-wide initiative to strengthen student relationships with university faculty and add greater unity to the student educational experience.

Generating a vibrant University community comprised of active student researchers is essential for faculty success. Collaborations among faculty and undergraduate researchers enhance research productivity by (1) distributing the work load, especially through independent research projects that can provide pilot data for future studies or fill in gaps of larger studies and (2) providing intellectual exchanges that foster developing new ideas and approaches. Working with undergraduate researchers also facilitates the development of faculty teaching and mentoring skills in a setting unique from that of the classroom. One-on-one interactions, especially in the field, can clarify teaching approaches that are not working and allow opportunities to revisit teaching strategies. By going through this process, faculty can develop more precise instructional skills and better delivery of instructions, which ultimately make the research process more efficient.

Undergraduate research opportunities are generally defined as the training and supervision of students in rigorous academic research methods and the production of new knowledge through systematic, disciplinary inquiry as well as the dissemination, presentation, and publication of the research in academic, reviewed venues. Undergraduate research extends beyond traditional classroom instruction, and requires resources and support. A strong institutional infrastructure for undergraduate research can provide and leverage resources in order to expand, promote, and assess the impact of undergraduate student research experiences.

The features of a strong institutional infrastructure would include:

- Funding to incentivize the integration of undergraduates into research activities supervised by faculty (faculty and student stipends, support for travel and materials)
- Comprehensive faculty development opportunities, including workshops, support groups, and faculty mentors
- Student development opportunities (orientation modules, writing for research workshops, peer mentors, presentation skills workshops, proposal writing instruction, graduate program application support)
- Reward and recognition for faculty and students engaged in excellence in undergraduate research activities (awards, feature stories, profiles in excellence)
- Scholarly venues to present and disseminate research, including an annual conference and an undergraduate research journal
- Resources to identify and submit for national/international undergraduate research scholarly venues (conferences and journals)
- Dissemination of information and assistance in securing external research opportunities for undergraduates (summer research internships, REUs, fellowships at archives and other scholarly sites)
- General resources to promote and support undergraduate research activities: scholarship of teaching support and materials; funding for materials, transportation, or other costs of undergraduate research
- Capacity for proposal writing and letters of support to encourage external funding that includes student research support in faculty research programs

Academic Internships

Academic internships have direct impact on student success. They reflect the UTRGV guiding principles that emphasize leveraging university resources in the regional community through activities connected to curricula, research, and professional programs to build the capacity, health, and intellectual capital in the community.

While many academic and professional programs within any university incorporate and offer opportunities for internships, often with course credit, it would be ideal for **all** academic majors and programs to include internship programs that provide students with meaningful professional experience with a reflective academic component. At the university level, a strong infrastructure for academic internships could create consistent standards and processes for excellent internship experiences for students by creating guidelines for standards, promoting internship/capstone experiences to academic units across campus, maximizing potential resources for external opportunities and special programs, and providing academic credit for students seeking internships that do not have specific academic units associated with them. Features of a strong infrastructure to support academic internships would include:

- A coordinator with academic training/credentials dedicated to oversight of institution-wide internship activities and collaboration with appropriate student services (career services, most notably)

- Articulated criteria for academic internships, both credit and non-credit bearing; a process for submission and designation of those internships; database of all academic internship placements at any given time
- Mechanism for signing up for academic credit associated with an internship where that is not available in the student's academic program
- Method of collecting assessment data about specific placements to monitor for quality and potential issues
- Academic unit liaison program to facilitate data collection and monitoring
- Communication with academic units to consult on creating internship and capstone experience with academic programs
- Student professional development supports (modules or workshops on professionalism and other skills needed to be effective interns)
- Resources to support effective academic internship experiences: best practices; discipline specific scholarship; example internships placements; assessment instruments for student interns, host site supervisors, and faculty supervisors; legal and critical materials regarding the use of interns
- Inventory of internship sites, hosts, and the development of significant partnerships to expand and innovate on opportunities

Honors Study

While the SEEL work group recommends that experiential learning (service learning, undergraduate research, study away and study abroad, and internships) be central to the educational experience of all UTRGV students, it also recognizes that an Honors College featuring experiential learning should be offered to outstanding students. A robust Honors program is an asset to the university through attracting and retaining highly prepared and motivated students and through serving as a laboratory for innovative curriculum and programming. A strong Honors structure should include 1) integrated curriculum at the core and major level that is innovative and taught by highly engaged faculty, 2) recognition on the transcript and at graduation of completion of the Honors program, and 3) integration of experiential learning experiences and opportunities throughout the Honors program.

