

Community Outreach and Engagement Final Report: REVISED

Working Group	Community Engagement and Outreach
Co-leads	Cristina Trejo, John Sossi
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Subject Area(s) of the Working Group

Community Engagement and Outreach are the primary areas addressed in this final report on recommendations from the Community Engagement and Outreach Working Group.

Research on best practices of publically engaged institutions indicates that the most successful and meaningful approaches to engagement are supported by comprehensive efforts coordinated across all segments of the institutions. Hence, special consideration for the interdependence of this working group's recommendations with those of the following academic and administration working groups is of utmost importance.

Interdependent Working Groups

- Student Engagement and Experiential Learning
- Faculty Affairs and Development
- Community and Public Service
- Student Support Services
- Change Management

Working Group Members

John Sossi, Entrepreneurship & Commercialization Center – UTB
Mark Blakemore, School of Business - UTB
Martie DiGregorio, Office of the President - UTB
Estela Martinez, Center for Civic Engagement - UTB
Aglhaen Nieto Cruz, Upward Bound Programs - UTB
Cris Trejo, Outreach and Community Partnerships - UTPA
George Bennack, Community Engagement - UTPA
Cynthia Valdez, Student Support Services - UTPA
Javier Kypuros, Mechanical Engineering - UTPA
Danika Brown, Service Learning - UTPA
Jayshree Bhat, Continuing Education - UTPA

EXECUTIVE SUMMARY

The vision for UTRGV is that of a premier **Engaged University & Anchor Institution**. The vision denotes the partnership of university resources with those of the community to enhance research and teaching while addressing critical societal issues and contributing to the public good. It responds directly to UTRGV's Guiding Principles that call for *an institution of higher education that transforms the region in which it resides*.

Leading experts in the field of higher education and engagement concur that institutionalized infrastructure to support university-community partnerships is an indispensable factor of an **Engaged University**. Best practices also recognize community engagement as a core component of the institutional academic mission rather than a separate *service* activity.

In alignment with best practices, the Carnegie Foundation for the Advancement of Teaching, (long recognized as providing the most respected and influential framework for ranking institutions of higher education), the explicit emphasis on community engagement exhibited in the Guiding Principles and the core values of the Rio Grande Valley region, it is recommended that the organization and development of UTRGV include the following:

Recommendation 1 – Integrated infrastructure for Community Engagement

It is our recommendation that UTRGV design and institute an integrated and sustainable infrastructure for an engaged-university, employing established and recognized indicators of community engagement that include institutional identity, culture and fiscal commitment. The proposed infrastructure will incorporate integrated systems and methods for documenting, measuring, assessing, recognizing and rewarding engagement with the community. Universities and communities need each other to thrive. UTRGV must produce a workforce with hands-on experience that will keep up with an evolving world, while the region needs the university's knowledge and resources to address critical societal issues. It is only through institutionally integrated partnerships that both of these needs may be effectively met.

Recommendation 2 - Centralized Coordinating Unit for Community Engagement.

Research on best practices of publically engaged institutions indicates that the most successful and meaningful approaches to engagement are supported by comprehensive efforts coordinated across all segments of the institutions. We therefore recommend the creation of a centralized institutional coordinating unit and clearinghouse for the advancement of university-wide community engagement, outreach, institutional partnerships and economic development. Institutional coordination will help facilitate, promote, enhance, and support engagement, spanning boundaries of interdependent academic and non-academic programs.

Recommendation 3 - University Hotel and Conference Center

The Lower Rio Grande Valley is one of the fastest growing economies in the United States, strategically located for worldwide trade, with a rich historical past, and a bright future. The UTRGV Hotel and Conference Center will present community engagement opportunities in service, management, finance, technologies and innovation. It will provide opportunities to host conventions, research fairs, employment fairs and other major events that will draw in the local, regional, national and international community to the campus. Furthermore, the UTRGV Hotel and Conference Center will generate multiple streams of revenue for

community engagement, provide space for the centralized engagement headquarters, visiting alumni, visiting professors, new faculty/staff in transition and provide a central location for visitors that can serve as a transportation hub to UTRGV campuses.

Recommendation 4 - Development of a Think Tank/Institute/Foundation

UTRGV Think Tank will study and develop community-based solutions to societal issues confronting the region, nation and the world. With a focus on issues most relevant to Latino and border populations, the proposed policy research institute will be influential in promoting evidence informed policy on obesity, diabetes, colonias, immigration reform, rural development, bilingual and bi-literate education. A UTRGV Think Tank is essential to the transformation of the region. History shows that the most important source of political change has come from ideas generated on university campuses around the world; UTRGV must lead the transformational change this region demands.

Recommendation 5 – Attend the Engagement Academy for University Leaders

To further immediate steps for implementation of an integrated strategy for engagement, the working group proposes that a community engagement and outreach team, composed of key UTPA and UTB staff and faculty from interdependent working groups attend the Engagement Academy for University Leaders June 2-5, 2014. The program, endorsed by AASCU, CUMU, CCPH and APLU, is for leaders in higher education that are committed to community engagement. Those attending will participate in executive development exercises leading to plans that will effectively integrate community engagement in the institution's mission of teaching, research, and service.¹ The summer academy is an ideal opportunity for the team to collectively operationalize these recommendations with guidance and support from the leading experts in the field of university community engagement.

