

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

## Application Deadline

April 15th, 11:59pm EST

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## Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers may want to examine websites to provide additional clarification of the responses in the application. Reviewers may also ask for a telephone conversation to clarify evidence provided.

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## Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

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## Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and 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.

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## Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie foundation use only)

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**Title**

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## **Institution**

The University of Texas at El Paso

## **Mailing Address 1**

## **Mailing Address 2**

## **City**

El Paso

## **State**

Texas

## **Zip Code**

## **Phone Number (e.g., 1-123-345-5678)**

## **Full Name of Institution's President/Chancellor**

## **President/Chancellor's Mailing Address**

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## President/Chancellor's Email Address

## Campus and Community Context

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### A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home/FindYourCollege>) and Carnegie Basic Classification data (<http://carnegieclassifications.iu.edu/lookup/lookup.php>).

UTEP's aspirations are driven by its long-standing commitment to providing access coupled with excellence to students in the Paso del Norte region. The University's dedication to its mission and the region has resulted in its becoming a national model for creating and achieving highly competitive academic and research programs, and most recently being nationally recognized as a very high-research activity (R1) institution by the Carnegie Foundation.

The University's geographic location along the U.S.-Mexico border has enabled generations of students to pursue their goals through higher education in one of the largest binational communities in the world. UTEP is a university with open-access admission, providing pathways to a high-quality education in an otherwise underserved population. Among the campus' undergraduate student population, 32 percent are from families with an annual household income of \$20,000 or less and 50 percent are from families in the lowest income quartile of a combined annual household income of less than \$38,000. UTEP has been lauded for its ability to help students navigate those financial challenges and vault into the top income quartiles. In 2017, a study released by the Brookings Institution ranked UTEP No. 1 for performing well in both research and social mobility.

In 2016, UTEP launched its current 10-year Quality Enhancement Plan (QEP), which recognizes students' experiences of socio-economic challenges as points of distinction. The QEP aims to enhance students' assets such as their talents, motivation, and life experiences through participation in high-impact practices (HIPs), enabling them to succeed on campus, in their professions, and as civically engaged citizens. Community engagement and service learning are included in the QEP's eight HIPs, discussed thoroughly in the Institutional Identity Culture section of this application. This asset-based approach is also strongly embedded in the University's Student Success Framework.

As an urban commuter campus, UTEP enrolls more than 25,000 students and serves its primary constituency – residents of far west Texas, southern New Mexico, and northern Mexico. Fifty percent of UTEP's students are first generation graduates. UTEP employs nearly 4,000 full time and part-time employees and is the city's fifth largest employer. With an 80% Hispanic student population, UTEP proudly reflects the demographic composition of the bi-national region from which it draws the vast majority of its students. Eighty-four percent of students are from El Paso County and 4 percent are Mexican nationals.

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## **B. Community:**

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

El Paso is located in the far western part of Texas, and is uniquely situated along the US-Mexico border with Ciudad Juárez, and neighbors Las Cruces, New Mexico. The area is known as the Paso del Norte region and is the largest bilingual, binational work force in the Western Hemisphere with a population of approximately 2.3 million people. The Paso del Norte region is a critical nexus of material resources, capital, labor, and culture, connecting major markets within and beyond North America. El Paso is the second-largest port of entry between the U.S. and Mexico with \$76.1 billion in total trade as of 2017. El Paso's economy is largely dependent on cross-border tourism, followed by health services, education, and government sectors.

The health services sector expanded 28 percent from 2010 to 2017 (40,000 workers), mainly due to large, private health care providers in the city such as Tenet Health and Las Palmas Del Sol Healthcare. In 2016, the UTEP School of Nursing estimated more than 60 percent of El Paso nurses earned their degrees at UTEP.

The city's large education sector comprises 12 school districts and eight private/charter schools, UTEP, El Paso Community College, and Texas Tech University Health Sciences Center. In the last three decades, UTEP has been a driver for the educational attainment of the region in partnership with school districts and the community college. This initiative, described later in the application, is known as the El Paso Collaborative for Academic Excellence - an interdependent educational ecosystem established 28 years ago by UTEP President Diana Natalicio and is currently chaired by El Paso Community College President William Serrata.

El Paso's government sector is mostly accounted for by Fort Bliss, the largest employer in the metro area. The Military Student Success Center at UTEP serves as a strong resource for military students and their families offering peer mentorship programs designed to connect newly enrolled student veterans with current student veterans to provide support, resources, and increase campus and community engagement.

Businesses and financial services have also increased in El Paso since 2010. From 2010 to 2017, the city saw an 11 percent increase in this sector with leading firms such as ADP and Datamark. In 2017, The UTEP College of Business Administration and ADP collaborated to create the ADP Human Capital Management Academy, which addresses the role that human resources play in helping modern organizations effectively manage their investments in human capital resources. This is one example of how UTEP works closely with regional stakeholders to ensure that jobs are available as the educational attainment continues to rise for the El Paso population.

Given its prominent role as an economic and educational driver, UTEP is responsible for responding to political, trade, immigration, and workforce issues. UTEP successfully does so through research, scholarship, and creative activity produced by the faculty and students and through its relationships with over 200 community partners.

## **Foundational Indicators**

Complete all questions in this section.

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## A. President/Chancellor's Leadership Statement

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### A.1 Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
- Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

-- empty or did not respond --

### A.1.1 Upload the letter from the President/Chancellor or Provost (Vice President for Academic Affairs)

### A.2 In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

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#### A.2.1

Annual addresses/speeches:

Excerpt 1: "And our impact goes well beyond economics, as we offer our community a broad range of special programs and events on the campus, and partner with school districts, EPCC, and organizations such as the Housing Authority, Workforce Solutions and the YWCA to increase opportunities for area residents." State of the University Address by UTEP President Diana Natalicio, 9/19/2013

Excerpt 2: "We dedicate this special Centennial Convocation to our University Partners because we recognize that UTEP's success over these 100 years has been everything except a solo performance... You have been our partners in cultural enrichment, economic development and enhanced quality of life for the people of this historically underserved U.S.-Mexico [border region]..." University Partners Convocation by UTEP President Diana Natalicio, 9/30/2014

Excerpt 3: "...we seek to add voices to the many conversations that take place not only in our classrooms and research centers, but also in our community. Our commitment to interdisciplinary research fosters the in-depth collaboration required for the discovery of innovative solutions to challenging problems. The Centennial Lecture

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Series plays a major role in adding to our campus and community conversations the voices of noteworthy speakers whose expertise and passions on a broad range of contemporary issues are likely to have a profound impact on our society, culture and lives in the years ahead.” Centennial Lecture Series featuring Dr. Hector A. Garcia, introduced by UTEP President Diana Natalicio, 2/2/2017

Excerpt 4: “Your commitments and actions ensure that we advance our agenda, and your dedicated efforts also strengthen what we stand for in our community and our country: opportunity generation. The outcomes of our robust partnerships and collaborations provide hard evidence of the transformational achievements that are possible in zip codes across the country.” Georgetown University Fall Convocation by UTEP President Diana Natalicio, 10/24/2017

Excerpt 5: “Built into the narrative of UTEP’s expanded capacity to serve our community is the history of collaboration and complementary program design with our partner institutions, working together for the greater good of our community. For example. UTEP’s School of Nursing plays a critical role in our community...Interdisciplinary Health Sciences have contributed significantly to the changing healthcare landscape for El Pasoans.” Texas Tribune Interview with UTEP President Diana Natalicio, 2018

Excerpt 6: “Conversely, we learned from studying feeder patterns that other El Paso area high schools, especially those enrolling predominantly Hispanic and economically disadvantaged students, sent only one or even none of their graduates on to UTEP. To address this unacceptable disparity, UTEP reached out to build partnerships with area school districts, the El Paso Community College, and business and civic leaders across El Paso County. We called this partnership the El Paso Collaborative for Academic Excellence, whose mission was to pave—or in many places build from scratch—smooth pathways from Pre-K through baccalaureate degree completion. Our goal was to engage all educators in the region in a shared commitment to prepare all young people...” State of the University Address by UTEP President Diana Natalicio, 10/11/2018

## A.2.1.1 Web Link (if available)

<https://utep.galaxydigital.com/files/dl/70c6f593c2d96d1424704df2ba64509d/>

## A.2.2

Published editorials:

Excerpt 1: UTEP received the [Texas Governor’s] Higher Education Community Impact Award for embracing "community engagement that calls for equitable, purposeful and reciprocal partnerships with community, where resources and knowledge are shared to advance the public good."

<https://www.elpasotimes.com/story/news/education/2018/08/15/utep-wins-volunteer-award-texas-governors-office/998957002/>

[http://www.elpasoinc.com/news/business\\_announcements/texas-governor-s-office-recognizes-utep/article\\_21185d70-a21c-11e8-a21a-07ec4a1605fe.html](http://www.elpasoinc.com/news/business_announcements/texas-governor-s-office-recognizes-utep/article_21185d70-a21c-11e8-a21a-07ec4a1605fe.html)  
(this link requires a subscription)

<http://onestarfoundation.org/governors-volunteer-awards/>

Excerpt 2: “This book represents the culture and spirit of UTEP, an institution committed to serving the El Paso del Norte border region inside the classroom and in the community,” [UTEP Professor] Gina Núñez-Mchiri said.

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“We are excited to share this resource with faculty, students, community partners, as well as with higher education leaders. At UTEP, we teach, engage and transform lives and communities, one partnership at a time.” UTEP Directors Edit Book on Community Engagement, High-Impact Practices  
<https://elpasoheraldpost.com/utep-directors-edit-book-on-community-engagement-high-impact-practices/>

## A.2.2.1 Web Link (if available)

<https://utep.galaxydigital.com/files/dl/74fc11e6c4ae8a7e65be39b971f86a51/>

## A.2.3

Campus publications:

Excerpt 1: “This recognition further validates the efforts of our outstanding faculty, staff and students who generously share their talents, expertise, time and energy to a variety of organizations and initiatives in our community,” said UTEP President Diana Natalicio. “Their sustained efforts to reach out to community partners contributes significantly to this region’s prosperity and quality of life, and creates valuable opportunities for UTEP students to apply what they learn on the campus to real-life settings across this community. Public research universities, like UTEP, have a responsibility to extend their impact far beyond the teaching and research that occurs in their classrooms and laboratories, and UTEP has deservedly become a national model for our deep commitment to community engagement.” – UTEP President  
UTEP Honored by the Governor’s Office for addressing community needs, 10/2018

Excerpt 2: “This issue of UTEP Magazine contains many examples of such community engagement, from student and faculty research focused on cleaning up Ascarate Lake, to healthcare services for the homeless, and marketing expertise for local nonprofit organizations. These activities and many others have enabled UTEP to achieve for four consecutive years the highest federal recognition a university can earn for its commitment to service-learning and civic engagement – inclusion on the U.S. President’s Higher Education Community Service Honor Roll.”

UTEP Magazine, a message to the readers by UTEP President Diana Natalicio, Summer 2017 Issue

## A.2.3.1 Web Link (if available)

<https://www.utep.edu/newsfeed/campus/UTEP-Honored-by-Governors-Office-for-Addressing-Community-Needs.html> [https://ucweb.utep.edu/\\_uploaded/utepMagazineDownloads/utep\\_magazine\\_summer\\_2017.pdf](https://ucweb.utep.edu/_uploaded/utepMagazineDownloads/utep_magazine_summer_2017.pdf)

## A.2.4

Other:

Excerpt 1: “In committing herself to insuring access, Natalicio committed the university to its community. UTEP now stands as a community engagement model for other universities. Her leadership sets an example for other college and university leaders to establish the policies and infrastructure for engagement. Community engaged programs at UTEP have inspired community-engaged scholarship efforts.”

UTEP President Diana Natalicio inducted into the Academy of Engagement Scholarship, 2014

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Excerpt 2: "Universities have a special responsibility to respond to the needs of their surrounding communities, particularly through K-16 initiatives and in economically distressed areas. To be effective community partners, universities must be content-sensitive that is, to be aware of, understand and respect the communities in which they live and work."

20-20: Building Access, Engaged Learning and Excellence, an essay by Diana Natalicio, 3/9/2009

Excerpt 3: "At The University of Texas at El Paso, community engagement is the tie that binds the University and the community together. It allows academic resources to be used for the greater public good through partnerships and relationships with a variety of sources outside the University. Through community engagement, UTEP can achieve broader community goals in line with its public higher education mission. In academic-based community engagement, students, faculty and staff participate in projects where the benefit offered to the community is achieved through the process of teaching and learning."

Better Together: UTEP Engage with Community, UTEP Magazine Summer 2017 Issue

Excerpt 4: "The idea behind Wagler's [UTEP Professor] upcoming project is to enrich the El Paso region by providing STEM outreach in the community by way of pop-up STEM centers, tentatively called Discovery STEM Centers or Descubre CTIM Centros. These centers will be a permanent fixture at local libraries and other community centers. These centers address an immediate and important need in our community in a way that can affect our future educational outcomes among area youth, improve job opportunities and economic development." - Discovering Stem in the Community by Center for Civic Engagement Faculty Fellow, Amy Wagler

Excerpt 5: "Access to clean water is a constant struggle for the 500 residents of Po Ploom, an isolated community located on a strip of grassland stretching along the eastern border with the Dominican Republic. UTEP students in the civil engineering senior design course developed a solar-powered water purification system for Po Ploom that would be easy to operate and simple to maintain. For Santiago [UTEP Professor], Po Ploom's water quality project reaffirmed her belief that involving UTEP students in service learning projects prepares them to compete in the real world."

Mission Accomplished: UTEP Helps Haitians Access Clean Water, UTEP Magazine Fall 2018 Issue

## A.2.4.1 Web Link (if available)

<https://utep.galaxydigital.com/files/dl/cb741307cc2cb2c4d7352c1d509ffd10/>

## B. Institutional Identity and Culture:

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**B.1.1 Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?**

Yes

**B.1.1.1 Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition:**

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UTEP embraced Carnegie's definition of community engagement through the work of the Provost's Task Force on Community Engagement in 2012. The definition reflects the University's goals and reads as follows:

Community engagement describes 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 (Carnegie Foundation, 2012). At UTEP, collaboration contributes to the goal of achieving national research university status through institution-wide engaged and integrated research, teaching, and service. In addition, partnerships are developed, deployed, and evaluated with substantial participation from all involved parties (Provost's Task Force on Community Engagement, 2012).\*

\*The definition will be revised by the Provost's Council on Community Engagement to align with UTEP's new very high-research-activity (R1) institution designation.

UTEP's definition of community engagement is deep-seated in various institutional publications, and campus and community presentations. The definition appears in the university's website, the Office of the Provost's website, and in both the print and electronic version of the community engagement brochure published on the Community Engagement website. Additionally, the definition appears in presentations to university leadership groups such as Dean's Council and Administrative Forum – groups composed of executive and director level personnel. Community engagement is also highlighted at events such as Project Move, UTEP's largest day of volunteer service at nonprofit organizations, which build camaraderie and knowledge about the community, its residents, and their needs. To further ingrain community engagement and continue establishing presence, the definition and examples of community engagement are showcased at Miner Welcome Week, a weeklong schedule of campus events held the first week of every semester; New Faculty Orientation; and at UTEP Aware, a cohort style academic yearlong program for new faculty and staff.

Adaptations of this definition have been utilized to help differentiate between academic-based community engagement and community service. The distinction between the definitions is applied during the data collection process, which takes place annually to account for the different types of community engagement achieved by all colleges, schools, units, and departments.

At UTEP, community engaged courses are defined as activities for academic learning purposes such as:

- projects in collaboration with community partners;
- community-based internships, clinicals, fieldwork, student teaching;
- planning and implementation of service learning activity;
- design, consultation, or creation of a community product or tool;
- pro bono services performed by graduate and professional students (e.g. consulting) in connection with course or academic objectives; and
- student community-based research.

Community service focuses on service to the community without a structured academic component such as:

- one-day volunteer service projects;
- community presentations, performances, or exhibitions done for the purpose of service;
- community-based internships not related to academic courses;
- activities classified as service grants; and
- projects completed by federal community work-study students.

**B.1.2 How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts**

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## **from the relevant documents and a web link to the full document if it exists.**

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### **B.1.2.1**

Mission or vision statement:

Community engagement is rooted in the University's mission and four distinct institutional goals.

UTEP's mission states it is dedicated to advancing the El Paso region through education, technological advancement, creative and artistic production, and generation, interpretation, application, and dissemination of knowledge. UTEP embraces its transformative role as an intellectual, cultural, and socioeconomic asset to the region, offering programs to meet human resource needs and contribute to the prosperity and quality of life.

As a public university, UTEP is committed to providing access and opportunity for social mobility to residents of the El Paso region and Texas. UTEP's mission of ensuring access is coupled with a commitment to excellence reflected in rigorous academic programs and enhanced experiences for personal and professional growth programs, which prepare students to make significant contributions to their professions, their communities, and the world.

As a research/doctoral institution, UTEP fosters a climate of scholarly inquiry, with a specific focus on applying innovative interdisciplinary approaches to explore and address major issues that confront the binational and multicultural, U.S.-Mexico border region.

Individual Colleges and schools have also integrated community engagement and/or public purpose language into their mission statements in alignment with the University's mission.

#### **B.1.2.1.1 Web Link (if available)**

<https://www.utep.edu/about/utep-vision-mission-and-goals.html> <https://admin.utep.edu/LinkClick.aspx?link=Strategic+Plans+08%2f2008-2015+Strategic+Plan.pdf&tabid=57200&mid=126754>

### **B.1.2.2**

Strategic plan:

Community engagement serve as a fundamental component of UTEP's 2008-2015 Strategic Plan. The University continues to follow that plan and will review it for updates after the presidential administrative transition in 2019.

Public Service is the third of four key goals outlined in the University's Strategic Plan. UTEP aims to serve as a catalyst for human and economic development and as a major contributor to the improved quality of life in the Paso del Norte region. Through this objective, UTEP intends to:

- Continue to exemplify an engaged, community-centered institution that fosters human, cultural and social development and enhances the quality of life of people in the region
- Foster alignment between its teaching, learning and research activity, and the individual and collective public service commitment of students, faculty, and staff
- Articulate its commitment to identify and address the needs of the region and develop program priorities that most effectively leverage its capacity to respond to those needs

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- Develop strategies to enhance its role as a major economic asset to the region
- Foster expansion of its technology transfer, commercialization, and entrepreneurship activity
- Continue to foster the competitive success of its Intercollegiate Athletics Program, and a commitment to the intellectual, cultural, and social development of student-athletics

Civic engagement is further engrained in the Plan's vision statement encouraging UTEP's success in integrating public service and civic engagement into its teaching, learning, research and creative activities for the benefit of its graduates' engagement and preparation in civic affairs to make meaningful contributions to society.