Honors curriculum is intellectually rigorous and deliberately integrative, featuring seminars and colloquia and mentoring by faculty. The honors thesis or project can involve undergraduate research, internship, study abroad or community service learning. Honors programs currently in place include [UTPA Guerra Honors Program](#) , [UTB ARCC Scholars](#) and [UTB Health Disparities Scholars](#). The UTB College of Liberal Arts is currently developing an Honors Program for implementation in Fall 2014. These programs could serve as the foundation for a future UTRGV Honors College. The [National Collegiate Honors Council](#) (NCHC) is the professional association of undergraduate Honors programs and colleges, Honors directors and deans, and Honors faculty, staff, and students. NCHC provides support for institutions and individuals developing, implementing, and expanding Honors education through curriculum development, program assessment, teaching innovation, national and international study opportunities, internships, service and leadership development, and mentored research. NCHC recommends that an Honors College be headed by a Dean, have admission by separate application under the control of Honors College, have the distinction noted on the transcript and diploma and have dedicated physical space and resources. Models include the [Honors College at UT Arlington](#) and the [Honors College at UT San Antonio](#).

Study Abroad and Study Away

An important component of experiential learning is the opportunity to learn and apply that learning in a global environment. Study abroad opportunities include both faculty-led learning experiences in other countries and student placements at universities outside of the U.S. Examples include faculty-designed-and-supervised programs such as 10-week intensive Advanced French Language studies in partnership with the Sorbonne in Paris and faculty-designed-and-led programs such as a 10-week intensive Anthropology Studies in Peru. Longer term third party programs individualized to each student's interests and goals and can occur in a wide variety of locations. A fully developed study abroad program will include offices on both campuses offering a variety of campus-based internationalization and travel activities that encourage education abroad as well as more traditional education abroad opportunities. Other working group reports are focused more specifically on campus internationalization. Their recommendations are not repeated here, though they would certainly support a strong study abroad program for UTRGV students.

Study away opportunities typically focus on study and travel within the United States, including both faculty-led experiences and student placements at universities within the U.S. Study away opportunities are both intrinsically valuable

to students and can act as a stepping-stone for students to participate in study abroad. Student placements at universities within the U.S. can be facilitated by participation in the National Student Exchange (NSE). NSE provides undergraduate students “study away” opportunities for either a semester or full year at any one of over 200 U.S. colleges and universities in the NSE consortium stretching from Hawaii to Maine (as well as a few in the Caribbean islands).

Studying away provides students with the chance to experience new places and people as well as take courses at other universities that support and complement their academic work at UTPA. Students typically take courses away that transfer back to fit into their home-institution degree plans. In most instances, students can study away by paying their regular tuition, which allows scholarships, grants, and financial aid packages to remain intact. However, this is not always the case. Some universities only allow NSE students who pay tuition directly to them. Students in all instances are responsible for paying housing costs while studying away.

Because of the low average income of families in the RGV, generous funding for student participation in study abroad and study away experiences is absolutely critical in order for students to participate.