Critical Startup Elements

1. Attend the Engagement Academy for University Leaders June 2-5, 2014
2. Continue identifying/aligning existing engagement activities in both institutions
3. Align recommendations with academic affairs working group recommendations
4. Execute critical community partnership agreements
5. Design/adoption of administrative structure for institutional community engagement
6. Operating procedures defined and vetted
7. Development of a marketing plan for community engagement and outreach
8. Development of a financial plan for community engagement and outreach

Higher education is challenged to rethink its role in society and to make the changes necessary to keep up with an evolving world. **In accordance with the working group charge and guidelines, the proposed recommendations presented in this report support student service, reflect the guiding principles, reflect the needs and resources of this region and are innovative and applicable in the 21st Century.**

¹ <http://www.cpe.vt.edu/engagementacademy/eaui/index.html>

COMMUNITY ENGAGEMENT AND OUTREACH FINAL REPORT AND RECOMMENDATIONS

Community Engagement and Outreach are the primary areas addressed in this final report on recommendations from the Community Engagement and Outreach Working Group.

Research on best practices of publically engaged institutions indicates that the most successful and meaningful approaches to engagement are supported by comprehensive efforts coordinated across all segments of the institutions. Hence, special consideration for the interdependence of this working group's recommendations with those of the following academic and administration working groups is of utmost importance:

- Student Engagement and Experiential Learning
- Faculty Affairs and Development
- Community and Public Service
- Student Support Services
- Change Management

Purpose and Contents

The purpose of this report is to provide an overview of the group's analysis and final recommendations for the significant functions and programming of UTRGV's Community Engagement and Outreach. The proposed recommendations directly address and have a solid foundation in the Guiding Principles of the new university.

Working Group's Charge

The Community Engagement and Outreach Working Group charge, according to the Academic Administration and Operations Administration Working Groups Charge and Guidelines, is to recommend a process for the delivery of programming and services offered in institutional community engagement and outreach.

Analysis Activities Completed to Date

The working group met six times in person, on conference calls and via webex. The following outcomes have provided the basis for the final recommendations presented in this report.

- Conducted a comprehensive review of the literature, proven practices and model programs. Identified key characteristics from the model programs that were most relevant to the vision for UTRGV. (Attachment A: Key Characteristics)
- Defined Community Engagement for the new university as: "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity".²
- Classified university-community engagement in three major categories:

² http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

1. Community Relations - Relationships with the community primarily for the benefit of the university (student recruitment, fund raising, advancement)
 2. Outreach – Transactional relationships with the community, a delivery of predetermined services (volunteerism, educational programs, technical assistance and training)
 3. Engaged Scholarship –Engagement for the mutually beneficial exchange of knowledge and resources. Distinguished by four foundational characteristics:
 - a. Must be scholarly. Embracing both the act of engaging (university-community partnerships) and the product of engagement (the spread of scholarship-focused, evidence based practices);
 - b. Must cut across missions of education, research and service,
 - c. Must be reciprocal and mutually beneficial involving mutual planning, implementation and assessment of programs and activities.
 - d. Must be for the public good.
- Conducted a preliminary situation analysis of the community engagement infrastructures of UTPA and UTB (Attachment B: Preliminary Review)
 - Identified the following potential risks associated with the delivery and programming of services related to institutional community engagement:
 - a. Limited institutional knowledge about the role of an engaged university and anchor institution
 - b. Lack of institutional commitment and support to community engagement
 - c. Inability to transform culture/business as usual
 - d. Unreasonable expectations from constituents
 - e. Lack of alignment of offices/services
 - f. Customer misperceptions
 - g. Negative publicity
 - h. Legal implications
 - i. Working within UT system rules
 - j. Breakdown in communication
 - k. Integration of community engagement with medical school

Background

Between 1996 and 2000, the National Association of State Universities and Land Grant Colleges and the W.K. Kellogg Foundation critically examined the role of universities in the United States. Higher Education was challenged to rethink its role in society and to make the changes necessary to keep up with an evolving world, focusing on six key areas:

- Student experience
- Student access
- The engaged institution
- A learning society

- Campus culture
- Partnerships between universities and the community³

A movement of transformation by state and land-grant institutions followed the Kellogg reports. Today, leading scholars concur that institutional community engagement and engaged scholarship is an essential obligation of higher education.

The Democracy Collaborative, a national leader in economic development states that,

“Institutions of higher education have a vested interest in and a moral responsibility for building strong relationships with the communities that surround their campuses. Leading scholars have shown that by strategically focusing higher education’s many resources—from academic programs and research to business practices—on activities that impact the community, universities improve their core intellectual and academic work.”⁴

To that end, the Carnegie Foundation for the Advancement of Teaching - long recognized as providing the most respected and influential framework for ranking institutions of higher education - validated the value of university’s involvement with community by creating a classification for *Community Engagement* in 2006.