The vision expands into additional areas of community engagement through its role in establishing the El Paso Collaborative for Academic Excellence (EPCAE), a 28-year-old citywide partnership that comprises all El Paso County school districts, the El Paso Community College, and area business and civic leaders to transform the PreK-16 educational pipeline and ensure academic success for the region. EPCAE is an interdependent educational ecosystem created in 1991 by UTEP President Diana Natalicio. EPCAE generates a strong mutuality of interests among all educators in the region, offering innovative collaboration, strategic data sharing and analysis, and reciprocal accountability. Through the systemic reform of the region's PreK-16 education sector, UTEP set out to raise the educational aspirations and attainment of individuals from all demographic and socioeconomic backgrounds. Today, this region now ranks #1 nationally in the percentage of low-income students enrolled in higher education.

Moreover, UTEP has adopted a Civic Action Plan developed as a response to Campus Compact's 30th Anniversary Action Statement of Presidents and Chancellors, declaring a shared commitment to the public purpose of higher education. UTEP's Civic Action Plan, formulated between 2016 and 2018, aims to build on the progress the University has made as an engaged institution with the intent to further institutionalize values, practices and strategies that will enable a continued commitment to public purpose. The UTEP Civic Action plan is available on the University's Community Engagement website via the link provided below.

## **B.1.2.2.1 Web Link (if available)**

<https://admin.utep.edu/LinkClick.aspx?link=Strategic+Plans+08%2f2008-2015+Strategic+Plan.pdf&tabid=57200&mid=126754> <https://utep.galaxydigital.com/files/dl/8bf41adc24b41612a8fa5eb29b3c7aad/>

## **B.1.2.3**

Accreditation/reaffirmation document/QEP:

UTEP is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctoral level degrees.

Within UTEP's SACSCOC Reaffirmation Compliance Certification report, the University emphasizes its commitment to the public service aspect of its mission in several ways including within the narrative for Principle 2.4 (Institutional Mission). The narrative states "By living the mission of access and excellence, The University of Texas at El Paso has been nationally recognized among the Top Ten universities in the nation in the 2014 Washington Monthly rankings, which ranks schools on their contribution to the public in three broad categories: social mobility, research (producing cutting-edge scholarship and doctoral graduates) and service (encouraging students to give something back to their region and nation)". Additional sections of the Reaffirmation Compliance Certification report focus on the assessment of public service and community engagement goals, as well as objectives and the impact on students, staff, and faculty. For access to the entire

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## document contact

Moreover, during the development of UTEP's 2016 Quality Enhancement Plan (QEP), the National Survey of Student Engagement (NSSE) data identified that UTEP's inclusion of high-impact practices (HIPs) in students' first-year exceeded that of peer institutions, particularly with regard to community engagement and first-year seminars. This finding contributed to community engagement being an integral part of the QEP. The annual survey is provided to first-year and senior students and reports the degree to which students engage in effective educational practices provided by institutions and associated with positive outcomes, including learning, personal development, persistence, and graduation. (UTEP President's excerpt from 2016 QEP executive summary) "UTEP's 2016 QEP recognizes that our students' limited financial means are complemented by huge assets—talent, motivation, and life experiences—which will enable them to succeed on our campus, in the world of work, and in the global community." The QEP capitalizes on UTEP's strengths to:

- Create programs and activities that increase student learning and professional development
- Nurture students' recognition, development, and articulation of their assets and experiences to prepare for success in dynamic educational, professional, and civic contexts
- Implement Integrative and Applied Learning, creating an engaged/experiential learning design as an educational model for all public urban and access universities.

The QEP's framework is built around Integrative and Applied Learning literature, which suggests curricular and co-curricular practices based on students' assets best support exceptional academic and professional achievement. Curricular and co-curricular experiences intersect in what are known as high-impact practices (HIPs). The eight HIPs at the center of the QEP include community engagement and service learning.

### QEP HIPs:

1. First-Year Experience
2. Student Employment & Leadership
3. Undergraduate research & Creative Activity
4. Learning Communities
5. Internship & Practicum
6. Study Abroad/Study Away
7. Community Engagement & Service Learning
8. Capstone Experience

### **B.1.2.3.1 Web Link (if available)**

<https://www.utep.edu/edge/resources/Quality%20Enhancement%20Plan.html>

### **B.1.2.4**

Other:

-- empty or did not respond --

### **B.1.2.4.1 Web Link (if available)**

-- empty or did not respond --

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## **B.2.1**

Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification:

Since the last classification, UTEP has instituted meaningful changes to the planning and organizational structure to support community engagement at UTEP.

In 2012, the Provost established and commissioned the Task Force for Community Engagement to further inventory community engagement efforts at UTEP and to identify community engaged “exemplar” institutions across the nation to learn from. The Task Force produced a report along with 50 recommendations including establishing a new community engagement council to fully represent each college and campus unit, and adequately fund the Center for Civic Engagement (CCE), UTEP’s primary community engagement coordinating structure.

Following the recommendation of the Task Force, the Provost’s Community Engagement Council was established. Today, the Council comprises adequate and enhanced representation from all colleges, units, and the community. The Council is responsible for deliberating and strategizing on community engagement goals set for the institution. Each year, the Council holds a strategic planning session where priorities are reviewed and strategized. Institutional gains as a result of the Council’s role include incorporating community engagement into the University’s Handbook of Operating Procedures, establishing the Community Engaged Scholars Award and the Community Appreciation Award, and implementing the Civic Action Plan. Expanded explanations of these achievements are incorporated in subsequent sections.

One meaningful change in operational structure was that the Director of the CCE now has a dual reporting relationship with the Interim Provost and the Vice President for Student Affairs. All three individuals serve on the Council. Funding for CCE also increased, thus enhancing programming to further institutionalize community engagement.

Another significant change in operational structure was the establishment of the Office of Outreach and Student Success within the Division of Student Affairs. This unit was created to bring cohesion among a number of long-standing and new initiatives on campus aimed at instilling postsecondary educational aspirations in youth, increasing resources for college readiness in high schools, and improving access to higher education for all students in the greater El Paso borderland region. The assistant vice president for this unit is also the director for the El Paso Collaborative for Academic Excellence, the previously mentioned 28-year-old citywide partnership which comprises all El Paso County school districts, the El Paso Community College, and area business and civic leaders to transform the PreK-16 educational pipeline and ensure academic success for the region. The Office of Outreach and Student Success manages a large portfolio of outreach and engagement efforts such as the Early College High School Success Center, Upward Bound, and Innovations in Outreach.

Additional changes include a number of new staff positions around campus aimed at supporting community partnerships, some of which are featured in the Professional Staff Scholarship section. Last with regard to mission, efforts to ensure all colleges reflect community engagement in their own mission statements and strategic plans are reflected on UTEP’s Community Engagement website.

## **B.3.1**

Specify changes in executive leadership since classification and the implications of those changes for community engagement:

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Since the last classification, UTEP has had four different Provosts. Throughout the changes in leadership, community engagement has remained a central and core function of the university. Data collected by the Community Engagement Council demonstrates the advancement of community engagement at UTEP. Moreover, the growth is attributed to its embedded commitment in the institution's mission and operations structure. Each provost has strengthened community engagement substantially.

For example, Provost Junius Gonzales commissioned the Task Force on Community Engagement and the Community Engagement Council. He is also responsible for the funding enhancements and restructuring of the CCE, and the establishment of the Faculty Fellows-in-Residence Program (described in the Institutional Commitment section). Provost Howard Daudistel helped establish the Provost's Community Engaged Scholarship Faculty Institute, Community Tours, and continued to support Faculty Fellows. Provost Carol Parker commissioned the Task Force for the Carnegie Reclassification and expanded the Faculty Fellow's program. Interim Provost John Wiebe has been an advocate and champion for community engagement and originally provided oversight over the Provost's Task Force on Community Engagement and before becoming a co-chair of the Community Engagement Council.

Additionally, since the last classification, executive leadership changes include a founding dean for the new School of Pharmacy, and new deans for the Colleges of Business Administration, Education, Engineering, Health Sciences, Liberal Arts, Science, and the Graduate School. The School of Nursing is currently conducting a dean search. Each of the dean searches involved participation from community member representatives, which led to the recruitment of leaders with an understanding and commitment for UTEP's role in the community.

Excerpt from dean job post:

- In setting the academic climate for the School of Nursing, the dean will continue to partner with assistant deans, faculty, chairs and directors in an education process involving adherence to accreditation standards, enhanced community engagement and scholarship, and excellence in clinical practice research.

Furthermore, the deans for the Colleges of Health Sciences, Liberal Arts, and Education have endorsed tenure and promotion guidelines for community engaged scholarship, established an internal council for community engagement within their college, and recently co-hosted a dean's dialogue titled "What is the Connection Between School and Life - Civic Engagement and the Public Good". [https://events.utep.edu/event/2019\\_deans\\_dialogues\\_what\\_is\\_the\\_connection\\_between\\_school\\_and\\_life\\_-\\_civic\\_engagement\\_and\\_the\\_public\\_good#.XJJiScRMGUK](https://events.utep.edu/event/2019_deans_dialogues_what_is_the_connection_between_school_and_life_-_civic_engagement_and_the_public_good#.XJJiScRMGUK).

UTEP is in the process of a presidential transition. The new president will succeed Diana Natalicio whom has served as president for more than 30 years. To ensure UTEP's mission is unequivocally tied to the interests of the region, UTEP hosted a Town Hall meeting to give community members the opportunity to voice their questions and concerns to the established selection committee. Additionally, an op-ed, published in February by the dean of the College of Health Sciences, recognized Dr. Natalicio for "fostering the development of a strong record of transformational teaching, research, civic engagement, and public service accomplishments, altering tens of thousands of lives in the Paso del Norte Region". The dean expressed his enthusiasm for UTEP's unrelenting commitment to its community.

## C. Institutional Commitment

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## Infrastructure

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### C.1.1

As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement. Provide relevant links that support the narrative.

The Center for Civic Engagement (CCE), in existence now for 20 years, is the primary campus-wide coordinating structure for community engagement at UTEP. The Center's mission has been updated since the last classification and reads as follows: to enhance higher education and contribute to the public good through community-based teaching and learning initiatives that enrich student education, promote civic engagement and improve the community while capitalizing on the region's and UTEP's social and intellectual capital.

CCE collaborates with colleges, departments, and units across campus to strategically achieve four primary goals – goals tailored to serve students, faculty, staff, and community organizations. The Center's goals include:

1. To increase student community engagement through both academic-based structured experiences and community service.
2. To support faculty community engaged scholarship efforts through capacity-building programming and direct support.
3. To strengthen and build community relationships and partnerships that serve common institutional and community goals that positively affect the community.
4. To offer strategic visioning and support for UTEP with regard to community engagement via policies, planning and recognition initiatives.

As described in the previous section, the dual reporting relationship to the Office of the Provost and the Division of Student Affairs has improved CCE's position to collaborate with deans, faculty, and the various units and programs within Student Affairs, further embedding community engagement within the institution.

Additionally, CCE went from being primarily grant funded to being centrally funded by the University. Today, CCE funding includes support for one director, one assistant director, two graduate students, and four undergraduate assistants. Programmatic support funds come from student fees and operation support is made possible from state funds. CCE also receives financial support from the Office of the President for the annual Community Engaged Scholarship Dinner; the Office of the Provost for its Faculty Fellows-in-Residence Program and Community Tours; the Technology Support department for the CCE's web-based data tracking system; and the Division of Student Affairs to support community appreciation events such as the Community Partner Appreciation Event and Golden Impact Awards.

Following the recommendation of the Provost's Task Force for Community Engagement and with the support of the President, CCE's office is scheduled to be relocated to an area of campus that is more accessible to community members. The space is currently being remodeled to accommodate CCE's operations.

Moreover, CCE was allocated two in-residence faculty fellows to support faculty-related programming efforts. To date, the CCE has appointed six faculty fellows who have served an average of two years. Fellow

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appointments are now staggered so that as one rotates off, a new one is appointed without losing momentum. Each faculty fellow receives a course release in each semester, summer pay, and support to travel to community engagement related conferences.

Last, while CCE is UTEP's primary coordinating structure, the University supports additional staff to coordinate community engagement within the different colleges, schools, and divisions. Each of these individuals serve on the Community Engagement Council to ensure campus-wide coordination.

## Funding

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### C.2.1

As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

In the last application, UTEP primarily reported funding directed towards supporting the campus coordinating structure for community engagement. In this reclassification, UTEP would like to report additional funding for the coordinating structure in addition to a number of meaningful areas where internal funding allocations have supported community engagement efforts.

The CCE previously had support for its Director, office space and modest maintenance and operation funds. Today, its internal allocations are reflective of a 500% increase, with the addition of support for an Assistant Director, two Graduate Assistants, four undergraduate assistants, two compensated Faculty Fellows through Summer month pay, course releases, and travel support, and programmatic support and funds. As of this year, the CCE has now been designated a new workspace that will be an increase in square footage, and in a location that is more accessible to community.

Funding associated with other centers and departments with meaningful community engagement practices and focus has been conservatively estimated to be \$1.67 million. These include portions of the Centennial Museum, Center for Inter American and Border Studies, Office for Outreach and Access and Edge/QEP implementation funds. Academic departmental engagement was also quantified and was estimated conservatively at \$2 million.

Personnel support has been quantified in the amount of \$647,000 which includes Community Engagement Directors, Fellows, and full-time equivalent faculty and staff with community engagement coordination responsibilities. Almost 12% of this amount is associated with board and organizational service as reported by 36 individuals that is either work-related or takes place during work hours.

Totaling all forms of internal allocations, UTEP quantified at approximately \$4.7 of internal funds or roughly 9% of the UTEP's operational budget. Overhead costs were not factored into these estimates nor some of the investment resources quantified in section C.2.4 as some were funded through fund development sources and external funds.

### C.2.2

As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting

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institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

UTEP has a long history of securing external funds and grants to support community engagement. The Office of Research and Sponsored Projects (ORSP) provides support to faculty and staff to successfully secure grants, and once procured, they are responsible for monitoring and reporting on award value and expenditures. In the preparation stage of the grant and identifying the appropriate Facilitates and Administrative (F&A) rate, ORSP codes each grant as either research, instruction or community service within an "other" category. When the community service category is selected, a reduced rate is appropriated to the grant as a way to increase the amount of funds that directly impact the focus of the grant. There are currently 48 projects/awards in this category which account for 9% of the total UTEP project portfolio; these directly impact and involve the local community at a value of \$36,922,258, or 12% of the total value of our portfolio. In addition to these projects coded as community service or focused, there are an additional 40 projects (or 8% of the total portfolio) that, although are coded research, are directly impacting and involving the local community. Those 40 projects represent \$96,497,369 or 31% of the total portfolio. Given these numbers, a total of 88 projects (17% of awards) valued at \$133,419,627 make up 43% of the total portfolio value and are directed towards community-based and engagement efforts.

Our ability to document these grants as well as our overall success in securing such grants has improved over time. In 2012, the Provost's Task Force on Community Engagement, through its final report, highlighted the alignment between our aspirational community engagement goals and our institutional pursuit for Carnegie's R1 status. The growth in community engagement related research and activity has grown alongside our overall institutional portfolio, speaking to the symbiotic nature of community engagement, research, and our institutional mission.

This will also be highlighted in the Tracking, Monitoring and Assessment section in the Institutional Impact section.

## C.2.3

As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

Since the last classification, UTEP accounts for approximately 20 endowments that require community engagement activities within their purpose statements. The University's endowments serve as perpetual funding streams for community engagement and service-learning, and seek to fund programs, faculty, or students who demonstrate participation in community service. These particular endowments impact a number of academic departments and programs across campus, and as of August 31, 2018, report a book value of \$132 million.

One example of how fundraising has enhanced students' curricular and co-curricular experiences took place in 2013 when UTEP students (and faculty) participated in the first Western opera ever performed in Bhutan, and the first opera in the world to incorporate Bhutanese music, dance, and other cultural elements. This opportunity was made possible by UTEP donors, community stakeholders, and global partners. The event labeled "Opera Bhutan" is described in the curriculum part of the Categories of Community Engagement section.

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In addition to fundraising, the University has received funding through recognition awards such as the Carnegie Corporation of New York's Academic Leadership Award, given to UTEP President Diana Natalicio in 2015. The \$500,000 award acknowledged vision and outstanding commitment to excellence and equity in undergraduate education. The award was utilized to support student engagement, student advising, student mentorship opportunities, faculty and staff development, and infrastructure. The funds also have enabled UTEP faculty and staff to gain a greater sense of leadership and responsibility in nurturing students along successful pathways of education, social mobility, professional success, and civic leadership.

## C.2.4

As evidence provided for your earlier classification, you described ways in which the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

UTEP's local economic impact is estimated at \$1.4 billion and is a major contributor to the region's prosperity and quality of life. As a place-based institution, UTEP contributes to and invests in the community through key institutional centers and partnerships, and the ongoing engagement of students, faculty, and staff, and through the availability and openness of campus facilities and offerings.

One of the University's greatest investments has been the ongoing commitment to the El Paso Collaborative for Academic Excellence (EPCAE). As the backbone entity of a strong partnership of educators and community leaders, it has strengthened the region's educational ecosystem, as described in later parts of this application. The EPCAE is housed within the Office for Outreach and Student Access, which manages a \$29 million grant portfolio directed toward supporting a college-going culture in the region.

Another institutional entity organized around the interests and vitality of the region is the Hunt Institute for Global Competitiveness whose focus is to provide high quality market analysis tools to strengthen regional and binational cross-border economic and social development. The Institute was launched with a \$6 million-dollar donation and has generated external funds to provide strategic sector analysis, regional mapping, and economic modeling for the region.

The Institute for Healthy Living is another major investment which combines the strengths of four institutions: The University of Texas at El Paso; The University of Texas Health Science Center-Houston, School of Public Health; The Texas Tech University Health Science Center-Paul L. Foster School of Medicine; and the Paso del Norte Health Foundation. Together, they lead action for improved nutrition and physical activity in the Paso del Norte region. Support for the institute is secured through private foundation grants.

UTEP has also invested in its openness as a campus to the community, having recently undergone a \$33 million campus transformation project that offers sustainable green space conducive to the achievement of positive health quality indicators.

UTEP's resources also contribute to the offering of free professional development programming for community organizations, grant searching database and trainings through library resources, and cultural resources that include museums and galleries. For example, the Stanlee and Gerald Rubin Center for the Visual Arts is an internationally renowned venue for contemporary art with a special focus on work relevant to the U.S.-Mexico border region. Moreover, UTEP is home to the only full-time dinner theatre on a university campus. The UTEP Dinner Theatre is a popular entertainment venue in El Paso.