Required Actions for Implementation – Fall 2015

Spring 2014	Designate inter-institutional central unit in Academic Affairs with responsibility for coordinating experiential learning planning for UTRGV.
Spring 2014	Faculty approve the requirement of senior-level capstone experience within all majors. When program curricula are reviewed by faculty at UTPA and UTB and rationalized for new degree plans for UTRGV, programs that are not offering required capstone experiences will need to add them.
Spring 2014	Identify a common first year course or set of courses in which service learning experiences can be embedded. UNIV 1301 Learning Framework is the most suitable choice as it is intended to function in many ways as an entry to study at the university. However it is not a common course in the UTPA curriculum (not all students are required to take it) and it is not offered at UTB. When that course is identified for UTRGV and approved, faculty who will provide instruction will need to be supported in developing service learning experiences so that they can be prepared to do so with the entering class in Fall 2015.
Spring 2014	Train a cadre of faculty from all colleges/schools at the Experiential Education Academy of the National Society for Experiential Education (NSEE). March 17-19, 2014 at Texas Woman’s University, Denton, TX and March 29, 2014 at The University of Tampa.
Spring/Summer 2014	Select the format, oversight, and vendor (if an external vendor is chosen) of the co-curricular record.
Spring/Summer 2014	Develop a program of professional development for faculty in experiential education consistent with Title V grant activities and including the faculty who attended the Experiential Education Academy.
Summer/Fall 2014	Draft and approve initial definitions of qualifying experiences and procedures for having experiential learning activities listed on the course schedule and co-curricular transcript. This will need to be ready by Spring 2015 so that the entering Fall 2015 class can begin using it at registration.
Summer/Fall 2014	Develop an Honors Program or College structure for UTRGV, including a focus on experiential learning, in time to use in freshman recruiting and selection of first-year curriculum.
Summer 2014	Develop marketing materials to inform prospective students of experiential learning requirements and opportunities.
Summer/Fall 2014	Policies and procedures that govern ongoing experiential learning activities at UTPA and UTB should be reviewed and rationalized prior to Fall 2015, particularly in areas in which there is a potential significant liability risk (e.g. study abroad).
Fall 2014	Pilot the co-curricular transcript and build a database of experiential learning activities.

Fall 2014	Develop guidelines to formally recognize faculty involvement in experiential learning for personnel actions, including annual review and tenure/promotion.
Fall 2014/Spring 2015	Expand service-learning training developed through Title V support at UTPA to additional faculty at both institutions who are tasked with providing service learning in the common first year course beginning in Fall 2015.
Fall 2014/Spring 2015	Deliver professional development in experiential learning, focusing on capstone courses, to faculty at both institutions who are tasked with providing capstone instruction within majors beginning Fall 2015.

Possible Consultations

[Southern Utah University EDGE Program](#). SUU requires all students pursuing a bachelor’s degree to construct a hands-on learning project that allows students “a formal opportunity to create their own experiential learning project while developing a richer and more sophisticated understanding of honoring the merger of thought and action.” It includes three one-credit classes and can include undergraduate research, internships, service-learning, study abroad, entrepreneurship, leadership, etc.

[Elon Experiences](#). “The Elon Experiences are a collection of dynamic programs that emphasize applying academic learning in experiential contexts through study abroad, service, internships, leadership, and undergraduate research. These experiences reflect Elon’s core values: an appreciation for cultural diversity, an ethic of service, a strong work ethic, a commitment to civic responsibility and a love of learning. Participation in the Elon Experiences is an essential part of every student’s preparation to be a lifelong learner and global citizen.”

[Elon University Co-curricular Transcript](#). The Elon University co-curricular transcript provides a model for organizing and recognizing student participation in co-curricular activities including experiential learning. An example of the co-curricular record is found in Appendix A.

Appendices

Appendix A	Sample Co-Curricular Transcript from Elon University
Appendix B	Current Service Learning Activities
Appendix C	Current Undergraduate Research Support Activities
Appendix D	Overview of the Current Activities of Honors Programs
Appendix E	Current Academic Internship Activities
Appendix F	Current Study Abroad Activities