Michigan State University, one of the most acclaimed institutions for the advancement of community engagement and outreach notes,

“community engagement and outreach must be woven into every facet of academic and institutional life. The model for working with communities encompasses the notion that engagement is embedded in the scholarly tradition — the generation, transmission, application, and preservation of knowledge. Community engagement and outreach will not be a separate ‘service’ activity detached from teaching and research; it will be part of the core academic mission of the University.”⁵

Recommendations

The vision for UTRGV is that of a premier Engaged University and Anchor Institution. The Guiding Principles for the new university clearly call for an institution of higher education for the 21st Century that adheres to the highest standards of educational excellence, while transforming the region in which it resides.

In alignment with best practices, the Carnegie framework and the explicit emphasis on Community Engagement (CE) exhibited in the **UTRGV Guiding Principles**, it is recommended that the organization and development of UTRGV include the following:

- 1. Promotion of an integrated and sustainable infrastructure for an engaged-university, employing established and recognized indicators of community**

³ Returning to our Roots, Executive Summaries of the Reports of the Kellogg Commission on the Future of State and Land-Grant Universities, January, 2001 (<http://www.aplu.org/NetCommunity/Document.Doc?id=187>)

⁴ <http://community-wealth.org/strategies/panel/universities/index.html>

⁵ <http://engagedscholar.msu.edu/magazine/volume1/engagedUniversity.aspx>

engagement to include institutional identity, culture and commitment, as summarized below:

Institutional Identity and Culture of Community Engagement

1. Mission or vision statements include community engagement
2. Campus-wide awards and celebrations of community engagement
3. Assessment mechanism of community's perception of community engagement
4. Aggregation and use of community engagement assessment data
5. Emphasis of community engagement in university marketing materials
6. Community engagement explicitly promoted by leadership as a priority

Institutional Commitment

7. Campus-wide coordinating infrastructure to support & advance
8. Financial Commitment dedicated to supporting community engagement
9. Systematic campus-wide tracking mechanisms of community engagement
10. Systematic campus-wide assessment of impact of community engagement
11. CE defined and planned for in the institution's strategic plan
12. Professional development for faculty/staff engaging with community
13. Community has a "voice" or role for planning community engagement
14. Recruitment practices encourage hiring faculty w/ expertise in community engagement
15. Institutional level policies (promotion/tenure) rewarding community engagement
16. Community engagement rewarded as form of *teaching/learning, scholarship, service*
17. College and department level policies rewarding community engagement approaches/methods
18. Community engagement is connected with diversity and inclusion work
19. Community engagement is connected to student retention & success ⁶

2. **Creation of a centralized institutional coordinating unit and clearing house for the advancement of university-wide community engagement, outreach, institutional partnerships and economic development.** Institutional coordination will facilitate and support engagement with the community, defined by the Carnegie Foundation as, "the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."⁷

The centralized unit will span across all divisions, colleges and department. It will be responsible for facilitating, coordinating and advancing university-wide community engagement. The strategic efforts of this coordinating body will:

⁶ Carnegie Foundation for the Advancement of Teaching Community Engagement Foundational Indicators
⁷ http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

- Build effective relationships with internal and external constituents to advance the needs of the community and the University in a context of partnership and reciprocity.
 - Articulate the institutional vision of outreach and engagement that is consistent with the needs of a changing society
 - Provide the leadership for the university's strategic initiatives to build prosperous, healthy, efficient, communities
 - Strengthen the University's presence in the community by providing the foundation for sustainable partnerships
 - Provide the platform for communication, collaboration and coordination
 - Evaluate the effectiveness of existing and new university/community partnerships
3. **Construction of a university hotel and state-of-the-art conference center with corporate training facilities**, incorporating new academic programs in the hospitality and business industries, serving as a state-of-the-art venue for local, state, national and international conventions, meetings, events and leadership development efforts. The proposed facilities will afford a presence in the community and facilitate the development and implementation of innovative programs. The facilities may also serve as the headquarters for community engagement coordination.
4. **Development of a world-leading and renowned Think Tank/Leadership Institute/Foundation** to study and develop community-based solutions to societal issues confronting the region, nation and world. The Rio Grande Valley will be go-to-place for expertise, research and transfer of knowledge about issues most relevant to Latino and border populations including: obesity, diabetes, colonias, bilingual and bi-literate education, entrepreneurship, rural development, leadership, immigration reform, *etc.*

The recommendations for community engagement and outreach support student services, reflect the Guiding Principles, reflect the needs and resources of this region and are innovative and applicable in the 21st Century.

Support Student Services

Community Engagement provides opportunities for students to apply and enhance their learning beyond the classroom. A strong institutional culture of community engagement means more developed networks and partnerships that will allow all units on campus to assist students in finding successful placements for service learning activities, internships, entrepreneurial opportunities, and career placement. Community engagement enhances alumni relations, community sponsorship of student events, and co-/extra-curricular activities.

Reflect the Guiding Principles

Outreach efforts touch almost all of the new university's Guiding Principles. Technology, arts, humanities, medicine, science, research, and future technologies are directly linked

to the community. Community engagement knows no boundaries as it provides opportunities to a local, state, federal, and global platform. It is a key component of economic development and growth, as it affords the community with its most critical and valued resource, an innovative and civic-minded population.