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Last, many of the external funds secured for community purposes (as outlined in the External funds section) have forgone full F&A rates and have dedicated significant faculty and staff time to the successful implementation of those projects. Much of these efforts are largely supported by the University beyond the funding scope of the grants.

Altogether, UTEP conservatively estimates that between \$150 million to \$200 million of its combined resources are invested in the community given the interconnected nature of internal, fundraising and external funds dedicated for the community and community engagement purposes.

## C.2.5

Do the business operations of the campus as an anchor institution, align with local economic and community development agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to community engagement?

Yes

### C.2.5.a

Please describe business operation practices tied to the local community:

UTEP is the fifth largest employer in El Paso with a population of 684,000. The University is an economic driver with a considerable presence in the overall operations and functions of the community. As a place-based institution and major collaborative leader and partner in the education ecosystem (as described in various sections throughout this application), it also employs purchasing practices that are supportive of its mission and role as a socio economic asset in the community.

The UTEP Purchasing and General Services Office (Purchasing) promotes full and equal opportunity for all businesses to supply the goods and services needed to support the mission and business operations of the University. Purchasing is committed to making a good-faith effort to increase purchases from Historically Underutilized Business (HUB) firms consistent with the State's goals for HUB participation and overall economic development. For fiscal year 2018, UTEP's HUB expense percentage was 18.56% – above the State of Texas' average of 13.08%.

Purchasing also makes efforts towards active participation in HUB-related events, such as annual participation in the UT System HUB Coordinators meeting, attendance and representation at various Hispanic Chamber of Commerce Events, attendance of Senator West's Doing Business Texas Style Spot Bid Fair, and the local Dancing Backwards in High Heels Conference.

The office's commitment to the community's economic agenda earned it the 2014 Government Hispanic Business Advocate award by the Texas Association of Mexican American Chambers of Commerce. That same year, Purchasing earned the Government Hispanic Business Advocate of the Year Award from the El Paso Hispanic Chamber of Commerce. Additionally, in 2016, the Chamber awarded the office the MBDA Distinguished Supplier Award.

Most recently, the Hispanic Chamber of Commerce awarded UTEP the 2017 Distinguished Supplier Diversity Award. That recognition is supported by UTEP's Miner Mall and HUB Vendor Fair, attended by an estimated 250 faculty and staff members, along with key HUB vendors to the institution.

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## Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

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### 3.1

How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.

Today, UTEP maintains and tracks community engagement in a number of strategic ways, and in a more comprehensive, applicable manner.

The Center for Institutional Evaluation, Research and Planning (CIERP) provides the institution's infrastructure for tracking and managing data, including engagement data. CIERP facilitates the University's participation in the National Survey of Student Engagement (NSSE) data collection process annually. NSSE data helps UTEP measure participation in high-impact practices (HIPs) including service-learning and community service. Measuring student participation in HIPs, in particular, is one of UTEP's Quality Enhancement Plan (QEP) objectives. In addition, every year, CIERP facilitates a Graduating Senior Survey and Alumni Survey, which include questions on "social capital" to help measure graduating seniors' participation in civic and community engagement activities. CIERP's data guide strategic planning processes at the system, institutional, college, and unit level, and in the University's accreditation reporting. Specific changes and findings in NSSE data are described in parts 3.3 and 3.5 of this section.

Additionally, the annual collection of community engagement data, spearheaded by the CCE, enables the CCE to quantify student participation, hours associated with academic and service activities, and faculty and staff participation in community engagement efforts. Furthermore, this process has helped differentiate academic-based community engagement and community service, mentioned in the Institutional Identity section. Furthermore, the collaborative effort to collect data was essential in the creation of UTEP's Civic Action Plan. The project's outcome provides a strong understanding of community engagement within each college, facilitating data based decisions and the cultivation of strong partnerships. Findings from this process support UTEP's public service goal, align with the QEP's objective to enhance data collection, and identify institutional strengths and limitations. CCE plans to enhance the data collection process by integrating the ability to identify specific course numbers/sections associated with community engagement as discussed in the curriculum section.

Emerging data collection methods include the ENGAGE database, commissioned by the Office of the Provost and the Division of Student Affairs. ENGAGE tracks and measures students' participation in specific activities recognized as HIPs. UTEP's QEP is strongly focused on curricular and co-curricular experiences that intersect with the following eight HIP's:

- Community engagement and service learning
- First-year experience
- Student employment and leadership
- Undergraduate research and creative activity
- Learning communities
- Internship and practicum

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- Study abroad/study away
- Capstone experience

The QEP framework is built around Integrative and Applied Learning literature, which suggests curricular and co-curricular practices based on students' assets best support exceptional academic and professional achievement. In addition to serving as a measurement tool to track QEP student outcomes, ENGAGE enables faculty and staff to distinguish specific courses, projects, initiatives, and activities connected to HIPs. Furthermore, ENGAGE data reinforces UTEP's holistic advising structure by providing academic and co-curricular plans for each student, based on unique interests, aspirations, and experiences. Enhancements to the ENGAGE include integrating the ability to allow for cross-sectional (e.g., graduating class) and longitudinal (e.g., cohort) analysis.

## 3.2

Describe the mechanisms used for systematic campus-wide assessment and measurement of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

The Office of the Provost and Vice President for Academic Affairs coordinates faculty activity reporting through the Digital Measures platform. Originally implemented to document faculty educational credentials, this system is now used to generate faculty profiles and annual reviews. Through this system, faculty can tag specific research and scholarly activity as community engaged research and can identify themselves as experts in community-based research. Through these mechanisms, updated annually, UTEP can identify publications and other scholarly contributions from its community engaged faculty.

Academic affairs also coordinates the reporting of unit-level learning outcomes and program outcomes for all academic programs and all student affairs units through the Planning Module (a Campus Labs product). The outcome reports currently contain annual data from all academic programs and all Student Affairs units, from the 2011-2012 fiscal year through the 2017-2018 fiscal year. Programs and units identify their own program outcome and learning outcome statements, the timeline and mechanisms for measuring those outcomes, and the process steps for following up on the results of those measures. To align with UTEP's mission, public service and community engagement are often key components of these learning outcomes.

The Center for Civic Engagement (CCE) works with the Community Engagement Council (CEC) to annually collect and document participation of faculty, staff, and students in service-learning courses and community service for the community engagement annual data collection process. Though the data-gathering process began in response to the President's Higher Education Community Service Honor Roll, this data-gathering process became known as the Community Engagement Data collection process. The CCE and the CEC consult on a monthly basis to discuss and implement the goals of the Civic Action Plan that resulted (see 3.9a for more).

Two new methodologies for systematic tracking and measurement of community engagement have emerged due to the alignment between the UTEP Quality Enhancement Plan, titled the "UTEP Edge", and the community engagement mission of the university. Both academic programs and non-academic units will be able to link the findings from their program outcomes to the experiences and outcomes of the UTEP Edge. A shared set of learning outcomes are now available within the Blackboard Outcomes tool, allowing courses to report progress on these shared outcomes, and link their disciplinary findings to the university findings related to the same outcomes.

The ENGAGE database (mentioned in part 3.1 of this section) will also allow the identification of learning

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outcomes and participation in community engagement – data essential for UTEP’s Quality Enhancement Plan. ENGAGE is in its second year of implementation. By year three, UTEP plans to integrate information from the ENGAGE database into the Planning Module, to assure a seamless tracking method of high-impact practices and learning outcomes throughout the campus.

## 3.3

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

The ability to identify scholarly work according to Ernest Boyer’s scholarship model (scholarship of teaching, discovery, application, integration and engagement) within Digital Measures has improved identification and measurement of community engaged scholarship throughout campus. For example, over the past three years, faculty across the university have identified over 900 scholarly contributions in the “application/community engagement” category. This university-wide mechanism was not available at the last application. It is largely voluntary, but as UTEP implements new modules of Digital Measures designed to link these indicators to Annual Faculty Review processes, it is likely that more colleges will decide to make such identification expected practice, increasing the reliability of the data. Digital Measures also feeds UTEP’s “Expertise Connector,” an online platform that allows faculty to identify their expertise and connect with others sharing these interests in various communities of practice. Currently 49 faculty have identified themselves via this system as part of the Community of Engaged Scholars (<https://expertise.utep.edu/communities/communityengagedscholars>) network. Additionally, over 170 faculty have self-identified having participated in community engaged scholarship, and 322 faculty members report teaching service-learning courses.

Findings from the Planning Module vary from program to program. However, the common reporting framework allows academic and non-academic units to easily compare results year-to-year, and follow-up on action plans from previous years with much greater efficiency. During the previous application period, each unit had their own style of reporting, which made longitudinal and cross-disciplinary reviews quite difficult, even when reviewing similar learning outcomes. Programs now have the option of connecting with university-wide learning outcomes within the core curriculum and UTEP’s Student Success framework. These connections will allow UTEP to better identify programs that embed community engagement outcomes within their assessment plans.

NSSE Data from 2012-2018 consistently revealed that nearly 2/3 (63-67%) of first year students and nearly 2/3 (60-65%) of senior students at UTEP report having experienced some service-learning courses. UTEP did not have regular input from this process at the time of the last application. The University is now aware that this practice contributes more to its High Impact Practice index than any other HIPs at UTEP.

During the 2015 Compliance Certification report submitted for Reaffirmation of Accreditation, UTEP reported progress on implementation of 17 of the 50 Provost Task Force recommendations and initial implementation of 12 more. The following year, the Community Engagement Council utilized the same framework while also utilizing a combination of Barbara Holland’s (1997) levels of commitment to service matrix and additional domains/key factors determined by the Council to further assess college level status in each of the following domains: Awareness, Participation, Structure and Leadership, Capacity-building, Recognition, Integration and Alignment, Community Outreach and Impact, Assessment, Communication and Dissemination. This process led the preparation of UTEP’s Civic Action Plan previously mentioned.

Holland, B. (1997). Analyzing institutional commitment to service: A model of key organizational factors. *Michigan Journal of Community Service Learning*, 4(1), 30-41.

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Boyer, E. (1996). The scholarship of engagement. *Journal of Public Service and Outreach* 1(1): 11–20.

## 3.4

Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

### 3.4.a - Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

UTEP's community engagement takes many forms. Engagement may happen at the student, faculty, department, college, unit and/or institutional level. To address "quality of engagement", UTEP involves approaches appropriate for the level of partnership and type of engagement. The primary drivers of quality are the trainings and presentations meant to inform and emphasize UTEP's expectations for meaningful, respectful, reciprocal, and mutually beneficial relationships. Trainings make use of definitions, exemplary models, and best practice suggestions.

For example, in service-learning courses, faculty are asked to complete forms to gauge learning objectives associated with the experience, number of hours, reflection methods, and how evaluation will take place. To assure appropriate documentation, facilitators make a clear distinction between what is meant by academic-based engagement and by community service. The CCE also created a series of service-learning best practices videos to inform faculty on how best to engage students and the community in these types of efforts. Special emphasis is placed on reciprocity and the mutual exchange of knowledge and skills with community. Students complete service learning hours with the guidance of their agency supervisor(s), and CCE hosts a reflection session to conclude the service learning experience.

At the faculty level, community engagement is introduced early on at New Faculty Orientation, and through ongoing workshops such as the Community Engaged Scholarship Series strand of the relatively new Center for Faculty Leadership and Development. This series emerged from the Provost's Community Engaged Scholarship Faculty Institute informed by Blanchard, et.al. (2009) CES competency model framework. These workshops invite discussions on what methods are deemed to be quality to CES and community engagement. Similarly, the established Community of Community Engaged Scholars (community of practice) provides the space for faculty to exchange knowledge and ideas about CES practices. Quality of CES is also revealed through peer reviewed publication and/or presentation at academic conferences.

Lastly, the Community Engagement Council serves as a quality oversight team whose members regularly share how their respective units approach community engagement. The development of the Civic Action Plan also helped facilitate this type of discussion and dialogue. One of the first steps was for each council member to identify and present on what their college would improve upon based on their existing level of engagement. Each unit had the opportunity to receive feedback and critique. Overall, this process opened up the opportunity to further clarify how quality could be best improved among all areas of the plan developed (i.e. awareness, participation, recognition, dissemination, etc.)

Blanchard, L.W. Hanssmann, C., Strauss, R.P., Belliard J., Krichbaum, C., Waters, E., and Seifer, S. (2009). Models for Faculty Development: What Does It Take to be a Community-Engaged Scholar? *Metropolitan Universities* 20 (August 2009): 47-65.

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## 3.5

Outcomes and Impacts on students

Describe one key finding from current data and indicate how you arrived at this finding:

For the last 6 years, the High Impact Practice (HIP) report from NSSE has demonstrated that UTEP student engagement in service learning has been significantly higher than that of several key comparison groups including the UT System, institutions in our Carnegie Class, and the full NSSE cohort. For example in 2013, 69% of FY students and 65% of seniors at UTEP reported some courses with service-learning components, while 48% of FY students and 58% of seniors in our Carnegie class reported such courses, a difference that is significant at the p

## 3.6

Outcomes and Impacts on faculty

Describe one key finding from current data and indicate how you arrived at this finding:

The most profound impact on faculty has been the increase in the acceptance and recognition of community engaged scholarship as a fundamental expectation of faculty work and a respected element of scholarship across the disciplines. Faculty now have more flexibility to pursue community engaged research and be recognized as scholars. Five years ago, in a series of town halls and focus groups, faculty expressed doubt regarding the extent to which their disciplines and colleges might embrace their work in the community as being a substantial contribution to their scholarly and creative activities in their annual evaluations or their tenure and promotion portfolios. This is no longer the case.

Through concerted efforts by the Center for Civic Engagement, its Faculty Fellows, and the Provost's Community Engagement Council, the Faculty Senate voted to change language in the University Handbook of Operating Procedures (HoOP). First, the Tenure and Promotion section was modified to further articulate the legitimacy of community engaged scholarship within the research domain of scholarship, using Ernest Boyer's definition of scholarship as a reference. Second, the description of faculty duties within the Academic Affairs sections of the HoOP now embrace community engaged scholarship and scholarship work that is designed for the public good as fundamental definitions of faculty work.

The continued and growing participation of over 170 faculty in community engaged scholarship-related events has also provided evidence of this change in acceptance of this form of scholarly work. Through the Digital Measures platform, faculty identified 278 publications as "application/community engagement" in 2016, 277 such publications in 2017, and 350 such publications in 2018. It is evident that increases in these measures indicate an increase in awareness of the effort to measure community engagement, and an affirmation of the importance of the activity itself.

## 3.7

Outcomes and Impacts on community

Describe one key finding from current data and indicate how you arrived at this finding:

Every year, the Center for Civic Engagement and the Community Engagement Council collect programmatic data from units and departments which results in the opportunity to review departments' exemplary work on campus and within the community. The impact of each program and initiative is meaningful and extensive. One exemplary outcome regarding community impact involves the work of the El Paso Collaborative for Academic Excellence (EPCAE), UTEP's PreK-16 educational pipeline to ensure academic success for the region.

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The work of the collaborative found that growing enrollments in college-level courses offered in high schools placed a new demand on school districts to increase the number of teachers with credentials to teach college-level courses. In response, UTEP mobilized significant resources including offering courses at district sites to provide teachers with the graduate-level classes required to earn instructor credentials. Since 2014, the number of teachers with credentials to teach dual-credit college courses has grown by nearly 60%, to 141, with many others in the pipeline.

UTEP's role in addressing this demand is due to UTEP being the primary source of preparation for professional educators in this region; an estimated 75% of all teachers in area schools have earned degrees at UTEP. In addition, graduates of El Paso County schools comprise more than 80% of UTEP's student population—creating an educational loop. This interdependence generates a strong mutuality of interests among all educators in the region, and offers exciting opportunities for innovative collaboration, strategic data sharing and analysis, and reciprocal accountability.

Building a college-going culture in a low-resourced region also required EPCAE partners to address the challenges of declining state support and rising higher education costs for students. This highly effective and cost-containment strategy was meant to encourage students to complete college-level work, at no cost, while enrolled in high school. For low-income students, minimizing the number of courses taken at the University results in completing a degree in less time and significant financial savings for students and parents.

Through the work of the EPCAE, local schools districts now offer myriad options for earning college credit. In addition to the traditional Advanced Placement courses, students can now enroll in dual-credit courses in comprehensive high schools or attain associate's degrees in Early College High Schools. These options enable students to earn college credit without incurring any college tuition costs and significantly reduce the time required to earn a college degree.

## 3.8

Outcomes Impacts on institution

Describe one key finding from current data and indicate how you arrived at this finding:

The following achievements, or findings, illustrate a significant point of distinction since the last classification.

In 2012, UTEP articulated its definition of community engagement in the context of its contribution to the overall goal of achieving national research status stating: "At UTEP, collaboration contributes to the goal of achieving national research university status through institution-wide engaged and integrated research, teaching and service. Partnerships are developed, deployed and evaluated with substantial participation from all involved parties."

In 2018, UTEP attained the R1 (very high research) designation in the Carnegie Classification of Institutions of Higher Education, largely through applying its national research goals to its service to, and partnerships with, collaborators in the Paso del Norte region. UTEP's total research expenditures have grown from \$56.5 million at the time of the 2010 application to \$94.6 million in 2017. UTEP's FY 2017 award portfolio comprised 533 awards, totaling \$307.4 million – 66.2% of which were federal dollars. Forty eight of these awards and 12% of the dollars were specifically categorized as community or public service – indicating the profound impact of incorporating community engagement into UTEP's research goals. The UTEP Office of Research and Sponsored Projects estimates that an additional 40 awards incorporated community engagement within some component of the grant, despite the overall category of the grant being labeled otherwise. These achievements demonstrate the faculty's success in attracting public and private dollars for engaged research.

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## 3.9

In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

### 3.9.a - Describe what was the nature of the assessment, when was it done, and what did you learn from it.

After a successful Classification on Community Engagement in 2010, UTEP held extensive discussions regarding the Carnegie application with college deans. Administrators within the colleges recognized that not all of their community engagement efforts were reflected in the initial application. Those discussions, with the support of the Office of the Provost, resulted in establishing the Provost's Task Force for Community Engagement, as described in the Institutional Identity and Culture section.