Appendix

A Sample Co-Curricular Transcript from Elon University

ELON EXPERIENCES TRANSCRIPT

STUDY ABROAD ♦ VOLUNTEER SERVICE ♦ INTERNSHIPS/CO-OPS ♦ LEADERSHIP DEVELOPMENT ♦ UNDERGRADUATE RESEARCH

Name: Ashley Pearson

Major: English: Literature, Creative Writing

Degree: Bachelor of Arts

Minor: Spanish
Theatre Arts

Year	Category	Description	Hours	Year	Category	Description	Role
Winter 2006	STUDY ABROAD	Studies in Costa Rica		Fall 2005	LEADERSHIP	New Student Orientation	Head Staff
Winter 2007		Science in London		Spring 2006		Alpha Chi Omega	Vice President
	SERVICE	Elon Service Day	4 hours	Spring 2006		Alpha Chi Omega	Member Educ.
Spring 2005		Boys and Girls Club	40 hours	Spring 2006		New Student Orientation	Head Staff
Spring 2005		Alpha Chi Omega	10 hours	Fall 2006		Alpha Chi Omega	Member Educ.
Fall 2005		Service Learning	5 hours	Spring 2007		New Student Orientation	Head Staff
Fall 2005		Elon Dance Marathon	24 hours	Spring 2007		Alpha Chi Omega	Vice President
Spring 2006		Alpha Chi Omega	6 hours	Fall 2007		Alpha Chi Omega	Vice President
Fall 2006	Elon Dance Marathon	24 hours	Fall 2007	New Student Orientation		Head Staff	
Spring 2007							
	INTERNSHIPS/CO-OPS	Summer Dinner Theatre	480 hours	Fall 2006	UNDERGRADUATE RESEARCH	Research in English	Researcher
Summer 2007		Elon Office of Admissions	180 hours	Spring 2007		Research in English	Researcher
Winter 2008				Fall 2007		Research in English	Researcher
				Spring 2008		Research in English	Presenter

ELON UNIVERSITY ♦ ELON, NC 27244

Appendix B Current Service Learning Activities

UTPA has a number of faculty and academic programs that integrate community-based service into their courses, but has not historically had a formalized institutional process for course designation or specific resources allocated to service learning until the creation of the office of Undergraduate Research and Service Learning (2012). That office is named with a major Title V Activity and has significantly ramped up efforts to support institutionalized service learning. The current activities in the area of service learning at UTPA include:

- Faculty development of a cohort of 20 faculty members training in service learning pedagogy – coordination with a dedicated pedagogical consultant, resource development, series of faculty development meetings
- Drafting of criteria to recognize service learning and process for vetting and designating courses
- Student support structure – working with approximately 40 sections, over 1000 students to find placements, advise on service opportunities, assist with tracking hours and documenting projects, maintain indemnification forms and agreements
- Community service partners – communication with organizations (more than 34) for needs and opportunities; inventorying those placement opportunities for faculty and students; developing targeted sustained partnerships
- Collaboration with Community Engagement Liaison on implementing Carnegie principles for “Engaged Scholarship” and making recommendations on faculty recognition/reward policies to include community engagement
- Planning and coordination for Service Learning Showcases

In terms of staffing levels, approximately 3 FTE are allocated to supporting both service learning and undergraduate research activities at UTPA, including a combination of faculty direction, administrative staff, and student assistant support.

UTB facilitates service learning through its Center for Civic Engagement (CCE). This office monitors and tracks many of the opportunities at the institution and at its core the CCE has as its mission to create an engaged campus that connects faculty, staff, students, and external partners in ways that help revitalize our community. To accomplish this task, the center has two goals.

1. Engaging the UTB campus through service learning, volunteering, and community based scholarships in teaching and research which adds new knowledge to our community.
2. Engaging the community at-large in collaborative initiatives that build social capital and encourage civic participation.

The CCE is staffed by a Coordinator, Accounting Clerk and Secretary and supported by the work of CCE Scholars (students who have been selected and trained in the delivery and coordination of service learning). Through this office the CCE offers the following support to faculty and staff:

- *SOCE Development Awards.* The Center awards mini-grants (up to \$500 each) each semester for faculty who choose to engage in a research or teaching project with a community partner that uses service learning to address issues of local interest. The primary purpose of the awards is to help fund faculty travel and service costs incurred in the creation and presentation of new knowledge that benefits both our community and academia in general.
- *Faculty Resources.* The Center provides this ‘one-stop’ webpage with links for faculty to investigate news, journals and conferences for service learning/civic engagement to participate in the SOCE.
- *Sample Syllabi.* Browse sample syllabi by discipline on the Campus Compact website.
- *CCE Scholars.* The Center assigns a CCE Scholar to work with faculty to develop service learning projects with a community partner or agency. Scholars assist with all the groundwork once a project is decided upon.
- *Service Learning Modules.* To learn more about Service Learning and other types of service, faculty and students may request to be enrolled in modules available via Blackboard.
- *Designated Courses.* Faculty who have implemented service learning into their courses are asked to notify the CCE to ensure the course is properly coded to appear in student transcripts as a service learning course.

Appendix C

Current Undergraduate Research Support Activities

UTPA established the Office of Undergraduate Research and Service Learning in January 2012 and has several mature programs that emphasize undergraduate research as a central component across campus. Every college integrates student research showcases into college initiatives, and there is an annual conference devoted to undergraduate research that also publishes a selection of papers through a review committee. UTPA has a competitive award to fund undergraduates in supervised research programs. There are workshops offered throughout the year to support students developing skills supporting their research activities, and partnerships with the library, writing center, and a state of the art presentation skills lab give students access to additional related support for building their professional and academic research skills. In terms of staffing levels, approximately 3 FTE are allocated to supporting both service learning and undergraduate research activities together at UTPA, including a combination of faculty direction, administrative staff, and student assistant support.

Current specific activities in the centralized Office of Undergraduate Research include:

- Development of assessment and follow-up survey for 2013 Annual Undergraduate Research Conference
- Planning for 2014 Undergraduate Research Conference
- Recruitment for student research interns for several campus programs (CENA, RISE)
- Dissemination and advisement on external Research Experiences for Undergraduates (REUs)
- Review, selection, and oversight of Undergraduate Research Initiative Awards (43 total, involves oversight of student MOEs, wages, materials, and travel requisitions)
- Creation of student research workshop schedule in spring and summer
- Commitment of support for several faculty external funding proposals (Welch Foundation, NSF)

Selected UTPA programs ongoing with undergraduate research as a component:

- C-STEM (Center for Excellence in STEM, a four year \$3.7 million Department of Defense funded program to enhance faculty and student collaboration, instruction, and research programs in the STEM fields)
- Curricula Development, Experiential Learning, Networking, and Agroecology for a diverse student clientele (CENA): a four pronged approach to overcoming barriers to agricultural education and careers for Hispanic Students in south Texas by placing students in research internships at academic and USDA locations
- NSF-LAMP Summer Research Academy (STEM undergraduate research activities)
- NSF Partnership for Research and Education in Materials (PREM) (Engineering, multi-site partnership)
- Undergraduate Research and Mentoring in the Biological Sciences
- USDA Undergraduate Research Internship Program (Biology)
- Medical Translation Program (medical Spanish, student researchers in the community)

UTB Current specific activities:

- Faculty in the Biological Sciences Department work with one or two students per semester as undergraduate researchers in their labs. Research opportunities include biological lab instruction, independent research projects, Texas coastal ecology, animal behavior, invertebrate biology and bioacoustics in birds.
- Research experiences in Environmental Sciences include guided research courses for undergraduates.
- NSF supported Nanotechnology for Undergraduate Education program supports ten undergraduate students in research projects.
- NSF and NASA fund the ARCC Scholars, a competitive undergraduate research initiative for 20 students a year affiliated with the Department of Physics and Astronomy and the Center for Gravitational Wave Astronomy. Students engage in research searching for radio pulsars by remotely operating the Arecibo Radio Telescope from UTB.
- The Department of Physics and Astronomy also hosts the Research Enhancement for Undergraduates and the Research Enhancement for Teachers (REU/RET) programs.
- Under the Welch Foundation Student Fellowship, four selected students per year carry out research under the supervision of a Chemistry faculty member for typically a year during their junior or senior years.
- NIH Research Infrastructure in Minority Institutions (RIMI) grant funds the Health Disparities Scholars Program; a competitive undergraduate research initiative for 20 students a year that is part of the Department of Biomedicine.
- Extramural Associates Research Development Award (EARDA) under the National Institute of Child Health and Human Development (NICHD), establish and strengthen faculty and undergraduate research, particularly in the biomedical and behavioral sciences.