Reflect the Needs and Resources of the Region

The Rio Grande Valley is one of the fastest growing economies in the State of Texas and the United States, strategically located as an alternative to existing markets, and new emerging economies of the Americas. As with any opportunity, there are many challenges. Perhaps the greatest challenge is the cultivation of a young Hispanic bi-lingual and bi-literate population living in the two poorest per capita income counties in the United States. This reality necessitates an engaged university which invests in the future of youth and draws upon the institution's educational resources and infrastructure to develop programs that bridge the gap between academia and the real world; where there is a seamless transfer of knowledge from the classroom to the world of work. The recommendations outline and optimize those opportunities and such transfer of knowledge.

Are Innovative and Applicable for the 21st Century

The recommendations in this proposal are benchmarked from the most recognized and respected institutions in the field of Community Engagement. Furthermore, institutions we propose to model, such as the University of Minnesota, Michigan State University, and Arizona State University, have similar characteristics as the emerging UTRGV. The innovative, yet proven, concepts as presented in this proposal are not only applicable, but essential if we are going to optimize the academic contributions to our community, state, country and the world. It is only through solid and sustainable partnerships with the community that UTRGV students will gain the knowledge, skills and aptitude to be gainfully employed in the 21st Century.

The framework for these recommendations builds upon the existing commitment and devotion to community engagement of both UTPA and UTB. It also integrates key elements learned from the review of the literature and the analysis of proven practices and model programs. Most importantly, they align with the Guiding Principles for the new university and the Carnegie Foundation indicators of an engaged university, as outlined in the following exhibit:

Alignment of proposed recommendations with Guiding Principles and Carnegie Indicators:

Proposed Recommendations	*Guiding Principles	*Carnegie Indicators
1. Coordinating unit and clearing house for the advancement of university community engagement	2, 4, 5, 11, 12, 13, 14	2, 3, 4, 5, 6, 7, 8, 9 10, 11, 13
2. Integrated and Sustainable Engaged-University Infrastructure	3, 7, 9, 11, 12, 13	9, 10, 15, 16, 17
3. University Hotel and Conference Center	1, 5, 8, 10, 11, 12, 13 14, 15,	8, 14, 15, 16, 17
4. World-leading Economic and Community Prosperity Think Tank/Leadership Institute/Foundation	5, 8, 10, 11, 12, 13, 14, 15	8

*Appendix C: UTRGV Guiding Principles

*Appendix B: Carnegie Foundation for the Advancement of Teaching Community Engagement Foundational Indicators

Critical Startup Elements

TASKS	FUNCTIONAL AREA	PROCESS DESCRIPTION
Attend the Engagement Academy for University Leaders June 2-5, 2014, in VA Tech	Community Outreach and Engagement and other interdependent working groups	A team of university engagement leaders will attend the academy to operationalize proposed recommendations with support and guidance from leading experts in the field of engagement.
Continue identifying and aligning existing community outreach and engagement programs in both institutions	Community Outreach and Engagement	Currently both institutions have engagement and outreach programs that must be identified and evaluated as to which will continue, be expanded, or be merged.
Asset Evaluation	Community Outreach and Engagement	Evaluation of both institutions' community engagement assets, including but not limited to personnel, equipment, furnishings, supplies, facilities, services and communications.
Align recommendations with Academic Affairs working groups.	Community Outreach and Engagement / Academic Affairs Service and Experiential Learning	Align foundational indicators of community engagement with Academic Affairs/ Student Service and Experiential Learning strategies.
Execute Critical Agreements	Community Outreach and Engagement	It is anticipated that the nature of community engagement will require agreements, MOU's, and other collaborations with key external partners. Those partners must be identified and the proper documents must be in place.
Design and adoption of administrative structure	Community Outreach and Engagement	Based on best practices, an administrative structure is necessary to support the recommendations proposed in this report.
Operating Procedures Defined and Vetted	Community Outreach and Engagement	Operating procedures should be defined and vetted, to include but not be limited to an advisory committee, management, key resources, legal issues, training needs, operating systems, <i>etc.</i>
Marketing Plan	Community Outreach and Engagement	The newly formed entity will need to create a brand, perform research analysis to identify new markets, define a marketing strategy, consider pricing issues, identify networks, create a new web page, engage social media, and other items related to a marketing plan.
Financial Plan	Community Outreach and Engagement	Because adequate resource allocation is necessary for the success of engagement efforts, development of a financial strategy to attain sustainability and growth will be essential.

CONCLUSION AND RECOMMENDATIONS

The characteristic profile of UTRGV as a tier one institution, to be developed in an area of great economic potential, and at the same time an area of need, demands that community engagement be a significant component, and embedded in the UTRGV culture. In alignment with best practices, the Carnegie framework and the explicit emphasis on Community Engagement (CE) exhibited in the **UTRGV Guiding Principles**, it is recommended that the organization and development of UTRGV include the following:

1. Promotion of an integrated and sustainable infrastructure for an engaged-university, employing established and recognized indicators of community engagement.
2. Creation of a centralized institutional coordinating unit and clearing house for the advancement of university-wide community engagement, outreach, institutional partnerships and economic development.
3. Construction of a university hotel and state-of-the-art conference center with corporate training facilities.
4. Development of a world-leading and renowned Think Tank/Leadership Institute/Foundation to study and develop community-based solutions to societal issues confronting the region, nation and world.
5. Attend the Engagement Academy for University Leaders June 2-5, 2014, in VA Tech.