The establishment of the Community Engagement Council immediately followed with newly appointed members. One of the first activities the council engaged in was a reflective self-assessment using Holland's (1997) key factors of institutionalization of community engagement matrix. Through this exercise, it was learned that various members of the Council had a very wide range of levels of understanding and knowledge about community engagement efforts on campus. There were also very different understandings of what was meant by community engagement and the role that each of the factors (faculty rewards, for example) played in the effort to further institutionalize community engagement at UTEP. The Council thereafter become well-versed in the findings of the task force report and began to utilize it as a roadmap for prioritizing the work of the council and for tracking progress toward achieving the 50 recommendations.

Over time, the recommendations have been updated, combined, synthesized and many of them have been achieved (as reported in the Tracking, Monitoring and Assessment section). Along with the report, the Council began making use of the updated and released 2015 Carnegie Reclassification framework to compare desired goals with Carnegie-specified measurements of institutional engagement. Each year since the inception of the Council, it has engaged in a self-reflective practice of identifying progress made while planning for the following year. To date, this process has been fruitful and successful leading it up to the Council's enthusiasm and ability to lead the development of UTEP's Civic Action Plan.

When responding to Campus Compact's 30th Anniversary call for the development of an Civic Action Plan, UTEP opted for adopting a longer time-line for the development of the plan. Council members embraced the fact that many of the Deans were either new or still being recruited and selected to make use of the opportunity to solicit their input in what would become a campus-wide plan. This two-and-a-half-year period of time led the Council to make significant progress in building a stronger common understanding of its purpose, role, and ability to impact the institutionalization of community engagement. The planning process involved asking each member to reflect on what their respective units were doing well and how existing efforts could be enhanced to strengthen community engagement at UTEP. Today, the Civic Action Plan is used as a tool to provide direction among various constituencies impacted by UTEP's community engagement and continues to provide a framework by which the Council can continue to make progress towards strengthening awareness, participation, infrastructure, capacity-building, rewards systems, programming, outreach, community impact, assessment and dissemination.

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## Professional Development

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### 4.1

As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?:

The Center for Faculty Leadership and Development (CFLD), the University's professional development unit, and additional professional development activities have been identified as key platforms to raise awareness about community engagement. These outlets increase faculty and student participation, influence administrative policy to support engaged faculty, strengthen scholarship integration, and overall enhance the institution's capacity to impact the community. Professional development is referred to as capacity-building within the Council's plans and is embedded within the Civic Action Plan, and the CCE's goals for increasing and supporting faculty engagement.

One of CCE's founding strategies, reflected in the last classification, was hosting service-learning workshops that primarily attracted lecturers and faculty facilitating freshman level courses. Today, workshops have expanded to integrate teaching, research, and service, thanks to feedback from faculty. An early effort to address topics beyond service learning was the infusion of a service learning and community engaged scholarship track within the annual UTEP Sun Conference. The conference featured keynote speakers including Lynn Blanchard, a community engagement scholar from North Carolina Chapel Hill. The intent with the workshops was to raise the profile of community-based teaching and learning while offering faculty the tools, resources, and knowledge on how to achieve this.

This programming and training created awareness of community engaged scholarship competencies, which led to the establishment of the Provost's Community Engaged Scholarship Faculty Institute, then the seven core competencies identified by faculty (competencies available on the Community Engagement website). Participation in the institute was offered over the course of an academic year to tenure and non-tenure emerging scholars. The institute cultivated engaged scholars (tenured and full professors) whom then served as learners and mentors. Participants were hand-selected and nominated by peers and deans. Twenty-five institute participants were then commissioned to serve as campus ambassadors to help mentor and support others on campus.

The workshops held by the institute provided extensive training and enabled the CCE to continue assessing and enhancing best practices to achieve the seven competencies. To increase participation and incorporate more topics, the CCE reorganized the institute into what is now the Community Engaged Scholarship Series. Through a series of workshops, the CCE is able to address the competencies with engaged faculty more effectively.

Community engagement professional development funnels to staff, administrators and students as well. The CCE and the CCE Faculty Fellows receive support to attend professional development conferences, typically through Campus Compact and the Engaged Scholarship Consortium. The groups bring that knowledge back to campus in the form of presentations and trainings to onboarding faculty, staff, advisors, and opportunities hosted by Student Affairs.

The efforts to grow community engaged awareness and education has been fruitful in other ways. For example, the majority of UTEP's Faculty Senate are either engaged scholars or are familiar with the value of community

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engagement. The groundwork to advocate for community engagement has been fundamental to integrating it into academic affairs policies.

## 4.2

In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
Facilitation of partnerships	Yes	Yes	Yes	Yes
Student teaching assistants	Yes	Yes		Yes
Planning/design stipends	Yes			
Support for student transportation	Yes	Yes	Yes	Yes
Eligibility for institutional awards	Yes	Yes	Yes	
Inclusion of community engagement in evaluation criteria	Yes	Yes		Yes
Program grants	Yes	Yes	Yes	Yes
Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
Research, conference, or travel support	Yes	Yes	Yes	Yes
Other				

### G.2.1 If Yes to "Other": Please describe other support or services:

-- empty or did not respond --

## Faculty Roles and Rewards

**5.1 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?**

Yes

**5.1.a Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:**

UTEP is intentional about recruiting faculty and staff who are a good fit for its mission, community context, and

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overarching goals which include learning and teaching; research, scholarship, and artistic production; public service; and efficient administration (<https://www.utep.edu/about/utep-vision-mission-and-goals.html>).

Faculty and administrative position announcements, for example, are prefaced with a statement describing UTEP's identity as a minority-serving institution committed to access and excellence, equally. Those job announcements also highlight UTEP's high ranking in student social mobility. In more recent administrative job announcements, UTEP is referenced as a Carnegie Community Engaged institution. Example excerpts below, taken from administrative position announcements, include language specific to community engagement and partnerships, and colleges and departments unit-specific contexts and foci.

Additionally, UTEP recognizes the value of the institution's community partners and involves (usually at least three) community members in the selection process of administrative positions at the dean level and above. Additionally, during the campus visit phase of the selection process, candidates are frequently invited to meet with the Center for Civic Engagement to learn more about the institution's approach and commitment to community engagement.

Excerpts from faculty and administrative position announcements are provided below.

College of Health Sciences Dean Announcement:

- ... UTEP is designated by the Carnegie Foundation for the Advancement of Teaching as "Community Engaged," and by the U.S. Department of Education as "Hispanic Serving." UTEP faculty are nationally recognized for their commitment to student success, teaching, research, scholarship, and artistic expression.
- The College's facilities and programs are designed to promote interdisciplinary teaching, learning, research and community engagement among our students.
- Enthusiastic engagement with community and global partners and pursuit of opportunities for clinical and research collaborations related to health issues.
- High impact educational experiences enable students to develop leadership, problem-solving, and critical thinking skills, as well as a strong sense of social responsibility through community and global engagement opportunities.
- Faculty and students engage in teaching, research, and service incorporating Boyer's Model of the scholarship of discovery, integration, application/engagement, and teaching and learning, all related to the applied health sciences)...

College of Education Department of Teacher Education Announcement:

- ...able to teach university courses in Spanish and English; research expertise and preK-12 teaching experience specifically in biliteracy/dual language instruction; experience in cultivating public school-university partnerships; record of public school teacher certification.

College of Business Administration Dean Announcement:

- UTEP faculty and staff are active in research, generating over \$90 million in annual research expenditures and an active grant portfolio of over \$300 million-as well as conferring doctoral degrees and fostering a campus climate of civic engagement and service to our region and the nation.

School of Nursing Dean Announcement:

- Continue to partner with assistant deans, faculty, chairs and directors in an education process involving adherence to accreditation standards, enhanced community engagement and scholarship, and excellence in clinical practice research.
- Empower, support and advocate for faculty research and community engagement
- Enthusiastic engagement with community and global partners and pursuit of opportunities for clinical and

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research collaborations.

## 5.2

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

Since the last classification, the work of the CCE, with support from the Provost's Community Engagement Council, and of campus administrators and faculty, tenure and promotion criteria in the UTEP Handbook of Operating Procedures is now inclusive of all types of peer reviewed scholarship as defined by Ernest L. Boyer. The policy now reads: "Research scholarship is broadly defined as inclusive of the Scholarship of Discovery, Integration, Application, Teaching, and Engagement, with each form of scholarly contribution considered legitimate in the development of UTEP's scholarly and creative profile."

<https://www.utep.edu/vpba/hoop/section-3/academic-policies-and-faculty-personnel-matter.html>

These changes were introduced to the Faculty Senate by the then Provost's Faculty Fellows for Civic Engagement. The group led discussions campus-wide with the Provost's Council, Council of Deans, Department Chairs and Directors, and held individual meetings with faculty senators and campus leaders. The Faculty Senate adopted the policy in 2016.

Prior to this university-wide policy change, Boyer's (1996) model of scholarship was included in the Digital Measures (check box) listing of scholarship. Digital Measures is the faculty activity-reporting tool described in the Institutional Commitment: Tracking, Monitoring, and Assessment section. This system provides an opportunity for faculty members to designate the area(s) in which a particular article, book, paper, or other scholarly project, course or activity might be categorized, such as scholarship of discovery and scholarship of engagement.

Achieving campus-wide policy in the Handbook of Operating Procedures was priority to support the discussions and the recognition of community engaged scholarship, and to support faculty in departments where no such policy, practice, or culture exists. Part 5.3 of this section describes the next stages to incorporate the policy into practice at the college and academic department levels.

## 5.3

If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods.

As mentioned in part 5.2 of this section, recognizing all types of scholarship in tenure and promotion criteria in the institution's Handbook of Operating Procedures was a significant and valuable change since the last classification. However, much more work needs to be accomplished to integrate community engagement and community-engaged scholarship (CES) into college and departmental policies and culture.

To achieve that, the Center for Civic Engagement (CCE) and the Provost's Community Engagement Council are continuing to address the challenges associated with the common misconception that community-engaged scholarship (CES) is accounted for in the service domain of the annual faculty performance evaluation.

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Additionally, there is ongoing work to enhance faculty networks to share the expertise of how to operationalize CES.

For example, the College of Education plans a spring 2019 Research Retreat which includes the discussion of operationalizing community-engaged scholarship and possible plans for establishing a college-wide committee to explore the identification and inclusion of community engagement. Currently, practices and some documents already reference community partnerships and engagement in the work of the college.

While community engaged scholarship (CES) is wide-spread, the CCE and the Council are working to get policies revised through CES education and clarification. Additionally, the work to revise policies is closely related to the professional development offerings that the CCE and the Council is providing to faculty and university administrators, which is discussed in part 5.10 of this section.

## 5.4

Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

Yes

### 5.4.a

Describe and identify the policy or other document where this appears and provide the definition.

As mentioned in part 5.2 of this section, in 2016, the Faculty Senate adopted Ernest L. Boyer's model of scholarship into the Handbook of Operating Procedures and is now inclusive of all recognized types of peer reviewed scholarship. The policy now reads: "Research scholarship is broadly defined as inclusive of the Scholarship of Discovery, Integration, Application, Teaching, and Engagement, with each form of scholarly contribution considered legitimate in the development of UTEP's scholarly and creative profile."

<https://www.utep.edu/vpba/hoop/section-3/academic-policies-and-faculty-personnel-matter.html>

Following that university-wide policy change, the CCE and the Council formally created a definition of community engaged scholarship (CES), which departments and colleges refer to within their disciplines. The definition reads:

"Community engaged scholarship is the creation, exchange, and dissemination of knowledge, information, and expertise between community and university representatives aimed at addressing social issues and promoting the public good. It is based on interdisciplinary, reciprocal, sustainable, equitable and mutually beneficial scholarly partnerships. "

This definition appears in the UTEP Community Engagement Website, and in the document titled "Definition and Implementation of Community Engaged Scholarship Policy and Practices" on the Provost's Webpage.

<https://www.utep.edu/provost/academic-personnel/evaluation.html>

This definition is used as dean's and evaluation committees consider the inclusion of CES by definition and requirement in the policy and practice. It is also being included in faculty search position announcements and descriptions, interview protocols (telephone and on-campus interviews), criteria used in the selection of candidates and finalists, start-up packages, peer teaching evaluations, annual faculty evaluations, 3rd year reviews, criteria for tenure and promotion to associate professor, criteria for promotion to professor, and

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criteria for comprehensive periodic evaluations (sixth year/post tenure review).

## 5.5.1 Institutional Level

Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented. Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty.

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### 5.5 a Community engagement is rewarded as a form of teaching

Yes

#### 5.5 a Teaching

Provide link or descriptive text

Policy text from the UTEP Handbook of Operating Procedures; Chapter 4: Academic Policies and Faculty Personnel; 4.3: Duties of Teaching Faculty; 4.3.2 University Policy

All University faculty are expected to perform certain duties:

1. To teach their classes conscientiously;
2. To provide extra classroom advice and assistance to students;
3. To remain current in their disciplines;
4. To engage in the scholarly activities of study, investigation, discovery, and creativity as evidenced by presentations, publications, exhibitions, community engaged research, or performances appropriate to their disciplines and by other scholarly activities that contribute to the advancement of education in the discipline and the public good;
5. To contribute to the achievement of departmental goals and to participate in departmental activities;
6. To serve and contribute to the welfare of their Colleges or School and the University; and
7. To engage students in high impact practices and holistic learning to best prepare them for academic, personal, professional and civic success and leadership.

<https://www.utep.edu/vpba/hoop/section-3/academic-policies-and-faculty-personnel-matter.html>

Statement Endorsing the Use of Ernest Boyer's Definitions of Scholarship in Tenure and Promotion Decisions:  
[https://www.utep.edu/provost/\\_Files/docs/faculty-evaluation/scholengageutep.pdf](https://www.utep.edu/provost/_Files/docs/faculty-evaluation/scholengageutep.pdf)

### 5.5 b Community engagement is rewarded as a form of research

Yes

#### 5.5 b Research

Provide link or descriptive text

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Policy text from the UTEP Handbook of Operating Procedures; Chapter 4: Academic Policies and Faculty Personnel

4.4.6.1.6 A faculty member will not be granted tenure without a clear history of significant contributions to the advancement of knowledge in his or her discipline. The faculty member must also be judged to be likely to continue making such contributions for the rest of the career. Therefore, the following criteria are offered as guidelines in evaluating scholarly activity of a faculty member:

- a. A history of publication in refereed academic journals or other refereed outlets at a rate appropriate for the discipline. The quality of the published work, as well as the quality of the outlet, is to be judged. There should be no attempt to impose any particular number of contributions necessary for recommendation for tenure and promotion or to balance quantity of contributions against quality.
- b. Research scholarship is broadly defined as inclusive of the Scholarship of Discovery, Integration, Application, Teaching, and Engagement, with each form of scholarly contribution considered legitimate in the development of UTEP's scholarly and creative profile.

<https://www.utep.edu/vpba/hoop/section-3/academic-policies-and-faculty-personnel-matter.html>

## 5.5 c Community engagement is rewarded as a form of service

Yes

### 5.5 c Service

Provide link or descriptive text

Policy text from the Handbook of Operating Procedures in the 4.5.2 Section titled Documentation for Merit Rating:

#### 4.5.2 Documentation for Merit Rating

4.5.2.1 Each faculty member shall prepare and submit a faculty activity form or updated vita.

4.5.2.2 The following materials will be on file in the department office for review by appropriate administrators and committees:

1. Material related to teaching and advising, e.g., student and/or peer evaluations, syllabi, examinations;
2. Copies of all publications listed in the vita update or faculty activity form;
3. Copies of any relevant unpublished work, e.g., preprints, technical reports, presentations at meetings;
4. Information related to department, college, University, professional, and community service.

<https://www.utep.edu/vpba/hoop/section-3/academic-policies-and-faculty-personnel-matter.html>

## 5.5.2 School/Division

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### 5.5.2 a Community engagement is rewarded as a form of teaching

Yes

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## 5.5.2 a

Provide link or descriptive text

College of Education-Tenure-Promotion-Guidelines:

<https://utep.galaxydigital.com/files/dl/300924428f7d2004d4b779425f902d87/>

Endorses Handbook of Operating Procedures Tenure Promotion: PAGE 3

The College of Education Tenure and Promotion guidelines highlight and explain key aspects of the T & P procedures outlined in UTEP's Handbook of Operating Procedures (HoOP). The HoOP provides an official and up-to-date description of the Tenure and Promotion procedures, regulations, and policies of The University of Texas at El Paso. The College of Education T & P guidelines are aligned with the HoOP; this document includes key excerpts from the HoOP and provides more specificity as it pertains to the College and its disciplines.

College of Health Science-Tenure-Promotion-Guidelines

<https://utep.galaxydigital.com/files/dl/74b5298c8702097c062dad73e09d1a0c/>

Service-learning: PAGE 8

2.2.5. Community and/or school-based projects guided and produced in connection with courses (service-learning experiences)

College of Health Science-Annual-Performance-Evaluation-Form

<https://utep.galaxydigital.com/files/dl/f0920381b0f8563b840eca866c83fee0/>

Community Engaged Scholarship used as example of 'activity': PAGE 1

Suggests attaching documents related to Service & Civic Engagement: PAGE 1

## 5.5.2 b Community engagement is rewarded as a form of research

Yes

## 5.5.2 b

Provide link or descriptive text

College of Education-Tenure-Promotion-Guidelines

Tenure and Promotion guidelines taken from HOOP: PAGE 3

<https://utep.galaxydigital.com/files/dl/300924428f7d2004d4b779425f902d87/>

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College of Health Science-Tenure-Promotion-Guidelines

<https://utep.galaxydigital.com/files/dl/74b5298c8702097c062dad73e09d1a0c/>

Service to community: PAGE 9

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## 4.2. Evidence of Service to Community, Regional, National, or International Organizations

4.2.1. Service on professional and community boards

4.2.2. Membership and leadership in professional and technical societies

4.2.3. Service to the profession, including editorships, editorial boards, participation on panel reviews, regular and ad-hoc reviewer for journals

4.2.4. Consulting work or clinical practice

4.2.5. Program review for state/national accreditation bodies

4.2.6. Conference organization and/or hosting

4.2.7. Activities involving community partners, service learning, or collaborative projects

4.2.8. Lectures to community and professional audiences and organizations

4.2.9. Other outreach activities

College of Health Science-Annual-Performance-Evaluation-Form

Scholarship section recognizes Boyer's Model: PAGE 6

<https://utep.galaxydigital.com/files/dl/f0920381b0f8563b840eca866c83fee0/>

## II. SCHOLARSHIP:

Recognizing that many types of scholarship/activities may be documented using Boyer's Model as:

Scholarship of Teaching: Contributions to new knowledge related to teaching and examples of funding and/or dissemination. (For example – funding and dissemination of: new curricula, student handbooks, evidence-based clinical guidelines, educational software/video, education information on the internet, new methods to evaluate success of education programs or progress of students)

Scholarship of Application/Clinical Practice: Activities to advance clinical expertise and practice.