Appendix D Overview of the Current Activities of Honors Programs

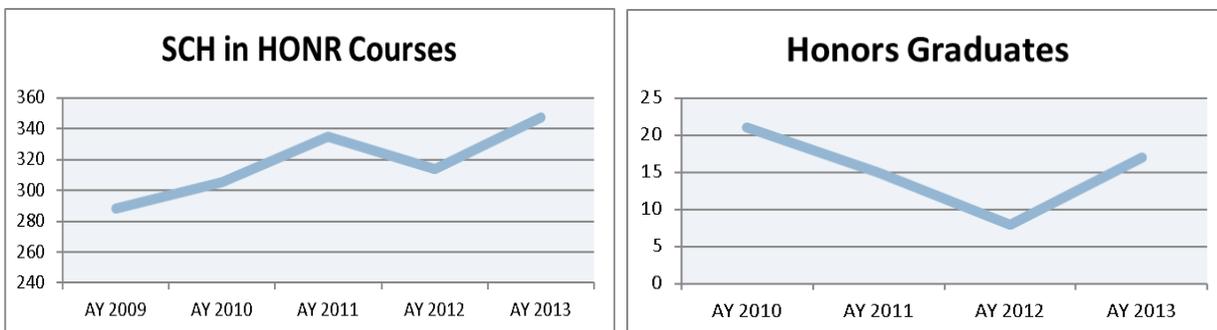
Guerra Honors Program (UTPA)

The Rafael “Felo” A. and Carmen Guerra Honors Program serves academically talented and ambitious students who value intellectual growth and want to make the most of their undergraduate education. Initiated in 1968 the program provides students a flexible, challenging, and innovative curriculum that helps them develop academically, personally, and professionally. Additional programs are offered at UTPA for highly qualified students in specific experiences, such as externally-funded pre-med or STEM programs, but those programs are not discussed here.

Activities

Student admission to the Honors program is based on individual application. The Honors program provides challenging and engaging instruction in courses within the core curriculum and within the majors. Multiple Honors tracks are available for students (no thesis, with thesis, etc.) and multiple entry points. Specialized tracks are also available for particular programs. Recognition for Honors graduates is provided on both the transcript and at graduation. Honors students participate in a full range of experiential learning activities such as undergraduate research, study abroad, service learning, and organizational leadership.

Student participation in Honors-dedicated courses and number of Honors graduates is displayed below.



Staffing

The Guerra Honors Program is staffed with a faculty Director, faculty Associate Director, full-time Administrative Assistant, one undergraduate work study student, and one graduate assistant. Approximately 3 FTE are allocated to the program.

Faculty who teach Honors courses do so with the support of their home academic departments and are not separately compensated. The Honors program has no dedicated faculty.

ARCC Scholars (UTB)

The department of Physics and Astronomy at UTB has an innovative program for qualified undergraduate students. Under this program, well-prepared undergraduate students are given generous scholarships to engage in research in searching for radio pulsars (rapidly rotating neutron stars) by remotely operating the Arecibo Radio Telescope (<http://www.naic.edu/>) from UTB. For the first two years, all UTB ARCC Scholars must participate in radio pulsar surveys in the Arecibo Remote Command Center that involve going through massive amounts of data from the Arecibo Observatory in Puerto Rico and the Green Bank Radio Telescope in West Virginia. In their third year, students must work on their own research projects supervised by a department faculty professor. At the same time, they graduate to “Team Leader” positions and mentor junior students. By their fourth year, they continue as team leaders and must submit a thesis of their research work to the department.