APPENDICES

Appendix A: Characteristics of Model Programs

University	Unit	Unit Leadership	Reports to	Model Characteristics
Michigan State University (MSU)	University Outreach & Engagement	Associate Provost for University Outreach & Engagement	Provost & Executive VP for Academic Affairs	<ul style="list-style-type: none"> • Community Engagement front line, direct link from main page • Extensive involvement • Integrated into many facets of the institution, academic & other • Academic support unit • Tier 1 University • Carnegie Classification • Model assessment component • Recognized leaders in the field of engagement • Specialized Programming and activities for Pre-K through 12th grade
University Minnesota (UM)	Office of Public Engagement	Associate VP For Public Engagement	Provost & Senior Vice President Academic Affairs	<ul style="list-style-type: none"> • Community engagement front line, direct link from main page • Extensive involvement • Integrated into many facets of the institution, academic & other • Medical school • 5 engaged campuses • Tier 1 University • Carnegie Classification • Staff engagement recognition awards • Community partners recognition awards • Ten-Point plan for advancing and institutionalizing public engagement <p><i>(Scholarly Value of Engagement, Accounting and Assessment, Student Experiences and Development, Community Connections, Cultivating and Supporting Campus Leaders, Visibility and Value, Program Alignment and Integration, Internal Networking, National and International Networking, Leverage External Funds)</i></p> <ul style="list-style-type: none"> • Established Public Engagement Council (PEC) serves as the University's consultative body for issues pertaining to the University's public engagement agenda. • Awarding of academic credit to students for community-engaged work • Outstanding webpage and access to information.
UT San Antonio	Division of Community Services	VP for Community Services	President	<ul style="list-style-type: none"> • Community engagement front line, direct link from main page • Community outreach programs clearly displayed • Divisional status • Simple website navigation

Appendix B: Review of UTPA/UTB CE Infrastructure

Programs and Office	
UTB	UTPA
<p><u>ACADEMIC ADVISING</u></p> <p>This department is focused on the assistance of educational planning, support and guidance in career related decisions. Academic advising also monitors students' educational performance and progress towards degree completion.</p> <p><u>ADMISSIONS AND RECRUITING</u></p> <p>The Office of Admissions and Recruitment function is to recruit and admit students. They provide students access to university programs of study, help them achieve enrollment goals, support the academic mission and enhance student success.</p> <p><u>ADVANCEMENT SERVICES</u></p> <p>The Office of Advancement Services is responsible for management and oversight of information services in regard to fundraising efforts and donor relations. The Office of Advancement Services is committed to impact UTB students and the community through programs, endowments, and other forms of stewardship.</p> <p><u>CAREER SERVICES</u></p> <p>Career Services provides assistance to students and recent graduates to exploring career options related to their fields of study and to empower them to achieve their career goals.</p> <p><u>CENTER FOR CIVIC ENGAGEMENT</u></p> <p>The Center for Civic Engagement is committed to create an engaged campus that connects faculty, staff, students, and external partners in ways that help revitalize our community.</p> <p><u>CORPORATION AND FOUNDATION RELATIONS</u></p> <p>The Corporate and Foundation Relations offices work closely with faculty and administration to establish mutually beneficial partnerships with national and local companies and match the needs of the University with the goals of different foundations.</p> <p><u>ENVIRONMENTAL HEALTH & SAFETY</u></p> <p>Environmental Health and Safety provides technical assistance in the administration, operation and support of environmental health and safety programs which seek to protect human health, preserve natural resources, and comply with applicable regulations and institutional policies.</p> <p><u>ECONOMIC DEVELOPMENT AND COMMUNITY SERVICES</u></p> <p>The Language Institute provides various competency levels for several languages. Professional Development offers course and workshops such as the Kauffman FastTrac® entrepreneurship program, research, financial awareness and more. Business incubator is membership program that provides business support services. The Commercialization component works with faculty, students, and staff as well as outside interest to evaluate protect and commercialize intellectual property.</p> <p><u>GLOBAL ENGAGEMENT</u></p> <p>The Office of Global Engagement provides opportunities for cultural and educational exchange. The University of Texas at Brownsville welcomes students and faculty from other countries to our university community. It also offers study abroad opportunities for UTB students.</p>	<p><u>OFFICE OF UNDERGRADUATE RESEARCH & SERVICE LEARNING</u></p> <p>UTPA supports academic service learning through the Office of Undergraduate Research and Service Learning in the division of Student Engagement and Experiential Learning (under Academic Affairs). The office has existed since January of 2012, charged with developing programs in undergraduate research as well as service learning support. Currently, the office staff is developing community placement relationships, forms for liability and tracking hours, working with students on finding placements and logistics, developing resources for faculty interested in integrating community-based learning, and tracking that activity. The office also hosts a celebration and showcase of service learning projects every semester. Recently, the director co-wrote a successfully funded Title V HSI grant that details the development of experiential learning through expanded infrastructure of the office and the creation of a Center for Teaching Excellence to expand faculty development in service learning pedagogies (among other things). The director of URSL works closely with community engagement offices on campus, with local community groups, students, and faculty to build our capacity for service learning opportunities.</p> <p><u>OFFICE OF CONTINUING EDUCATION (OCE)</u></p> <p>The OCE serves the community by extending the university's academic resources to facilitate life-long learning through high-quality, non-credit education services. OCE works closely with university's academic departments to develop and administer various CE offerings. A component of the Division of Academic Affairs, the OCE provides individuals the opportunity to enroll in courses for professional development, continuing education, test preparation, certificate and personal enrichment. Admission to the university is not a requirement for CE programs since the courses are primarily used for professional improvement and certification purposes.</p> <p><u>OUTREACH AND COMMUNITY PARTNERSHIPS</u></p> <p>The Office of Outreach and Community Partnerships was established as the institutional HUB for engagement, spanning all divisions and departments campus-wide. The office promotes and facilitates communication, coordination and collaboration of institutional engagement with the community.</p> <p><u>OFFICE OF ALUMNI RELATIONS</u></p> <p>Alumni Relations is focused on sustaining lifelong relationships between the University and its former students. Engaged alumni are vital to UTPA's success. The Office of Alumni Relations develops programs and activities that encourage former students to stay involved and to give back to their alma mater.</p> <p><u>UNIVERSITY ADVANCEMENT</u></p> <p>The mission of The Division of University Advancement is to support the University's many instructional, research and public service programs through successful fundraising, communications, marketing, creative services, special events and alumni activities.</p> <p><u>THE OFFICE OF STUDENT INVOLVEMENT</u></p> <p>The mission of the office of student involvement is to develop transformative leaders that change the world. Numerous community engagement opportunities are available to students through the office.</p> <p><u>DEAN OF STUDENTS</u></p> <p>As partners in the education process, the Dean of Students team</p>