Scholarship of Integration: Synthesis and integration of existing information.

## 5.5.2 c Community engagement is rewarded as a form of service

Yes

### 5.5.2 c

Provide link or descriptive text

College of Education-Tenure-Promotion-Guidelines

Boyer's Model: PAGE 3

<https://utep.galaxydigital.com/files/dl/300924428f7d2004d4b779425f902d87/>

These guidelines endorse Boyer's (1990) definition of scholarship, which encompasses application of knowledge, engagement of scholars with the world, and their ways of teaching. Thus, in the College of Education, we value activities and efforts that include active engagement with public schools and other community agencies as part of the scholarship of engagement recognized at UTEP.

College of Health Science-Tenure-Promotion-Guidelines

Boyer's Model: PAGE 10

<https://utep.galaxydigital.com/files/dl/74b5298c8702097c062dad73e09d1a0c/>

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College of Health Science-Annual-Performance-Evaluation-Form  
Community Service: PAGE: 7  
<https://utep.galaxydigital.com/files/dl/f0920381b0f8563b840eca866c83fee0/>

## 5.5.3 Department

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### 5.5.3 a Teaching

Community engagement is rewarded as a form of teaching

No

### 5.5.3 a

Provide link or descriptive text

Innovation in teaching is widely encouraged at all levels of the institution and this language is typically found in departmental level evaluation policies. We were unable to identify a specific document where service-learning or community-based teaching and learning were specified, but were assured by departments that this form of teaching is recognized and acknowledged as per college and institutional guidelines.

### 5.5.3 b Community engagement is rewarded as a form of research

Yes

### 5.5.3 b

Provide link or descriptive text

Criminal-Justice-Tenure-Promotion-Guidelines  
Recognizes Scholarship and Research Awards: PAGE 2  
<https://utep.galaxydigital.com/files/dl/b4baaecbb5e08ceef4cb52d613552577/>

University-Clinical-Faculty-Evaluation-Guidelines.pdf  
Recognizes Scholarship of Integration and Scholarship of Discovery as described by Boyer's model: PAGE 5&6  
<https://utep.galaxydigital.com/files/dl/91dd9d39b45c9888a647957619cd89f6/>

### 5.5.3 c Community engagement is rewarded as a form of service

Yes

### 5.5.3 c

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Provide link or descriptive text

Criminal-Justice-Faculty-Workload-Policy-Draft

External Service defined as community service: PAGE 4

Public Service includes advising to community agency: PAGE 8

<https://utep.galaxydigital.com/files/dl/31315376f3f5faa2dc53e1233cc38f12/>

Criminal-Justice-Tenure-Promotion-Guidelines

Service/community Service: PAGE 3&4

Outreach to community: PAGE 4

<https://utep.galaxydigital.com/files/dl/b4baaecbb5e08ceef4cb52d613552577/>

Sociology-Anthropology-Faculty-Evaluation-Excerpt

Differentiates internal and external public service

<https://utep.galaxydigital.com/files/dl/3f1665a1be8adce8f626c23fde44db2f/>

## 5.5

Provide narrative describing the implementation of these policies and processes:

Considerable effort has been invested in increasing administrator and faculty understanding of community engagement and community engaged scholarship (CES), with a focus at the institutional level.

Before including community engagement into university-wide policy or creating a formal definition, much of the work comprised bringing groups together to discuss the type of engagement they did, how it translated into their faculty portfolios, how it was evaluated, and whether or not it was rewarded. Additionally, the Center for Civic Engagement (CCE) reviewed existing guidelines and resources supporting CES in order to determine what additional policies or support needed to be in place to grow CES. Findings from that review process revealed that colleges were already incorporating community engagement prior to a definition or a policy. However, the creation of policies and a definition would provide newer faculty and less supported faculty with formal guidelines in place.

Additional progress has involved promoting the formal definition and helping colleges and departments identify what is considered community engaged scholarship, community-focused or based teaching, and other community engaged service that typically leads to the stronger formation of partnerships that are the further integrated into teaching and research related community partnerships.

It should be noted that there is much diversity in the complexity and detail that each college or department has in their respective tenure and promotion guidelines. Some departments have mathematical weights and scales associated with all dimensions of faculty performance indicators, while others rely on a mix of qualitative and quantitative guidelines. The CCE continues to work to support how faculty articulate CES in their portfolios. For this reason, work is also underway to review the manner in which Digital Measures captures or does not capture the integrative nature of community engagement across domains. Some colleges provide a means by which faculty may further narrate the nature of their work, while others have less flexibility or have word limits to explain this integration. Leadership is working on identifying the best way by which faculty can best represent their work through existing mechanisms.

The inclusion of community engaged scholarship in the Handbook of Operating Procedures was a significant

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step forward for the university. This document is not prescriptive, but it is to be used as the backbone from which college and department level policies are drafted. The College of Education, for example, has taken its tenure and promotion guidelines directly from the Handbook of Operating Procedures.

## 5.6

If there are college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations.

There are a number of existing college and department level policies, however there are also policies were discovered during the creation of this application.

The College of Health Sciences tenure and promotion guidelines recognize Boyer's model of scholarship comprised of teaching, discovery, integration, and application. That document also recognizes service-learning and service to the community separately.

The college's Annual Performance Evaluation Guidelines also recognizes achievements as defined by Boyer's model. The document specifically describes 'community engaged scholarship' as an activity.

The College of Education endorses the Handbook of Operating Procedures tenure and promotion guidelines. That document references Boyer's model. The college is currently partnering with other campus college units on a "Road Map" strategic plan where community engagement is a pillar.

The School of Pharmacy is new and undergoing accreditation, and the entire program has been built with the expectation of engagement and has recruited faculty to its new school with this embedded in its IDEAL approach (Innovation, Diversity, Engagement, Access and Leadership). As part of its purpose, "it is committed to UTEP's twin goals of access and excellence through its admissions process, curriculum, clinical experiences, and community engagement."

When CCE staff queried people on campus to indicate whether these policies existed, many indicated that they did not recall there being a formal policy specifically for their department, but that the work was simply evaluated within the research, teaching and service domains. That is, community engagement is embedded in so many practices at UTEP that in many departments, community engaged scholarship or engagement may not necessarily need further definition because it is in alignment with our university mission, and in the majority of cases with the college's strategic initiatives or goals.

Furthermore, we received indication that the widespread acceptance of the integration of community engagement in research, teaching and service is supported through the use of Digital Measures (DM). Through DM, faculty can categorize faculty research and scholarship based on the Boyer Model, as described in part 5.2 of this section. This tool provides an opportunity for faculty members to designate the area(s) in which a particular article, book, paper, or other scholarly project might be categorized, such as scholarship of discovery and scholarship of engagement. By flagging scholarly outputs in the faculty evaluation report, the faculty member is able to designate the category of the research for purposes of demonstrating a convergence of the research profile with the university's expectations and given fields. This allows for professors to demonstrate that they are meeting expectations within particular disciplines and allows in particular for the identification of scholarship as engaged and applied.

## 5.7

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List the colleges/schools and/or departments.

College of Education  
College of Health Science  
College of Liberal Arts  
School of Nursing  
School of Pharmacy

## 5.8

What percent of total colleges/schools and/or departments at the institution is represented by the list above?

63%

## 5.9

Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example.

College of Education-Tenure-Promotion-Guidelines: PAGE 3

These guidelines endorse Boyer's (1990) definition of scholarship, which encompasses application of knowledge, engagement of scholars with the world, and their ways of teaching. Thus, in the College of Education, we value activities and efforts that include active engagement with public schools and other community agencies as part of the scholarship of engagement recognized at UTEP.

College of Health Science-Annual-Performance-Evaluation-Form: PAGE 6

### II. SCHOLARSHIP:

Recognizing that many types of scholarship/activities may be documented using Boyer's Model as:

- Scholarship of Teaching: Contributions to new knowledge related to teaching and examples of funding and/or dissemination. (For example – funding and dissemination of: new curricula, student handbooks, evidence-based clinical guidelines, educational software/video, education information on the internet, new methods to evaluate success of education programs or progress of students)
- Scholarship of Application/Clinical Practice: Activities to advance clinical expertise and practice.
- Scholarship of Integration: Synthesis and integration of existing information.
- Scholarship of Discovery: Generation of new knowledge and publication in peer-reviewed publications

University-Clinical-Faculty-Evaluation-Guidelines.pdf : PAGE 5&6

Service. Recognizing that service to the University community, the professional community and the community-at-large can consume a significant portion of faculty time, evaluative credit may be applied for activities which meet the descriptions below:

A) University, college, or department consultation and governance activities, for example:

- a. Attendance at faculty meetings (departmental, school, college and university)
- b. Holding office in faculty organizations
- c. Chair of sub or ad hoc committees or task forces

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- B) Professional organizations membership and governance (specific to licensure, certification or specialty practice)
- C) Community organization participation and governance

Thorough documentation of service activities as described in section A is required. Documentation of activities as described in sections B and C (as applicable) should include sufficient detail to allow reviewers to appropriately assess the faculty member's commitment to these activities.

## 5.10

Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes.

The Center for Civic Engagement (CCE) and the Community Engaged Council, with the support of the Provost and administrators, have made significant strides in creating faculty development opportunities that continue to further engrain community engagement and community engaged scholarship (CES) into faculty evaluation processes. Mentioned previously, the establishment and implementation of the Provost's Community Engaged Scholarship Institute was key to the articulation of desired CES related competencies. These competencies are the framework utilized to inform workshops, trainings and strategies undertaken by the CCE, Council and Fellows to provide leadership and guidance on furthering CES practices at UTEP: They are as follows:

### I. Theoretical background and knowledge

- a. Community engaged scholarship concepts and literature and history of CES
- b. Knowledge about theory and practice of CES

### II. Community knowledge and Partnership-building

- a. Factors that contribute to community issues
- b. Skills and commitment to foster community and social change
- c. Skills to work effectively and efficiently with diverse communities
- d. Skills to negotiate community and university partnerships (partnership development and agreement formats)
- e. Skills to build capacity in the community for CES
- f. Skills to work with communities using CES process and results for policy change

### III. Practice (from Theory)

- a. Skills to apply CES theory into practice (engagement models)
- b. Understanding of how CES can affect policy
- c. Skills to write grants and seek funding that use CES principles and approaches

### IV. Integration of scholarship

- a. Skills to write peer-reviewed articles that use CES processes and outcomes
- b. Skills to balance academic portfolio with using CES principles of engagement (to be successful in academic environment)
- c. Skills to effectively describe scholarly components of CES to include in portfolio.

### V. Faculty mentorship

- a. Skills to build capacity among other faculty
- b. Skills to mentor students and junior faculty to create and develop a portfolio based in CES principals

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## VI. Assessment

- a. Knowledge about how to assess CES outcomes and quality
- b. Ability to apply CES to assess and measure benchmarks, outcomes, and quality of work
- c. Skills to use CES principles to effectively serve on an RPT committee

## VII. Dissemination and Communication

- a. Skills to develop other forms of dissemination that are relevant
- b. Competencies to communicate the work and impact of community engaged scholarship to the press, media, public and decision makers

As UTEP builds knowledge, awareness and capacity around these competencies, it expects that more representation of this knowledge will be in existence in more review committees.

UTEP is progressively building the number of “ambassadors” via the Council, Provost Fellows, Community Engaged Scholarship Award recipients and finalists, Community of Community Engaged Scholarship (community of practice) members, and among administrative leadership who can adequately inform the formation of policy as the process moves forward.

## Categories of Community Engagement

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### A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

The questions in this section use the term “community-engaged courses” to denote academically based community-engaged courses. Your campus may use another term such as service-learning, academic service learning, community-based learning, public service courses, etc.

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### A.1 Teaching and Learning

As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.

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#### A.1.1

For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions.

At the time of the last classification, the University used the National Community Service Act of 1990's definition of service-learning which read as follows:

Service-learning is a teaching method under which students learn and develop through active participation

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in...thoughtfully organized service experiences that meet actual community needs; that is integrated into the students' academic curriculum and provides structured time for a student to think, talk, or write about what the student did and saw during the service activity; that provides students with the opportunities to use newly acquired skills and knowledge in real-life situations in their own communities and that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

This definition was used to describe the purpose and intent behind integrating community engagement in courses and to draw clear distinctions to volunteerism, community service and field experiences. To date, we continue to use this definition to emphasize these components and the emphasis on a balance between the student learning and the benefit to community.

As of 2012, UTEP began its participation in the Corporation for National and Community Service (CNCS) President's Honor Roll program. To ensure the proper representation of data, we integrated the CNCS definition to quantify academic-based community engagement courses. During efforts to disseminate the CNCS definition, we also included a listing of examples where the criteria is met. This incorporates a broader scope of community engagement that was already taking place at UTEP in the context of serving community while students attained academic knowledge. Examples of academically based community-engaged courses include:

- " Projects in collaboration with community partners
- " Community-based internships, clinicals, fieldwork, student teaching
- " Planning and implementation of service learning activity
- " Design, consultation, or creation of a community product or tool
- " Pro bono services performed by graduate and professional students (e.g. consulting) in connection with course or academic objectives
- " Student community-based research

Over time, the Center for Civic Engagement has given and continues to give presentations to colleges and various departments to further assist in the proper interpretation of the definition as it applies to their respective activities and courses. We continue to drive the importance of making sure these are not just "experiential" activities but rather activities that are integrated in a specific course, where there are learning objectives tied to the community engagement activity or experience, and that the benefit to community is held at an equal plain as the experience and learning.

## A.1.2

If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

The integration of community engagement across the campus is wide-spread with various application of how this takes place. Courses are deemed appropriate for the integration of community engagement by individual faculty and instructors. In other cases, departments and colleges integrate courses if it is a required course where community engagement is a large component or focus, e.g. capstone courses, experiential designed courses.

The Center for Civic Engagement (CCE) offers faculty and administrators assistance in this process in a number of ways. The CCE supports and informs faculty on best practices for the integration of community engagement into their courses such as length of time, structure of activity, use of reflection methods, communication with partner organizations, preparedness for activity, and course-learning objective connections. In regards to

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students, the CCE also offers in-class trainings for students as well as reflection sessions. In many cases, the CCE serves as an intermediary for this integration while the faculty member establishes and develops the proper partnership with which to continue this integration in their courses. This often happens after they have partnered with the CCE for two or three years.

Over time, the CCE has explored the option of having a review or "approval" process as well as developing a comprehensive catalogue of community engagement purposes. After strategic consideration, an "approval" process has not been integrated after deciding that it would be more encouraging and productive to grow a community engaged culture through education and guidance instead of through a narrative that seeks to "monitor" community engagement quality.

With regard to cataloguing, however, the CCE did identify this to be beneficial and named it a priority as a result of the Provost's Community Engagement Council's strategic planning process in August of 2016. For the following year, the CCE and the Council identified the mechanism by which to flag community engaged courses and have the courses reflect on student transcripts. In the end, the CCE did not implement the process because the initiative was absorbed by the Quality Enhancement Plan, also known as the UTEP Edge. The UTEP Edge objectives include creating an institutional system by which community engaged courses could be assessed, monitored and tracked. It was deemed prudent to align the efforts to catalogue community engagement courses with the efforts that would be underway to both catalogue and assess the other UTEP Edge outcomes so as to not duplicate efforts or confusion amongst faculty.

The ENGAGE database, discussed in the Institutional Commitment section, has been developed and piloted for the purposes of tagging and tracking learning outcomes related to service-learning and community engaged courses. The Council expects to collaborate with the UTEP Edge Executive Committee to utilize piloting results and the system's abilities in the Council's strategic planning process the forthcoming year.

## A.1.3

Fill in the tables below using:

- data from the most recent academic year (2017-18)
  - data based on undergraduate FTE
  - Percentage = when asked use decimal input, e.g., don't use .9 or .2, use instead 90% or 20%
-

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Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
480	319	27.7%	18%
Number of departments represented by community-engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
50	36	87.7%	52.7%
Number of faculty who taught community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
327	259	29%	12%
Number of tenured and tenure-track faculty who taught community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
139	n/a	25.8%	n/a
Number of full-time, non tenure-track faculty who taught community engaged courses	Change in number of full-time, non tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of full-time, non tenure-track faculty since last application
107	n/a	42%	n/a
Number of part-time faculty who taught community engaged courses	Change in number of part-time faculty since the last application	Percentage of total faculty	Percent change in number of part-time faculty since last application
81	n/a	25%	n/a
Number of students participating in community engaged courses	Change in number of students since last application	Percentage of total students	Percent change since last application.
10,316	6,521	41%	23%

## 1.4

Provide a description of how the data above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.

The process by which we collect course information comes directly from our annual Community Engagement Data Collection process, described in the Institutional Commitment section. This process was initiated and launched through the Provost's Community Engagement Council in the form of an announcement accompanied by a form for units to complete. Today, colleges and departments now expect and are prepared for this process. The outreach announcement is disseminated by the Provost to the Deans who then distribute it to their designee to complete the form. In most cases, these are completed by representatives from each of the departments and are tabulated at the college or division level before sending back to the CCE.

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Course specifics are not collected through this process however, college representatives who sit on the Council have progressively become more familiar with all existing courses in their colleges. By way of this process and discussions at Council meetings, college representatives have also become the most informed representative in their college on all related community engagement matters university-wide. They are responsible for the accuracy of their unit or college reports. This process has enabled them to be aware of how each department approaches community engagement and how community engagement is integrated into curriculum.

This collaborative process has also increased the number of "experts" and ambassadors on campus whom can support and inform others on how best to engage with community. Experts within the colleges carry forward matters the Council discusses, then deliberate and support their respective college in implementing strategies to improve community engagement. This growth and dissemination of knowledge is the essence of the Civic Action Plan. The Plan takes into account existing community engagement efforts and determines what can ultimately provide enhancements towards becoming a stronger engaged institution one college and department at a time.

To learn more about specifics on partnerships not otherwise available through the numbers alone, the data collection process also includes a section where departments may offer "exemplar" projects worth noting. It is through this process that we learn about projects, partnerships and ongoing collaborations through the academic units, many of which are facilitated through courses. Similarly, during our biennial Community Appreciation Event and Golden Impact Awards planning process, the CCE provides colleges with a listing of partners to invite to the event and recognize. This form asks for descriptions of the partnerships and the manner in which these partnerships support student success. Faculty have the option to indicate whether it is through service-learning, research, or other forms of engagement. A similar process is undertaken for the Community Engaged Scholarship Dinner with the President event where the emphasis is on the scholarly achievements of faculty with community partners.