Health Disparities Scholars Program (UTB)

The Health Disparities Scholars Program (HDSP) is a competitive undergraduate research initiative that is part of the Department of Biomedicine. The program is currently funded by the NIH Research Infrastructure in Minority Institutions (RIMI) grant and consists of 20 undergraduate students. The program focuses on providing training, advising and resources to develop highly competitive applicants for graduate level biomedical programs and a career in biomedical science research. The scholars are involved in cutting-edge research, specifically in health disparities, under the supervision of a faculty mentor from the department. They perform research utilizing the laboratories and shared equipment in our state-of-the-art biomedical research facilities in different fields including infectious diseases, diabetes and obesity, epilepsy, Alzheimer's disease, cancer, medicinal botany, nanotechnology and imagining. Scholars are expected to publish an undergraduate thesis with original research. The program also provides research funding to the mentors to help support the research expenses incurred to train the scholars. The scholars are given training and support in the preparation for the standardized Graduate Record Examination (GRE) test, as well as in the preparation of their curriculum vitae and personal statements for summer research internship and graduate school applications. The scholars are also provided with a resource room equipped with GRE preparatory materials and computers with high-speed internet access where they can study and interact with and learn from one another. The program also provides support for scholars to attend research conferences to present their research work and network with peers, faculty and staff from other institutions which may lead to summer internships and graduate school opportunities in the future. The scholars are also offered workshops and seminars aimed to improve skills needed to have a successful career in biomedical science research. The program is staffed by a program director and two student education coordinators. The program also has four Supplemental Instruction Leaders (SI) who are senior scholars that provide supplemental instruction and/or individual tutoring to the other scholars to make sure that they remain in high academic standing and are retained in the program.

College of Liberal Arts Honors Program (UTB)

The College of Liberal Arts will inaugurate an Honors Program for CLA majors in Fall 2014. The immediate goal of the College is to establish a program infrastructure, enroll a cohort of 20-30 students, and begin developing a "culture of honors" on the UTB campus. Developing an honors program at UTB in 2014 anticipates the 2015 consolidation with UTPA's Guerra Honors Program and a single honors program for UTRGV with offices and staff on the Edinburg and Brownsville campuses.

Appendix E

Current Academic Internship Activities

UTPA and UTB have a number of academic programs that include internship and field placement requirements, and there are several external programs that offer internship opportunities for students selected from both institutions. Examples include the UT System sponsored Archer Program, U.S. Marshals Federal Career Intern Program; NASA Internships; CHCI (Capital Hill Congressional Internship) program; FBI 2014 Honors Internship program, in addition to academic program-based professional practica and internships. Students at UTPA and UTB can find internships not necessarily associated with their academic programs through Career Services. However, there is no current dedicated institutional infrastructure to promote, track, and expand academic internships and capstone experiences.

Current activities at UTPA include:

- Needs assessments by various groups such as Undergraduate Research & Service Learning, Career Services, and a leadership in action program.
- Development of model practices with the Division of Community Engagement (Small Business Development Center and Rural Development) activities utilizing students as paid interns: created a manual and set of processes to ensure academic connections to all activities.
- Development of innovative internship opportunities. For example, Music has two interns working at the Juvenile Detention Center teaching guitar lessons through a partnership with the Hermes Music Foundation, which is providing guitars for the detained youth receiving the lessons. The faculty member is working with the UTPA students to supervise for academic credit.
- Collaboration and ongoing discussions with Career Services on definitions and processes to connect resources to student and departmental needs and initiatives.

Current activities at UTB include:

- Creation of meaningful on-campus work opportunities through the Student Employment Initiative (SEI) for students that incorporate rigorous academic expectations, match students with employment opportunities where they can grow as professionals and gain early exposure to a career in their field of interest.
- Development of innovative internship programs. For example, Criminal Justice has interns working with the Center for Civic Engagement in the Municipal Court Community Service Project, the School of Business has several internships with local businesses and works with Career Services to facilitate regional and national internships and Music is developing an internship with the Hermes Music Foundation to teach guitar at Esperanza Home for Boys.
- Collaboration and ongoing discussions with Career Services on definitions and processes to connect resources to student and departmental needs and initiatives.