<p><u>INSTITUTIONAL ADVANCEMENT</u></p> <p>The Division of Institutional Advancement supports the many instructional, research and public service programs of The University of Texas at Brownsville. The Division directs the stewardship of financial resources, volunteerism, community-centered programs and cross-cultural initiatives.</p> <p><u>UTB RESERVE OFFICER AND TRAINING CORPS</u></p> <p>The program combines college electives in military science with practical leadership training to prepare men and women to become Army officers. ROTC also opens the doors to a variety of exciting careers, extracurricular activities, and advanced military training.</p> <p><u>OFFICE OF SPONSORED PROGRAMS</u></p> <p>It is a central resource to promote, support and administer sponsored program awards. OSP provides pre and post-award services in generating and administering external awards in the pursuit of research, scholarly activities and public service.</p> <p><u>OFFICE OF TESTING</u></p> <p>It provides testing services and opportunities that facilitate learning and help the individuals and organizations of the University community to meet their goals.</p> <p><u>PHYSICS & ASTRONOMY</u></p> <p>Monday night physics, Arecibo Remote Command Center, Nompuewenu Observatory, Summer School, UTB Physics Circus, The Science Wall, Physics Colloquia & Seminars.</p> <p><u>SCHOOL OF BUSINESS</u></p> <p>Offers an internship program, and a program to help innovators and entrepreneurs develop credible business plans and subsequently open businesses that offer innovative products or services. Also offers low income tax return assistance through the VITA Program.</p> <p><u>STUDENT AFFAIRS</u></p> <p>Provides programs, services, and activities that enhance student learning and personal development that provide a high quality of campus life, support for academic achievement, opportunities for leadership development, opportunities for social, cultural and ethical development; support wellness; and opportunities for career planning.</p> <p><u>TRANSLATION AND INTERPRETING OFFICE</u></p> <p>The Translation and Interpreting Office coordinates all Translation and Interpreting Programs at the undergraduate and graduate levels. It provides translation services to the campus and local communities.</p> <p><u>VETERANS RESOURCE CENTER</u></p> <p>It assists active duty, veterans and dependents in applying for VA Educational benefits, admission process, federal/ state tuition assistance and financial aid.</p> <p><u>VETERANS UPWARD BOUND</u></p> <p>The program helps generate the necessary skills and motivation for program participants to enter and complete a program of postsecondary education.</p>	<p>collaborates across the university to implement dynamic and student-centered programs, practices, services and facilities to maximize student success. The goals of the office are to: Engage students in service that transforms our region, state and nation; Create social and physical environments that promote lifelong wellness;</p> <p><u>DEPARTMENT OF COMMUNITY ENGAGEMENT</u></p> <p>-DATA AND INFORMATION CENTER (DISC)</p> <p>DISC increases the availability and accessibility of demographic census data and other information to data users. DISC is a Texas State Data Center Affiliate and a Member of the Texas Center for Border Economic and Enterprise Development.</p> <p>-SOUTHWEST BORDER NONPROFIT RESOURCE CENTER</p> <p>The SBNRC's mission is to facilitate the sustainable development and growth of the nonprofit community of the Southwest border region by providing leadership in nonprofit leadership development, training and management, leveraging partnerships and networks, conducting nonprofit research, educating UTPA students as resources for the nonprofit community, providing consulting services where needed, and serving as a technical resource.</p> <p>-PROCUREMENT TECHNICAL ASSISTANCE CENTER</p> <p>PTAC provides technical services through trainings and one-on-one counseling to persons interested in obtaining contracts with local, state, and federal governmental entities. PTAC helps businesses obtain state and federal certifications and understand the contracting process.</p> <p>-VETERANS BUSINESS OUTREACH CENTER</p> <p>The Veterans Business Outreach Center (VBOC) is designed to help create, retain and develop businesses and to contribute to the success of entrepreneurs who are members of the U.S. military community including Veterans, Service-Disabled Veterans, Reservists, National Guard members and Active-duty service members preparing to transition from military service to business ownership.</p> <p>-THE SMALL BUSINESS DEVELOPMENT CENTER</p> <p>The Small Business Development Center (SBDC) provides small businesses and aspiring entrepreneurs a wide array of technical assistance support which helps strengthen business performance and sustainability and adds to the creation of new businesses entities.</p> <p><u>TEXAS RURAL COOPERATIVE CENTER</u></p> <p>The Texas Rural Cooperative Center is operated by the University of Texas-Pan American and provides assistance to rural start-up and existing cooperatives in Texas. The mission of the Center is to improve the economic conditions of rural Texas by assisting with the start-up, expansion, and operational improvement of rural businesses, especially cooperatives and mutually-owned businesses.</p> <p><u>THE VALLEY MARKETS AND TOURISM RESEARCH CENTER</u></p> <p>The center examines social, cultural, environmental and economic issues related to Rio Grande Valley markets and the Valley tourism industry. The most notable markets targeted for study by the Center are Senior winter visitors or "Winter Texans". The Center also has access to a variety of experts who may be able to customize research for any business needs.</p> <p><u>RAPID RESPONSE MANUFACTURING CENTER</u></p> <p>Develop and apply emerging technologies to improve the competitiveness of manufacturing companies.</p> <p>Assist entrepreneurs in the formation of new enterprises. Provide specialized education focused on rapid response theories and practices; support workforce development through seminars tailored to an industry's specific needs. Provide a strong innovation and entrepreneurship component that offers opportunities for hands-on experiences in rapid response and real-case industrial projects.</p>
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	<p><u>THE CENTER FOR SURVEY RESEARCH</u></p> <p>The center delivers information and expertise to decision makers, scholars, community leaders and citizens as they seek to forge solutions to urban problems and deal with issues of public policy. the Center provides research and technical assistance to governmental and nonprofit organizations in Texas.</p> <p><u>THE BORDER HEALTH OFFICE</u></p> <p>The office offers ways to: collaborate with community-based organizations to promote health services and education, provide technical assistance to communities and institutions, and sponsor health education efforts including conferences and workshops.</p> <p><u>TEXAS ASSISTANCE MANUFACTURING CENTER TMAC</u> is a local resource to address the challenges of today's hyper-competitive business environment. We specialize in onsite project implementation and training that generate healthy ROI. We work to achieve dramatic results. Our objective is to develop in-house expertise so that improvements are sustainable.</p> <p>TMAC manufacturing professionals are based in 7 regions and 14 different offices across Texas, serving rural and border regions of the state as well as the metropolitan areas.</p> <p><u>THE ENGLISH LANGUAGE INSTITUTE</u></p> <p>Provides English language instruction to students, professionals and other individuals whose first language is not English; enhances ESL students' ability to participate successfully in an American cultural environment; and academically prepares students whose goal is to pursue a degree at an American university.</p> <p><u>STUDENT SUPPORT SERVICES</u></p> <p>This office is part of the Division of Student Affairs and oversees various programs on campus that address support functions for UTPA students as well as RGV public school students. Several federal education grants such as Upward Bound, Upward Bound Math and Science, Educational Talent Search, College Access Migrant Program (CAMP), High School Equivalency Program (HEP) are part of this office and provide access opportunities for traditionally underserved populations. The Learning Assistance Center (LAC), AVID for Higher Education (AHE), The P-16 Initiatives Office, and the High School to University Testing Services are also part of this office and assist with transition services as well as academic support for current UTPA students.</p> <p><u>ENROLLEMNT SERVICES</u></p> <p>The Office of Enrollment Services oversees New Student and Visitor Services, Registrar, Financial Aid, and Undergraduate Recruitment at UTPA. Critical functions performed by this office include enrollment projections that incorporate recruitment goals, retention, and graduation rates. They work very closely with Academic Affairs in course projections based on degree requirements, student course history, and student plans from degree works. In addition, they provide outreach services to various territories in South Texas.</p> <p><u>CAREER PLACEMENT SERVICES</u></p> <p>This office provides a variety of support to UTPA students and potential employers. Students can receive individual career counseling that includes development of resumes, cover letters, and mock job interviews. In addition, they provide information on college majors and occupational outlook data in the Career Information Center that also houses ten computers for career research and resume building. The office collaborates with potential employers, university departments, and students to identify internship opportunities. The Bronc Career Connection website is the hub for internship opportunities and on campus employment.</p> <p><u>P-16 INITIATIVES</u></p> <p>The Office of P-16 Initiatives was formed in 2012 to serve as a hub of potential partnerships with local school districts. The office coordinates informational sessions such as the UTPA Leadership Alliance that brings together leadership teams from local high schools</p>
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	<p>and institutions of higher education to share regional data as well as school district and campus specific data. In addition, the Upper Valley P-16 meetings are also a collaboration of this office and various partnerships. Programming such as the Mother Daughter Program, Collegiate Go Center Mentors, and Migrant Outreach Services are also housed at this office.</p> <p><u>K-12 CAMPS</u> such as the Bernard Harris Exxon Mobil Summer Science Camp, South Texas ISD Science Camp, Leadership Camps, Tex Prep, and the Migrant University Summer Experience (MUSE) are coordinated and implemented as key P-16 initiatives. Additional camps and conferences are planned to meet school district partner needs in the areas of STEM, literacy, arts, leadership, and college preparation.</p> <p><u>HIGH SCHOOL EQUIVALENCY PROGRAM</u></p> <p>The High School Equivalency Program (HEP) is a federally-funded program that assists migrant and seasonal farm workers, ranchers, fishers, and persons working in agriculturally-related activities, and their eligible family members, earn their General Education Development (GED) certificate. The goal of HEP is to help students enhance their life skills and knowledge so that they may qualify for more rewarding employment or for entry into vocational or technical schools, two-year community colleges, four-year universities or the military services. Currently UTPA serves 125 students annually as part of their federal performance objectives.</p> <p><u>HIGH SCHOOL TO UNIVERSITY PROGRAMS AND TESTING SERVICES</u></p> <p>High School to University Programs and Testing Services is a part Division of Student Affairs at UTPA. They offer a modern testing facility, student-oriented hospitality for a variety of national exams such as ACT, TSI Assessment, CLEP, TOEFL, TEEx CAT, GMAT, GRE, and many more. They are also proud sponsors of the renowned Advanced Placement Summer Institutes and train approximately 400-500 each summer on AP content area professional development and also provide substitute teacher training for local school districts.</p> <p><u>UNDERGRADUATE RECRUITMENT</u></p> <p>This office provides outreach services to students, parents and counselors in an effort to assist potential students experience a smooth transition to UTPA. Recruiters are assigned to specific schools districts and maintain open communication with high school students and counselors in regard to the admissions process, federal financial aid and scholarships, deadlines, and university events such as Fall in Love with UTPA. In addition, the office also hosts various counselor workshops throughout the school year to provide training to counselors on various admissions functions, provide state-wide updates, and network with school district staff.</p>
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Appendix C: UTRGV Guiding Principles