## 1.5

As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

While UTEP has always had institutional outcomes related to its core curriculum, it has recently adopted additional campus-wide outcomes related to the UTEP Edge, UTEP's current 10-year Quality Enhancement Plan (QEP). The QEP's outcomes include curricular and co-curricular experiences intersecting with what are known as high-impact practices (HIPs). The outcomes are often characterized as Edge Advantages, and are linked to many of the HIPs employed throughout the curriculum and co-curriculum. Curricular engagement with the community can take many forms and involves several different practices, each of which may be geared toward the development of a different set of learning outcomes, as identified by faculty. Service Learning, for example, should lead to progress in learning outcomes such as Teamwork, Confidence, Social Responsibility, and Leadership. Community Based Research, for example, should lead to progress in learning outcomes such as Critical Thinking, Communication, and Problem Solving. When integrated with internships or with study abroad, community engaged practices could also contribute to the development of learning outcomes such as Entrepreneurship and Global Awareness. The shared outcome statements for these Edge Advantages are:

- Social Responsibility: Students will demonstrate their ability to act ethically and responsibly for the benefit of society by articulating an awareness of social problems; exercising ethical leadership practices; engaging in civic, political or community activities; and/or advocating for social justice.

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- Confidence: Students will articulate gains in self-confidence by identifying, evaluating, and building on their talents, abilities, strengths and skills.
- Teamwork: Students will collaborate effectively with individuals and groups to accomplish a common goal while demonstrating respect and value for a diversity of perspectives.
- Critical Thinking: Students will analyze information from multiple relevant sources that reflect contrasting viewpoints and will articulate a well-reasoned conclusion or position.
- Entrepreneurship: Students will demonstrate their ability to identify opportunities to cultivate ideas and motivation to develop products, organize services, and/or manage firms or industries.
- Leadership: Students will identify opportunities to take responsibility and will act critically and creatively to support their own and others' learning and/or actions.
- Communication: Students will demonstrate effective communication strategies appropriate to purpose, genre, context, and audience.
- Problem Solving: Students will demonstrate their ability to identify a conflict or issue, analyze possible responses, and develop a plan to apply the most viable solutions.
- Global Awareness: Students will articulate an understanding of complex, interdependent global systems and legacies, as well as their implications for people's lives and/or the earth's sustainability.

These outcome statements are embedded into the Blackboard Outcomes module of the Blackboard LMS and are available to all instructors to incorporate into courses. Blackboard is UTEP's online learning environment where instructors and students interact. As of this writing, several sections of the University Experience Course, some of the First Year Writing courses, and many of the Bachelor of Science in Nursing courses are piloting the use of these outcomes within their course shells. Because this set of learning outcomes is new, we do not have the results of those assessments, as of yet.

## 2. Curriculum

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

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### Curricular Activity: 2.1 Student Research

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Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>In the last ten years, participation in undergraduate research has grown by about 12% per year, impacting 698 students in 2017-18. A subset of them has certainly engaged in community-engaged research. Previously, we reported one college with such integration, but now we know that all eight colleges have created these types of research experiences. While all colleges have some form of integration of community engagement in their student research efforts, there is a strong representation in departments such as psychology, sociology, social work, biomedical engineering, engineering leadership, geological sciences, teacher education and the school of pharmacy. Some examples of community-based research projects presented by undergraduate students from those departments at the COURI yearly symposia include:</p> <ul style="list-style-type: none"><li>• Understanding culture: Opportunities for healthcare practitioners to impact HPV immunization adherence (Department of Psychology and the School of Pharmacy).</li><li>• Cultural barriers Hispanic youth face with Human Papillomavirus (HPV) vaccine adherence (Department of Sociology).</li><li>• Controls of water treatments and social status on the drinking water quality of Ciudad Juarez, Chih. (Department of Geological Sciences).</li><li>• Reference values of impulse oscillometry for the diagnosis of asthma in Anglo and Hispanic children (Department of Electrical and Computer Engineering).</li><li>• Mujeres sin fronteras: women of color as border crossers (Department of Teacher Education).</li></ul> <p>Because of the UTEP-Edge emphasis on engagement, UTEP now has more intentional links between high-impact practice areas and we know that the integration of research and community engagement will continue to develop, as it is integral to the very mission of the institution.</p>
Web Link (if available)	<a href="http://couri.utep.edu/">http://couri.utep.edu/</a>

## Curricular Activity: 3.1 Student Leadership Courses

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Student leadership courses take many forms across the colleges and schools at UTEP, from peer-led team learning to professional development courses, to capstone leadership development opportunities. Because of the integral way in which the Paso Del Norte region and UTEP operate collaboratively across many domains, it is often the case that courses geared toward student leadership naturally evolve into experiences that mutually benefit the university and the larger community. However, since our last application, several intentional integrations of community engagement into leadership courses have emerged. For example, the "Community Advocacy &amp; Leadership" course within the Educational Leadership Department, team-taught by UTEP faculty and the UTEP Director of Community Relations built intentional connections between students and community leaders and organizations in the El Paso community, so students could be informed and aware of the efforts and needs of their community. One impact of this course is that the facilitators of the course will be presenting a project entitled "Community Resistance to the Forced Separation of Migrant Children" at the 2019 American Educational Research Association.</p> <p>Another example of a course specifically designed to integrate community engagement and leadership is the Women's Studies course entitled "Social Justice Values at Work: leadership, Service, and Social Responsibility," taught by the Director of the Center for Civic Engagement, Azuri Gonzalez. Through interactive activities, classroom dialogue, service learning, provocative readings and an exploration of various issues affecting the immediate community of El Paso, students have the opportunity to expand their views of society, the role of higher education, and the role of an individual in a collective society.</p>
Web Link (if available)	<a href="https://www.utep.edu/education/">https://www.utep.edu/education/</a>

## Curricular Activity: 4.1 Internships/Co-ops

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>UTEP's previous application had some individual examples did not identify systematic integration of community engagement, only some cases. At this time, tying internships and practicum experiences to community engagement (with reciprocal benefits) is a regular feature (not an occasional coincidence) within several areas. For example, the College of Business Administration includes internship experiences that are geared toward supporting local crisis centers and others that are geared toward providing financial and accounting support to underserved communities. The Social Work program has developed internship opportunities that are not merely for the professional development of students, but intended to support critical needs within the community, as identified by community partners. Perhaps the most thorough integration of community engagement into internships occurs in the School of Pharmacy (which did not exist in the previous application), which actively developed both its curriculum and its internship experiences to be community-based, from the ground up. In fact, the development of the Doctor of Pharmacy degree at UTEP revolved around serving the unique needs of the greater El Paso and Paso Del Norte region, integrating family and community practice, language skills, and service learning into every element. It was on the basis of the strength of this integration that the ACPE granted UTEP's School of Pharmacy candidate status.</p>
Web Link (if available)	<a href="https://www.utep.edu/pharmacy/">https://www.utep.edu/pharmacy/</a>

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Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

## Curricular Activity: 5.1 Study Abroad

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The regular study abroad programs with university partners, initiated by students to spend a semester abroad are not typically designed to address community or civic engagement. That has not changed since the last application. However, UTEP faculty often create short-term, carefully tailored study abroad experiences in winter term, maymester, or summer, which can be designed to fulfill specific purposes unique to their discipline or professional program. Increasingly, many of these faculty-led study abroad or study away programs integrate public service or community-based research goals. For example, Dr. Ivonne Santiago, UTEP Clinical Professor in Civil Engineering, led a group of students in the Senior Seminar Course on a remarkable journey to Po Ploom, a remote village in Haiti that had been without electricity and potable drinking water for many years. Her group of six students adapted a design suggested by some local partner companies to combine reverse osmosis desalination and solar energy to remove contaminants from the local water. They initially planned to pump the water from Lake Azuéli, but water samples revealed that the lake's seawater would be too difficult to clean. Instead, Santiago contracted a well driller from the Dominican Republic to travel to Po Ploom to dig a well 200 feet deep. Once in the purification system, the water is cleaned by reverse osmosis - a process that removes inorganic solids, such as salts from water by pushing the water under pressure through a semi-permeable membrane. The clean water is then pumped into a storage tank where Po Ploom's residents can fill up their plastic containers and jugs during the day. Not only does the system now produce three gallons of clean water per minute for the local population, but the project produced invaluable practical experience in project management and systems development for the students.</p>
Web Link (if available)	<a href="https://www.utep.edu/newsfeed/campus/mission-accomplished-utep-helps-haitians-access-clean-water.html">https://www.utep.edu/newsfeed/campus/mission-accomplished-utep-helps-haitians-access-clean-water.html</a>

## Curricular Activity: 6.1 Alternative Break tied to a course

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Although there have been various types of alternative breaks tied to service learning or community service efforts over the years since the last application, the most notable integration of service-learning into the spring break or summer break experience is the required study-away engagement in the School of Pharmacy. For one to six weeks, SOP students engage in service learning (with a minimum of 10 hours of community outreach) while immersing themselves in cultures and communities outside of their own. Students received SOP scholarships to help pay for part of the trips. The Office of Study Abroad also provided additional support for students completing international experiences. Students and faculty traveled to six locations in the summer of 2018. They have visited recovering women addicts at a treatment center in Nashville, Tennessee; volunteered in local health centers and schools in Presidio, Texas; served rural communities in conjunction with the University of Kansas' School of Pharmacy in Wichita, Kansas; built houses with Habitat for Humanity in Colorado Springs, Colorado; discussed health care and pharmacy policy with U.S. Rep. Beto O'Rourke in Washington, D.C., and worked with hospice patients in Dublin, Ireland. This experience is a required and integral part of the SOP PharmD academic program. These activities create opportunities for student engagement, professional preparation, and to understanding what it means to be a health care provider in a global setting, according to Dr. Denise Pinal, the SOP's study away AIM (Aligned, Integrated, and Meaningful) coordinator.
Web Link (if available)	<a href="https://www.utep.edu/newsfeed/utep-pharmacy-students-hit-the-road.html">https://www.utep.edu/newsfeed/utep-pharmacy-students-hit-the-road.html</a>

## Curricular Activity: 7.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Another major change since the last application includes a number of service-oriented extracurricular projects that have led to curricular innovations. In other words, even when community engagement activities are not explicitly tied to course offerings, they have generated discussions about how to integrate engagement into coursework in the future. As an example, a number of civil engineering students from both UTEP and NMSU embarked on a project with the Engineers for a Sustainable World (ESW) student organization to build a pedestrian suspension bridge in Utuado, Puerto Rico. The original bridge, joining two sections of the small mountain town on the island, had been wiped out by hurricanes Irma and Maria. With the support of the town mayor, the Association of Businesses and Professionals, and some additional volunteers from SUNY Merchant Marines, the UTEP and NMSU students completed the bridge in May and June of 2018. While the impact on the community is substantial and immediate, the impact upon the culture of the UTEP Civil Engineering Department has been quite profound and long lasting. The Strategic Plan of the Department now demands a service-learning component designed to apply engineering in the service of communities, with the goal of generating socio-economic change.
Web Link (if available)	<a href="https://www.utep.edu/newsfeed/campus/utep_nsmu_collaborate_in_effort_to_rebuild_puerto_rico_after_hurricane_maria.html">https://www.utep.edu/newsfeed/campus/utep_nsmu_collaborate_in_effort_to_rebuild_puerto_rico_after_hurricane_maria.html</a>

## 2.1.

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For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

## Curriculum: 2.1 Core Course

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	In the previous application, we recognized the efforts of some of our core course instructors in integrating service learning, but these were individual efforts. A key change to the entire institution is the UTEP Edge student success framework, which is designed to be intentional about integrating many engagement experiences throughout the curriculum. As part of this effort, the first-semester writing sequence RWS 1301 and 1302 (required for all) has been redesigned to incorporate many engaged practices. While the instructors have the option to select from a variety of experiences, many teaching both semester courses have elected to incorporate service-learning experiences as a key engagement strategy. We know that engagement with the local community is a high priority for the students we serve and we know that incorporating this practice is a motivating factor for involvement in the academic experience. We expect intentional connections between community engagement and core curriculum courses to increase, as the UTEP Edge evolves.
Web Link (if available)	<a href="https://www.utep.edu/edge/">https://www.utep.edu/edge/</a>

## Curriculum: 3.1 General Education

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	At UTEP, general education is synonymous with the core curriculum (as prescribed by the State of Texas), so the answer to 2.1 is also the answer to 3.1.
Web Link (if available)	

## Curriculum: 4.1 First Year Experience Courses

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	In the first application, UTEP's "Entering Student Program" had some courses that incorporated community engagement, but it was not fully integrated. Due to the implementation of the UTEP Edge Student Success Framework, the UNIV 1301 University Experience courses have been redesigned to incorporate high impact practices of many kinds. While instructors may select and implement the practices most suited to their approach, most of the UNIV faculty have incorporated service learning as one of the key practices. All UNIV 1301 instructors use the same integrated set of learning outcome measures, built into their Blackboard LMS courses, to assess outcomes related to these engaged practices.
Web Link (if available)	<a href="https://www.utep.edu/esp/index.html">https://www.utep.edu/esp/index.html</a>

## Curriculum: 5.1 Capstone (Senior Level Project)

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>While not every academic program at UTEP has a capstone course, many of those who do have incorporated public service, community engagement, or community based research into their capstones. Across the College of Engineering, for example, the capstone projects focus on solving real-world problems, presented by corporate and/or community partners. While these engineering projects vary from year to year, perhaps one of the best and most intentional integrations of community engagement into a capstone projects has been created within the College of Health Sciences. More specifically, the Kinesiology program has created the "Physical Fitness in the Golden age" program, a community based exercise program for adults 60 years of age and older, offering a comprehensive fitness approach that aims to improve overall health and functional ability, maintain independent living, and improve mobility. Participants in this program are trained with the help of Kinesiology undergraduate students from the capstone course "Geriatric Fitness Programming (KIN 4442). Exercise sessions are supervised by trained and experienced Kinesiology graduates, typically holding a Bachelor's degree and a relevant certification from a leading professional organization. These paid program supervisors are responsible not only for supervising the day-to-day operation of the program and the design of the daily program sessions, but also hold the responsibility to supervise and grade the undergraduate students completing their capstone fieldwork experience. Students provide individualized attention to program participants and follow the general program design with individualized modifications for older adult participants.</p> <p>This capstone course experience has been very successful for all parties involved. One set of beneficiaries are the older adults from the local community, who are participating in the program and see a substantial positive change in their personal health and fitness. This collaborative project is also a success for the city's Parks and Recreation Department and the YWCA, as their fitness centers are now heavily used during the program session times and their services are now provided for a unique segment of the local community that otherwise would unlikely to join these centers. Finally, the project is an immense success for the undergraduate students participating in the capstone course. These students are getting valuable hands-on skills and real-life professional experiences that they otherwise would not attain from their undergraduate program.</p>
Web Link (if available)	<a href="https://www.utep.edu/engineering/">https://www.utep.edu/engineering/</a>

## Curriculum: 6.1 In the Majors

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>While there were areas that occasionally incorporated service learning or other types of community engaged practices at the time of the previous application, this integration has now become more widespread and is a consistent feature of the curriculum across many majors. For example, the College of Science reports incorporating community engagement across courses in 5 fields, including Environmental Science, Mathematics, Mathematics Education, Geology, and the Pre-Health Certificate (designed to prepare students in many majors for medical, dental, veterinary, or other health-fields). The College of Education incorporates community engagement across 7 of their upper-division teacher preparation courses, including those designed for Special Education, Reading Education, and Bilingual Education. The College of Health Sciences reports community engaged practices in 4 courses, including some in Social Work, Clinical Laboratory Science, and Health Promotion. Similarly, the School of Nursing integrates community engagement in 2 of their senior level courses. Finally, and most impressively, the College of Liberal Arts has incorporated community engaged practices in at least 19 courses, across the fields of Political Science, History, Communication, English, Philosophy, Criminal Justice, Anthropology, Art, and Music. In fact, fully 23 credit hours of courses within the Music majors include community engaged practices.</p> <p>While all of these are examples of disciplines that have modified existing curricula to invest in the integration of community engaged practices, the most compelling case for the integration of these practices comes from our School of Pharmacy. UTEP faculty included community partners in curricular development from the earliest stages of developing the brand new Doctor of Pharmacy degree. Both the Pharmaceutical Science and the Practice oriented courses integrate community engagement as a deliberate feature of the degree program. The emphasis of the UTEP PharmD is family and community practice, incorporating service learning, Spanish language learning, and community partnerships. This element of the degree design was, in fact, a key factor in UTEP gaining candidate status by the ACPE.</p>
Web Link (if available)	

## Curriculum: 7.1 In Minors

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The vast majority of minors at UTEP are also majors, so the advances in integrating community engagement since the last application listed in 6.1 also apply to these minors. We do, however have some stand-alone minors that have effectively integrated community engaged practices, such as the Religious Studies minor and the African American Studies minor. Students involved in the latter, in fact, have re-invigorated the Black Student Union organization on campus, which has generated some advances in community organization around diversity issues within and beyond the UTEP campus. Interestingly, there are two potential curriculum development projects in the nascent stages, which are likely to be deeply focused on civic and community engagement. One project revolves around creating a minor in "Sustainability Studies," which would be a multidisciplinary minor that could enroll students from a variety of disciplines. Another project revolves around creating a minor or a certificate program specifically focused on "Civic and Community Engagement," which may also include a capstone project linked with the disciplinary focus of the student.</p>
Web Link (if available)	

## Curriculum: 8.1 Graduate Studies

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	All Colleges and Schools have at least one graduate program that incorporates community engaged practices and several have programs that are designed almost exclusively for public service, social responsibility, or community development. Within the College of Health Sciences, for instance, both the Master of Social Work and the Master of Public Health degrees invest heavily in service to and partnerships with the local community, not only for the purpose of inter-professional education of students, but also for the purpose of supporting and developing the capacities of community partners. As another example, our College of Education has gone so far as to create off-campus learning sites at two of the local school district headquarters, where teachers can participate in the M.Ed. in Educational Leadership and develop their skills to become Principals and Superintendents. Perhaps the most innovative and impressive example of community engagement in graduate education is the partnership between the Master of Communication program in the College of Liberal Arts and Rare, Inc., an environmental NGO headquartered in Washington, DC. Environmental scientists working at critical watershed, fisheries, and land management site around the globe were offered the opportunity to earn a Master of Arts in Communication, emphasizing environmental communication, conservation biology, social marketing, leadership, and research methods. Through rigorous teaching and practice-based communication experiences, the UTEP-Rare program has successfully enabled students to develop strategies to confront serious conservation challenges in settings across the world. The focus in both the classroom and the field has been on addressing real-world problems through research projects that detail successful approaches to such environmental issues as illegal logging, forest fires, overfishing, and poaching of endangered species in biodiversity hotspots such as Indonesia, Brazil, Colombia, Mozambique, and the Philippines.
Web Link (if available)	

## Curriculum: 9.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

### 2.2.

Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

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UTEP's mission at the time of the previous application is very much like its mission today. Ten years ago, UTEP's mission embraced the public education goals of serving the community through providing access to education, through strengthening the pathway between K-12 and college, through serving local community organizations, and through acting as an economic engine in the Paso del Norte region. Within the curriculum, there were many individual cases of faculty-driven efforts to build community partnerships, embed service-learning into their curricula, and to develop applied research projects in service of community partners. While community engagement efforts were widespread at that time, they were not always systematically and intentionally built into the fabric of the curriculum.