Appendix F

Current Study Abroad Activities

Study Abroad activities at UTPA are organized through the Office of International Programs and at UTB by the Office of Global Engagement. Both offices coordinate many initiatives beyond study abroad that are not further described here including international agreements of cooperation, the US Department of State Exchange Visitor Program (J-1 Visa), specialized student visitor programs (such as internships and summer experience programs), faculty exchanges and faculty teaching abroad, and conference-style campus international days and events.

UTPA Office of International Programs

Statement of Purpose. The Office of International Programs (OIP) is a multi-faceted resource serving domestic students, international exchange students, international scholars, the Rio Grande Valley community, and our international partners around the globe. Our constituents give our campus cultural and intellectual vibrancy that promotes diversity, biculturalism, and multiculturalism. OIP provides a variety global engagement opportunities including Faculty-Led, Specialized, and Long Term Education Abroad Programs. We support the development of world-ready graduates who are well-prepared for today's global environment through an internationalized campus that supports and encourages traditional education abroad, campus-based specialized curricula, and campus and virtual educational opportunities that prepare students to become world ready. We are especially well positioned to take advantage of UT-RGV's border location to create new relationships and strengthen long-standing relationships between the University, Latin America, and the wider world.

Study Abroad Activities. On the Edinburg Campus, we offer two types of Study Abroad Programs- Faculty-Led Short Term Programs ranging from 8 to 33 days in length, and Long Term Programs offered in partnership with third party providers ranging from one semester to one year in length. During the 2012-2013 academic year, OIP facilitated short-term study abroad to 9 countries involving 22 courses and 183 students and long-term study abroad programs to 3 countries involving 3 students.

Staffing. OIP is staffed with a faculty Director, full-time Administrative Associate, one administrative coordinator, and two program coordinators. Approximately 4 FTE are allocated to the program.

UTB Office of Global Engagement

Mission and Activities. The mission of the Office of Global Engagement is to coordinate and provide services which will help our international students, scholars, and staff and to coordinate and provide opportunities for cultural and educational exchange. The program works with 3 main areas: Faculty-Led Short Term Programs (incoming and outgoing), Semester/Year Exchanges (incoming and outgoing) and partnership creation/management with schools worldwide. Students served include undergraduate and graduate students. Professors and staff are also served, primarily for directing short-term programs abroad. The study abroad program is funded by the \$2.00 fee per student, per semester, international education fee. These funds are used to provide scholarships to students participating in the study abroad programs available throughout the academic year.

Faculty-led short programs (outgoing) are led by UTB faculty during the summer terms for 2-4 weeks. All programs are reviewed and approved by the International Advisory Board. Since 2011, an average of five faculty and 56-71 students have participated in summer study abroad programs each year. The programs have been in nine countries: Costa Rica, France, Spain, Austria, Poland/Czech Republic, Brazil, New Zealand and Sweden/Denmark.

Faculty-led short programs (incoming) involve a close cooperation with our partner schools. The partner school sends us the requirements to bring their students for programs ranging from 2-4 weeks in length and we, in turn, must make the arrangements with the corresponding College/School for the academic end, Casa Bella for their lodgings. This link provides a list of current partners: <http://www.utb.edu/provost/oge/studyabroad/Pages/PartnersAbroad.aspx>. In summer of 2013 The School of Business hosted an incoming MBA Seminar from our partner school FHWien, Austria with 14 students.

Semester/Year Exchanges are established programs with the before mentioned partner universities. Our currently enrolled students must apply and be selected and approved to participate based on their GPA and declared major. Students are

assisted throughout their visa procedure as well. A pre-departure orientation is held and a close communication is standard throughout their stay abroad. In 2013 UTB sent 27 semester study abroad students to study at our partner universities in Spain, France, Korea, Switzerland, Russia, Ireland, Poland and Austria. Since our program began under the Office of Global Engagement, we have sent out 54 UTB students and have hosted 52 incoming exchange students from other countries.

Staffing. OGE is staffed with an Executive Director, a Study Abroad Coordinator, and three support staff dedicated to working with international faculty and students. They include a Manager for International Student and Scholar Services, an International Admissions Assistant and an International Student Advisor.