UTRGV Guiding Principles
1. Fully integrate next generation technology and customized learning to increase affordability and maximize student success.
2. Promote access to postsecondary education to a diverse student body to become one of the largest and most successful Hispanic-serving institutions
3. Employ the highest quality faculty members and staff who pursue global excellence in teaching, research, healthcare and service.
4. Streamline academic & administrative programs and re-design processes to increase productivity and promote a student/service-centered mode of operation.
5. Promote arts and humanities programs to produce state, national and world leaders who are bi-cultural, bi-lingual, and bi-literate.
6. Develop programmatic strength in the areas of science, technology, engineering, mathematics, and health.
7. Develop a Medical School of the first class, with outstanding undergraduate and graduate medical education, public health, health professional degrees and clinical research, to improve the health of the community.
8. Become a global leader in higher education, health education, bio-medical research, emerging technology and preparing students to be lifelong learners .
9. Pursue applied and translational research to address critical local, state, national, and global needs.
10. Build on the excellent economic activity and strength of the State of Texas and benefit from the State's leadership in the world.
11. Provide a leadership role in fostering economic and community partnerships to help solve local, state, national, and global problems.
12. Promote innovation and knowledge discovery with business and industry that will lead to job growth and improvements in the quality of the region's workforce.
13. Build a hub for inventions and intellectual property that will lead to economic and community prosperity and an improved quality of life for the region, the State, the nation and our world.
14. Serve as a "Gateway to the Americas" by cultivating partnerships with global leaders in education, health, research and other strategic, high-growth industries
15. Leverage the size, strength, and excellence of the University of Texas System and its fifteen outstanding institutions to shorten the time it takes to achieve these goals.