Presently, through the development of the QEP, UTEP discovered that a common framework describing student engagement in experiential learning and high-impact practices (HIPs) was necessary to implement the UTEP Edge within each college and school. The UTEP Edge Student Success Framework acknowledges that HIPs result in student advantages that serve as an integral (not additional) educational component and embraces the assets that students bring to UTEP as the foundation upon which to build their academic and career goals. The language of integrative and applied learning has driven faculty, staff, and students to be intentional about:

- connecting community engagement with internship and practicum coursework
- connecting community engagement with first-year experiences and core curriculum courses
- connecting research and creative activities with community engagement
- connecting study abroad, career development, and capstone experiences

While the examples above are wide-spread throughout disciplines, the most compelling case for the integration of these practices comes from the School of Pharmacy. UTEP faculty included community partners in curricular development from the earliest stages of developing the brand new Doctor of Pharmacy degree. Both the Pharmaceutical Science and the Practice oriented courses integrate community engagement as a deliberate feature of the degree program. The emphasis of the UTEP PharmD is family and community practice, incorporating service learning, Spanish language learning, and community partnerships. This element of the degree design was, in fact, a key factor in UTEP gaining candidate status by the ACPE.

Moving forward, the University has discussed new special efforts to build community engaged practices into programmatic opportunities. For example, the new Major Maps tool will help student orientation and holistic academic advising processes that focus on integrating engagement. Also, discussions to create an interdisciplinary minor, certificate, or special concentration specifically geared toward community engagement have emerged. In an effort to lead to a minor, UTEP has begun to pilot courses within majors and minors, beginning with Women's Studies Program. Emerging development also include integration of CES as a key element in the UTEP Honors Program, and the Master of Education program in Educational Leadership.

## B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

Co-Curricular Engagement	Selected	Description
Social Innovatio	Yes	As mentioned in question 6.7 in the Community Engagement and Other Initiatives

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<p>n/entrepreneurship</p>		<p>section, below is an examples of social innovation/entrepreneurship within co-curricular engagement at UTEP.</p> <p>In 2018, the Mike Loya Center for Innovation and Commerce and the Center for Hispanic Entrepreneurship hosted their 5th Annual Rookie Entrepreneur Workshop. The week-long program teaches high school juniors and seniors about business, finance, and networking. Since its start, the program has served more than a hundred students. The Mike Loya Center seeks to develop the region's economy by promoting a culture of innovation and entrepreneurship at the confluence of business administration and engineering, through research, education, and collaboration.</p> <p>Other examples include the Engineering Education and Leadership (E-Lead) program in the College of Engineering. E-Lead seeks to build character, competence, and capacity by immersing students in real-world experiences. Additionally, in 2018, the College of Business Administration launched an entrepreneurship minor, which is available to business and non-business majors. The minor also supports cross-credit provisions for prerequisites. These programs provide critical elements of knowledge and practice that shape responsible citizens and future leaders.</p> <p>Furthermore, UTEP's new GAIA Makerspace, an open space with 3D printers, virtual reality tools, and other enhanced technology, offers hands-on technical experience and collaboration alongside experts. The space brings together individuals from different backgrounds and provides them with a space to showcase their unique abilities. GAIA Makerspace is currently looking into partnering with outside entities to move ideas outside the campus lab environment.</p> <p>In 2018, the University received more resources to promote entrepreneurship when UTEP became a National Science Foundation (NSF) Innovation Corps (I-Corps) Site. NSF I-Corps seeks to commercialize research to solve problems that challenge society. Designed on the Lean LaunchPad-an experiential learning program from Stanford University-NSF I-Corps teaches students and faculty about real-world market discovery. UTEP I-Corps teams receive training, mentorship, and funding to pitch business ideas. Given the similar scope of operations, these teams work closely with the UTEP Office of Technology Commercialization, and the Mike Loya Center mentioned above.</p>
<p>Community service projects - outside of the campus</p>	<p>Yes</p>	<p>Young Achievers Forum - The Young Achievers Forum (YAF) is an annual event hosted by CommUNITY en ACCIÓN (CEA) in partnership with UTEP. CEA, a non-profit organization, focuses on promoting the culture, education, social, and economic well-being of the people in the El Paso community. YAF provides at-risk middle school students and their parents the college experience for a day by introducing postsecondary education as an achievable goal to families who may not otherwise have this exposure. Each year, the forum brings approximately 1,000 middle-school students and 200 parents to the UTEP campus to explore career options and gain a new perspective about higher education. At this event, students have the opportunity to engage with motivational speakers and in hands-on activities that inform, first-hand, them about the opportunities that higher education offers. UTEP's partnership with the YAF strengthens the institution's efforts in creating a college-going culture throughout El Paso County and surrounding communities. The goals of the event are to inform students and parents about the advantages of higher education by exposing students to career opportunities and positive role models, and providing informing about financial aid options. The campus visit empowers parents to prepare their children for a path to higher education.</p> <p>Project MOVE - This campus-wide initiative is UTEP's largest day of service involving students, staff, faculty, alumni, and community partners. On this day, teams of students volunteers, guided by team leaders (primarily faculty and staff members), are paired with</p>

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		<p>community partners and agencies throughout the city to take part in various types of services. Participants build camaraderie and knowledge about the community, its residents and their needs.</p> <p>Community, University, Engagement (CUE) Website - The CUE website was created to facilitate connections between the University and local nonprofit/social service agencies. The CUE is a platform for volunteer and internship opportunities posted by UTEP's community partners. Opportunities range from daylong events to on-going commitments. In addition to promoting available volunteer opportunities, the CUE tracks students' participation and learning service hours. The CUE serves as one of Project MOVE's primary outreach channels.</p>
Community service projects - within the campus	Yes	<p>Campus Advocacy Resources and Education (CARE) - This UTEP office seeks to empower students who have witnessed or suffered physical, sexual, financial, or emotional harm because of the commission of a crime. Institutional trainings and campus partnerships make the following opportunities possible:</p> <ul style="list-style-type: none"> <li>• International Crisis Incident Stress Foundation - Crisis intervention training on specialized acute emergency mental health intervention for campus departments and community agencies.</li> <li>• 4th Annual Sexual Assault Nurse Examiners Conference - Multi agency training designed to enhance the knowledge of registered nurses and other advocates in the area of forensic examinations to improve patient outcomes.</li> <li>• Stalking Awareness Training - Training for UTEP student, staff, and faculty as well as multiple city and county agencies to identify and respond to stalking.</li> <li>• Do One Thing (DOT) Bystander Intervention Strategy - Training for the UTEP campus and community agencies to encourage people to intervene in situations where unsafe behaviors are occurring.</li> </ul> <p>Center for Accommodations and Support Services (CASS) - This Center aspires to provide students with disabilities, accommodations and support services to help them pursue their academic, graduation, and career goals. CASS collaborates with community partners to host the annual Ability Awareness Week in October. The event focuses on breaking down barriers such as stigmatization and increasing understanding of the challenges faced by individuals with all types of disabilities. Separate events such as Ability Awareness Trainings encourage K-12 students in Region 19 to transition to higher education.</p> <p>Counseling and Psychological Services (CAPS) - This campus department supports students in their personal, academic, and career endeavors by providing developmental, remedial, and preventative mental health services. CAPS collaborates with Texas Tech University Health Sciences Center to host the El Paso Psychology Internship Consortium (EPPIC). The collaborative provides internship opportunities for post-doc counselors to assist with licensing. CAPS also provides the Collegiate Recovery Program (CRP), in which UTEP staff work with city and county agencies to develop and present recovery strategies and support to campus and community members.</p> <p>Military Student Support Center (MSSC) - This center serves the military-affiliated community to help reach their educational goals. The VA Work-Study Program helps military affiliated students find employment on campus and throughout the El Paso community. The Hiring Our Heroes (HOH) Internship provides work experience on the UTEP campus for a member of the military transitioning out of active duty.</p>
Alternative break -	Yes	<p>Design and Build Suspension Bridge that connected two communities in Utuado, Puerto Rico:</p>

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domestic		<p>The island of Puerto Rico was devastated by hurricanes Irma and Maria. The New Mexico State University student members of Aggies without Limits (AWL) approached Dr. Ivonne Santiago to see how they could help in the recovery efforts. Dr. Ivonne Santiago is originally from Puerto Rico and knew well that the mountain towns, that rely chiefly on agriculture, were the most affected by the hurricane. Immediately, Dr. Santiago embarked on the project with the help of the UTEP student organization Engineers for a Sustainable World (ESW). With the goal of finding a viable project for the students, Dr. Santiago connected with government officials on the island. After speaking with several emergency management directors, during November and December 2017, a decision was made between the students from NMSU and UTEP to select a service learning project in Utuado. In January 2018, a group of students and faculty advisors from both institutions went to Utuado. In conjunction with the Municipality, the decision was made to build a pedestrian suspension bridge to replace the one destroyed by the flood water from the hurricane. This project was selected because the bridge connects two sides of a low-income community and was not likely to receive federal funding for reconstruction. After the project selection, students visited the neighbors and connected with the Association of Businesses and Professionals ("Asociación de Comerciantes y Profesionales Utuadeños, Inc.) for assistance. The mayor offered a covered basketball court for the students to camp and the design process started. During this time, Dr. Santiago connected and coordinated with local contractors, concrete companies, hardware stores and other building suppliers. In May 2018, crews of students started arriving. Work started from day one, and with help from the Association, we were invited to local radio shows that we used to disseminate the project. Volunteers started arriving, bringing food, snacks and candies for the students. We even had about 20 volunteers from the SUNY Marine Merchants help us for three days. The bridge was completed in June 2018. In August 2018, Dr. Santiago took the plaque for the bridge and held a small ceremony with the Association of Businesses.</p>
Alternative break - international	No	
Student leadership	Yes	<ul style="list-style-type: none"> <li>• Leadership, Innovation, Vision and Engagement (LIVE) - UTEP's Student Engagement and Leadership Center hosts the annual student leadership conference. The conference offers a variety of workshops where students learn to identify their unique leadership style so they can be aware of what practices are most effective for them and what strengths they bring to future employers or academic programs. Additionally, students learn how they can better approach everyday challenges in the classroom and work environment so they can maximize their success and growth.</li> <li>• This Matters is an educational conversation-style session where students are encouraged to engage in a constructive dialogue about a divisive issue. These sessions are designed to shed light on various viewpoints. Topics of interest include Human Trafficking, Mental Health Issues, Inclusive Issues in Greek Organizations, Language and pronouns.</li> <li>• The Inclusive Leadership Panel Series is dedicated to celebrating diverse leaders from UTEP and the El Paso community. Each month, the dialogue comprises of inclusive leadership best practices and current issues affecting that identity.</li> <li>• Powerful Pages is a program designed to provide students with literature that enhances, strengthens and challenges their perceptions of leadership. Participants meet bi-weekly a semester to discuss the assigned readings and engage in fun educational activities in a peer group setting.</li> </ul>
Student internships	Yes	<p>The UTEP Career Center's internship program empowers, encourages, and engages students in curricular and co-curricular activities. The Center helps students identify internships that are either major-related or that will provide students with the</p>

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		opportunities to develop professional skills aligned with their aspirations. Employers who provide internships include ADP, the City of El Paso, the County of El Paso, El Paso Electric, El Paso Community College, Freeport McMoRan, Helen of Troy, ProTech, Schneider Electric, Telemundo, The Hub of Human Innovation, and a number of Texas Congressional offices. Internship partners provide students with paid internships and valuable experience applicable to their academic careers.
Work-study placements	Yes	<p>Many UTEP students receive support through the Federal Work Study program to pay and offset the cost of tuition. The Program is federally funded and mandates that at least 7% funds be utilized for community service positions. According to the Corporation for National and Community Service (CNCS), UTEP exceeds that requirement by 15%. UTEP's community service designated positions represent 22% of the total position funding allocations.</p> <p>UTEP's Center for Civic Engagement (CCE) collaborates with the Office of Financial Aid to structure community work-study positions as internships with community organizations. A total of 47 work-study eligible students are placed at a nonprofit organization or social service agency to work 19 hours a week throughout the academic year. The CCE and the Office of Financial Aid partner with over 30 agencies that agree to mentor and guide students in their work. Agencies participate in an orientation at the beginning of the academic year to learn more about how to successfully mentor and work with their student employees. A handbook was developed to provide more detailed information of the program (Link to handbook: <a href="https://www.utep.edu/cce/_Files/docs/CWSP-Handbook-17-Final-1.pdf">https://www.utep.edu/cce/_Files/docs/CWSP-Handbook-17-Final-1.pdf</a>). In addition, the CCE organizes monthly meetings, workshops, and trainings to help with student's personal and professional development</p>
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	No	
Living-learning communities/residence hall/floor	Yes	<p>Due to a small residential population, construction of residence halls and degree plans, traditional living-learning communities are not present in the residential complexes, which are all apartments. However, CCE has identified that Terry Traditional Scholars (Terry Scholars) are required to live on campus their freshmen year. Terry Scholars participate in academic experiences with their scholarship recipient peers and interact with faculty and staff as scholarship recipients. Required participation in the Terry Scholars student organization strengthens the bonds by providing opportunities for our Terry Scholars to interact with others with similar academic, social and personal needs.</p>
Student teaching assistants	Yes	<p>Through a partnership between the university America Reads (AR) program and the public schools in the area, university and K- 5 students have an opportunity to engage in activities that promote positive learning experiences. The AR program supports fulltime undergraduate students as Tutors, through part time employment, to work with public school students. Tutors work with their students under the supervision of teachers and the university AR Director. Each tutor is expected to encourage students in the subject areas of Reading and Mathematics, and support children in their school development. Tutors work directly with kindergarten through sixth grade students to improve their reading and math skills. Tutors perform one-on-one work with individual students, group work, class, and a literacy camp held at the university.</p> <p>This partnership has generated reciprocal benefits for the partners. Students have shown both academic and social growth. University tutors have developed a sense of community</p>

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		and are known for their engagement in their assigned schools. The university - school partnership has created a culture of trust and that has led to other ongoing joint activities.
Athletics	Yes	<p>A valuable experience while in college is service on campus and in the community. The Department of Intercollegiate Athletics incorporates community service into their programming for every student-athlete to experience. In 2017-18 UTEP student-athletes completed over 3,300 community service hours. Each year, student-athletes participate in opportunities such as Project MOVE (described at the start of this section), School is Cool, Student Athlete Advisory Committee (SAAC) Cup, and UTEP Campus Involvement. School is Cool involves student-athletes speaking to children and community agencies about being a Division I student-athlete. Students encourage their young audiences to stay in school, read, and stay away from drugs among many other topics. Student-athletes in UTEP Campus Involvement experience mentorship and leadership roles while participating at alumni events or various organizations on campus requesting their appearances. SAAC is a C-USA initiative designed to recognize student-athlete contributions in community service projects as well as achievement in personal development programming and academic success. SAAC exists to enhance the total student-athlete experience by promoting opportunity, protecting student-athletes' well-being, and fostering a positive student-athlete image. Functions of the UTEP SAAC include:</p> <ul style="list-style-type: none"> <li>• Promote communication between athletics administration and student-athletes</li> <li>• Attend summer annual C-USA SAAC Meeting</li> <li>• Disseminate information</li> <li>• Provide feedback and insight into athletics department issues</li> <li>• Generate a student-athlete voice within the campus athletic department formulation of policies</li> <li>• Build a sense of community within the athletics program involving all sports and administration</li> <li>• Solicit student-athlete responses to proposed conference and NCAA legislation</li> <li>• Organize community service efforts</li> <li>• Create a vehicle for student-athlete representation on campus committees (i.e. Student Government)</li> <li>• Encourage a positive student-athlete image on campus</li> <li>• Assist with New Student-Athlete Orientation, PHAT (Peers Helping Athletes Transition) Tuesdays and Workshops</li> </ul>
Greek Life	Yes	<p>Twice a year, members of 15 campus fraternities and sororities lead a campus beautification project called Greek Day of Service. The project is done in collaboration with UTEP campus grounds staff. The event occurs twice a year, on Texas Arbor Day and National Arbor Day. Organizers estimate the project results in over 600 volunteer hours. <a href="https://www.utep.edu/newsfeed/campus/UTEPs-Greeks-Go-Green-for-Texas-Arbor-Day.html">https://www.utep.edu/newsfeed/campus/UTEPs-Greeks-Go-Green-for-Texas-Arbor-Day.html</a></p>
Other (please specify)	Yes	<p>The University places a high value on faculty, staff, and student service within the campus community. Service to the community is recognized in many notable ways including Citizen of the Year which recognizes student organization members who go above and beyond to impact the community. <a href="http://www.utep.edu/solhonors">www.utep.edu/solhonors</a></p> <p>The Philanthropic Registered Student Organization of the Year recognizes student organization for exemplary and impactful service to the community.</p>

**B.2. Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists,**

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## **describe the system used and how it is used.**

In 2007, and until recently, the University created Mine Tracker, a database of student organizations and campus engagement opportunities. The system offered a campus-wide co-curricular transcript and a recommended student engagement plan that encompassed four specific learning dimensions to include civic engagement.

The UTEP Edge initiative enhanced Mine Tracker, which gave rise to ENGAGE, the previously described database with the ability to capture student participation in high-impact practices. In addition to serving as a measurement tool to track QEP student outcomes, ENGAGE enables faculty and staff to distinguish specific courses, projects, initiatives, and activities connected to high-impact practices. Furthermore, ENGAGE data reinforces UTEP's holistic advising structure, carving academic and co-curricular plans for each student, based on unique interests, aspirations, and experiences.

Additionally, the CUE system previously described, also serves as an optional "resume" for students who engage in service-learning through the CCE, Project Move or any volunteerism opportunity. This is a downloadable tool that is available to the students throughout their student academic career.