Appendix D: Carnegie Foundation Community Engagement Foundational Indicators

Carnegie Foundation for the Advancement of Teaching Community Engagement Foundational Indicators	
<u>Institutional Identity and Culture of CE</u>	
20. Mission or vision statements include CE	
21. Mission or vision statements include CE	
22. Campus-wide awards and celebrations of CE	
23. Assessment mechanism of community's perception of CE	
24. Aggregation and use of CE assessment data	
25. Emphasis of CE in university marketing materials	
26. CE explicitly promoted by executive leadership as a priority	
<u>Institutional Commitment</u>	
27. Campus-wide coordinating infrastructure to support & advance CE	
28. Financial Commitment dedicated to supporting CE	
29. Systematic campus-wide tracking mechanisms of CE	
30. Systematic campus-wide assessment of impact of CE	
31. CE defined and planned for in the institution's Strategic Plan	
32. Professional development for faculty/staff engaging with community	
33. Community has a "voice" or role for planning CE	
34. Recruitment practices encourage hiring faculty w/ expertise in CE	
35. Institutional level policies (promotion/tenure) rewarding CE	
36. CE rewarded as form of <i>teaching/learning, scholarship, service</i>	
37. College/department level policies rewarding CE approaches/methods	
<u>Supplemental Certification Items</u>	
38. CE noted on student transcript	
39. CE connected with diversity and inclusion work	
40. CE connected to student retention & success	

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