## **B.3. Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them.**

UTEP Major Maps are four-year, major-specific roadmaps that help students track their academic requirements, courses, and course sequences to make efficient and marked progress toward degree completion. Major Maps combine academic courses and co-curricular opportunities in a format that enhances students' educational pathways. The development of Major Maps was a campus-wide effort involving Student Affairs, Academic Affairs, deans, colleges, and faculty advisors whom are experts in their field. In addition to guiding students' academic progress, Major Maps also help students develop a plan toward career aspirations through high-impact experiences.

Additionally, Major Maps are both curricular and co-curricular, and strongly emphasize pathways of community engagement enabling students to become strong civic contributors and leaders.

## **B.4. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.**

The Student Engagement and Leadership Center (SELC) is responsible for creating meaningful experiences designed to enhance campus engagement and develop students' inclusive leadership skills. The department focuses on five key areas of engagement: student organization services, fraternity and sorority life, campus events, leadership, inclusion and advocacy, and outdoor space.

One particular SELC programming area to highlight is the Student Organization Leadership Series. The Series is

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a tetrad of programs designed to enhance student organization officers' learning and development in the areas of self-knowledge and leadership competence as adapted from The Social Change Model of Leadership Development. Each program focuses on personal, organizational, and societal development.

The series is tied with objectives, outcomes, and assessment. Other examples of programming include: Student Organization Leadership Summit, Student Organization Leadership Training, Student Organization Leadership Honors, Student Organization Leadership Retreat. All program assessment includes questions on citizenship and about students' self-reflective role in society.

Furthermore, seventy percent of UTEP students work while attending school, 30% of those work on campus. UTEP integrates students most planning and advisory committees, and they are recruitment from graduates and participants from this program. Students employees are given meaningful training throughout the year, with the expectation that they will contribute to the overall mission of the university which includes its ability to serve as an effective public university. The Student Affairs Community Relations Director oversees campus employment and has developed strong programming to ensure that students are prepared with the tools and training necessary to serve as informed UTEP personnel in their respective student employment roles. Students have also provided meaningful leadership in the overall branding and structuring of the UTEP Edge and continue to serve as leaders throughout the campus as Edge Ambassadors.

The CCE has also always depended and benefitted from student leaders who inform and lead service-learning and work-study internship opportunities. They serve as liaisons for the CCE with faculty and provide support for peers engaged in the community throughout the year. These students are recognized with civic engagement stoles at their graduation. Last, the CCE has secured funds to provide service awards (average of \$250 for school/books) to students who go above and beyond their roles and provide valuable leadership in furthering the goals of the Center for Civic Engagement.

**B.5. Describe how institutions have designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.**

UTEP has a strong understanding of its non-traditional student population, ensuring that programs remain accessible without sacrificing quality. For example, on average, first-year UTEP students spend about 23 hours each week on employment, caring for dependents, and commuting. Approximately 70% of UTEP students are employed. Seventy-eight percent of the student engagement at UTEP happens within academic-based activities.

While developing its current Quality Enhancement Plan (QEP) in 2016, UTEP recognized its students' socioeconomic characteristics as comparative advantages for success. The QEP, marketed as the UTEP Edge, is based on an asset-based approach that develops students' assets through high-impact practices. The UTEP Edge framework is embedded into recruitment, admissions, new student orientation, new parent orientation, advising, student engagement, service learning, and professional development. The UTEP Edge Executive Committee established eight high-impact practices (HIPs) for students to participate in, with the aim of increasing students' confidence, personal and professional skills, and equip them with competitive advantages to graduate and enter the workforce or pursue a graduate degree.

UTEP is committed to increasing student participation in at least two HIPs beyond the classroom. Community engagement and service learning are one of the eight HIPs at the center of the UTEP Edge. As introduced in

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previous sections, the development of the Community Engagement and High Impact Practices Book, was intended to share faculty HIP expertise to provide other faculty with insight and resources to employ HIPs within the classroom and in connection with community. While the UTEP Edge framework will continue to guide student success initiatives, UTEP's NSSE data shows service-learning as one of the most common student experiences when compared to other HIPs.

In addition, UTEP had already completed work in the integration of community engagement in various curricular and co-curricular activities. One example was the redesign of the community work-study program which was at first managed by the Financial Aid Office in response to the Federal Financial managed to allocate 7% of work-studies to community. While UTEP's allocation has always exceeded the minimum threshold, community work studies were shifted to the Center for Civic Engagement so that it could be reconfigured into a formalized internship-like experience for students. Most UTEP students do not have the means to forgo paying jobs for experiential internships; this new programming allows students to earn a wage while attaining this type of mentorship and professional development experience.

The integration of the various engagement experiences into the course and academic expectations of students helps ensure that students receive course learning credit for their engagement. At the same time, students minimize the burden that could be added to students if they are expected to allocate additional time outside of courses to effectively achieve this level of engagement.

In summary, the UTEP Edge framework recognizes its students' financial and time limitations and encourages integrating curricular and co-curricular practices, including community-based, into research, first-year experiences, and internships.

## **C. Professional Activity and Scholarship**

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### **C.1.**

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), (e.g., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc)? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Indicate whether the faculty are tenure-track or part-time/non-tenure track Also, describe how this scholarship has been supported since your last classification.

Support for faculty engagement has grown and led to an increase in community engaged publications and scholarly works. There has also been an increase in faculty who integrate community engagement into their courses, currently we have a count of 327 who integrate service-learning or academic-based community engagement practices into their courses. Also helpful is the existence of the Community of Practice - Community of Community Engaged Scholars, an affinity group focused on service-learning best practices made up of tenured, and non-tenured faculty (some part-time and with other administrative appointments).

Dr. Isabel Baca, Associate Professor of English, (College of Liberal Arts) has taught service-learning courses for 22 years. She routinely publishes on her service-learning work in venues such as Reflections: Public Rhetoric, Civic Writing, and Service Learning. Featured Example: Baca, I. (Ed.). (2012). Service-learning and Writing: Paving the Way for Literacy (ies) Through Community Engagement. Brill.

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Dr. José D. Villalobos, Associate Professor of Political Science, (College of Liberal Arts) has taught large classes on s-l as well as upper-division courses with focused projects on service-learning voter registration efforts. Featured Example: "Easing into a Community of Engaged Scholars: How to Gradually and Successfully Incorporate a Service Learning Component into the Course Curriculum," presented at the International Sun Conference on Teaching and Learning in March 2015. The presentation was hosted by the UTEP Center for Excellence in Teaching and Learning (CETaL), now operated as the Center for Faculty Leadership and Development. The conference integrated service-learning as a featured track.

Dr. Sandor Dorgo, professor of Kinesiology, (College of Health Science) has been key in expanding the capstone experience course in College of Health Sciences to engage students with older adult physical fitness programs that has grown in the past 10 years. Featured Example: Dorgo, S., King, G. A., Bader, J. O., & Limon, J. S. (2013). Outcomes of a peer mentor implemented fitness program in older adults: A quasi-randomized controlled trial. *International journal of nursing studies*, 50(9), 1156-1165.

Drs. Amy Wagler and Larry Lesser, professors of Mathematics (College of Science). Wagler regularly integrates community issues into her statistics and mathematical courses while partnering with community-based organizations, and Lesser is the former Director for CETaL, responsible for inclusion of Boyer's Model in publication tracking in Digital Measures and the Sun Conference. Featured Example: Wagler, A. E., & Lesser, L. M. (2011). Teaching statistics to culturally and linguistically diverse students. In *Proceedings of the 2011 Joint Statistical Meetings* (pp. 821-830).

Ms. DeAnna Varela, Lecturer (non-tenure track) in Entering Student Program, integrates service-learning in her entering student courses and Women's Studies upper division courses. Featured Example: Varela, D. (2018). Entering Students Practicing Social Justice and Activism through Research, Service Learning, and Documentary Film Making. In M., G. N., & Gonzalez, A. L. *Community engagement and high impact practices in higher education* (pp. 23-31). Dubuque, IA: Kendall Hunt Publishing Company.

## C.2.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

The co-creation of knowledge with community partners is a critical factor regarding how our community engaged scholars operate. Scholarship has been supported through recognition at the peer and institutional levels through news stories, events and awards that include both faculty and community partners.

Dr. Eva Moya, Associate Professor, Social Work Department established numerous collaborations with community partners. More recently, she partnered with the Opportunity Center for the Homeless (OC) to create a more equitable balance between clinical practice, policy and advocacy, moving graduate macro courses from the University campus to the OC. Featured example: Moya, E. M., Chavez-Baray, S. M., Martinez, O., Mattered, B., & Adcox, C. (2018). Bridging the Gap Between Micro and Macro Practice to Address Homelessness in the US-Mexico Border Region: Implications for Practitioners and Community Stakeholders. *Reflections* (Long Beach, Calif.), 24(1), 102.

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Dr. Guillermina Nunez-Mchiri, Associate Professor of Sociology and Anthropology works closely with Josue David Lopez, from the City of El Paso's Parks and Recreation department and have developed a nine-year partnership to support senior athletes in the El Paso Senior Games. Together, Dr. Nunez and Lopez have co-written grants, co-presented and published for both Parks and Recreation and academic audiences. Featured Example: M.,G.N., Lopez, D.J., & Marrufo, C. (2018). Anthropology and Service Learning: Building Bridges Across Generations to Challenge the Social Stigmas of Aging. In M., G. N., & Gonzalez, A. L. (eds). Community engagement and high impact practices in higher education (pp. 157-168). Dubuque, IA: Kendall Hunt Publishing Company.

Dr. Thenral Mangadu, Associate Professor, Public Health, whose partnerships with community organizations has led to securing resources for both research and the implementation of programming and interventions on issues such as HIV/AIDS, interpersonal violence, and effective health promotion. Featured Example: Mangadu, T., Pinto, J. F., & Guevara, P. (2017). Regional and Cultural Norms Shaping Substance Abuse, HIV and Hepatitis C Virus Risk and Prevention Needs among Minority Young Adults in A US-Mexico Border Community. International Journal of Health Sciences, 5(2), 28-41.

Dr. Joe Heyman, Professor of Anthropology addresses issues of immigration, security, infrastructure and border regional interests in collaboration with numerous border organizations and contributors across many sectors. He authored the featured example report, which was reviewed and published by a local nonprofit organization, Border Network for Human Rights and Border Action Network. Featured Example: "U.S.-Mexico Border Policy Report: Effective Border Policy: Security, Responsibility and Human Rights at the U.S.-Mexico Border" November 2008, Washington, D.C.

Dr. Elena Izquierdo is an Associate Professor of Biliteracy/Dual Language/EL Education in the Teacher Education Department. She is a strong advocate and recognized leader in the community for working strong partnerships with schools to improve biliteracy teaching and learning, and has developed workshops and trainings in conjunction with school leaders. Featured Example: DeMatthews, D., & Izquierdo, I., (2019). Dual Language Education: Teaching and Leading in Two Languages (1st ed). New York, New York: Springer.

### C.3.

How have professional staff contributed to the scholarship of community engagement (through conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (e.g., student program development, training curricula, leadership programming, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification.

UTEP Staff are supported to make contributions to the University as well as their respective fields. Through faculty mentorship opportunities, Educational Assistance Programming (EAP) for tuition cost-reduction, and travel support, staff are encouraged to strengthen their professional knowledge and development, then given the opportunity to disseminate it at proper venues. Ten years ago, the EAP existed, but not as many partnerships or relationships had been forged between faculty and staff to engage in scholarly endeavors.

Azuri Gonzalez (Ruiz) has served as Director of the Center for Civic Engagement (CCE) for over 16 years. She presents at venues such as Campus Compact and the Engaged Scholarship Consortium, and is part of the National Forum of Chief Engagement and Outreach Administrators and the Metropolitan Universities Journal Editorial Board: Featured Example: M., G. N., & Gonzalez, A. L. (2018). Community engagement and high impact practices in higher education. Dubuque, IA: Kendall Hunt Publishing Company.

Jennifer Lujan, Assistant Director of the CCE is an active scholar as a member of the Outreach and Engagement

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Practitioners Network. She contributed to three chapters within the referenced book above. Featured example: Schober, G. & Lujan, J.M. (2018). A Standardized Service-Learning Structure: A Model for Partnering with Multiple Community Organizations in a Single Course. In M., G. N., & Gonzalez, A. L. (eds). Community engagement and high impact practices in higher education (pp. 157-168). Dubuque, IA: Kendall Hunt Publishing Company.

Christian Corrales, Director of Community Relations and On-Campus Student Employment in the Division of Student Affairs, co-taught a course on community advocacy & leadership with a faculty member Dr. Angus Mungal. They will be presenting a paper that was as a direct result of the course at the forthcoming 2019 American Educational Research Association (AERA) Conference. Featured Example: Community Resistance to the Forced Separation of Migrant Children (forthcoming presentation paper).

Cynthia Marentes, Director of Community Engagement for the College of Liberal Arts, is responsible for facilitating community engagement within the College of Liberal Arts. As a result of a partnership with Wise Latina International and through the "Leadership, Education, Advocacy, Development" (L.E.A.D.) initiative presentations were co-constructed with faculty and partners. Featured Example: Nunez-Mchiri, G., Marentes, C. (2018, November), L.E.A.D: A Mexicana/Chicana Feminist Leadership Model for Transformation and Social Change: Leadership, Engagement, Advocacy, and Development (LEAD) Latina Leadership on the US Mexico Border. Panel presentation presented at the National Women's Studies Association Annual Conference, Atlanta.

Arturo Barrio, Senior Advisor to the President on Mexico and Latin America is an alum and unique contributor to the University's mission to partner with Mexico and Latin America as part of our regional focus. Through his role, he facilitates relationships with educational, civic and public entities to help international students and professionals attain an education either at UTEP or collaboratively with UTEP. Featured Example (translated): Barrio, A. (2017). "Best Practices and Transferable Experiences." 1st State Forum on Higher Educational organized by State of Chihuahua. June, 23, 2017.

## D. Community Engagement and other Institutional Initiatives

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### 6.1.

Indicate how community engagement directly contributes to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty, and describe what has changed since the last classification. Provide relevant links if available.

UTEP's mission centers on the principle of providing open-access and opportunity for every student in a region that is primarily Hispanic and economically disadvantaged. This principle is reflected throughout institutional areas and activities including teaching, research, and service.

The El Paso Collaborative for Academic Excellence (EPCAE), for example, works with community stakeholders to improve the K-16 pipeline to ensure that all students in the El Paso region have access to quality education. The collective effort has improved high school completions rates in the region, closed the gap in outcomes between groups, and dramatically increased the matriculation of graduates into higher education. Today, UTEP student demographics mirror those of the region it serves, which is more than 80 percent Hispanic.

Similarly, UTEP's research activities also address diversity and inclusion goals. For example, the Border Biomedical Research Center (BBRC) addresses health disparities relevant to the population of the US-Mexico border. BBRC researchers consistently engage with the community to study issues and improve health

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outcomes in the region.

UTEP's community service efforts have also made an impact in diversifying the workforce. For example, UTEP works with engineering firms (e.g., Boeing) and business firms (Prudential) to create internships for Hispanic students who are underrepresented in high skill sectors. Furthermore, UTEP is also committed to diversifying the professoriate. UTEP is currently one of the top producers of Hispanic graduates and one of the top ten institutions of origin for Hispanic Doctorates in the country. The recent Carnegie R1 classification is also evidence that UTEP is a rich environment for the training of future researchers in the country.

## 6.2.

Indicate how community engagement is connected to efforts aimed at student retention and success, and describe what has changed since the last classification. Provide relevant links if available.

Retention is the lynchpin to UTEP's Student Success Framework, and one of our four key student success outcomes (Student Success Framework document); it is also at the heart of our Quality Enhancement Plan, the UTEP Edge. The Edge framework elevates opportunities and pathways for student engagement in high impact practices--especially community engagement--as primary means to achieving improved student retention, degree completion, and transition to graduate school and career. We are highly cognizant of the fact that engagement and retention, at all levels of education, essentially function as proxies for each other: the engaged student is the retained student/the retained student is the engaged student.

## 6.3

Indicate whether the campus institutional review board (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available.

UTEP strives to maintain equitable and sustainable partnerships and relationships with community organizations and partners. We understand that a single mismanaged relationship with a community partner can give the entire university a poor reputation. UTEP recognizes the potential for such occurrences and provides faculty and researchers the resources to begin and sustain positive relationships with community partners. Most recently, the Center for Civic Engagement (CCE) and Community and Academic Partnerships for Health Science Research (CAPHSR) offered a session on 'Principles of Partnership' as a reminder to partners and UTEP faculty and staff about what it means to truly collaborate and consider the needs, capacities, and desired outcomes of all parties involved.

Additionally, UTEP's Institutional Review Board (IRB), a unit under the Office of Research and Sponsored Projects (ORSP) and currently assured by DSHS and FDA, follows all applicable guidelines for the conduct of human subject research and has a number of practices that support community engagement. The IRB includes at least one community member at any given point on the review board. This is a specific requirement of SACSCOC but is a requirement that is adhered to with appreciation for its purpose. Second, the UTEP IRB is a collaborative partner with major school district offices (these are external research review offices), institutions of higher education within the region, and is the IRB of record for the County's University Medical Center. Third, IRB staff regularly visit community partners where research may take place. The purpose of these visits is for the IRB to gain better and proper understanding of stakeholders' or potential human subjects in a manner that informs IRB processes and practices. The better they understand the context of the community partner organizations, the better they can flag or protect human subjects and the organization (though the organization is not specifically their purview). Fourth, the IRB gives trainings and presentations where they also highlight the importance of taking the organizations into account when conducting research. Through these presentations, researchers

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acknowledge the undue burden that may be placed on organizations to carry-out surveys. For example, organizations may need to provide their staff additional resources, compensation, or training to carry-out additional tasks in support of the project. In some cases, organizations may not have the capacity or infrastructure to implement or assess surveys. Training participants are made aware of potential occurrences and provided with best practices for working with community partners of different types. Training participants are encouraged to communicate and preserve respect for the entity and their requirements. For example, IRB submission procedures require a letter of support from collaborating partners whenever research will be conducted at a site; research cannot be conducted prior to receipt of that letter. Last, and perhaps most unique, as a way to reciprocate with community, the IRB offers IRB approval processes for community organizations for free. On a yearly basis, the IRB office may review about 10 and help identify a faculty sponsor/mentor to work closely with the community organization.

## 6.4

Indicate whether community engagement is connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students, and describe what has changed since the last classification. Provide relevant links if available.

Along with UTEP's growth in research portfolio, we have also experienced growth in NSF and NIH funded grants. As mentioned previously, the Office of Research and Sponsored Projects (ORSP) provides support to ensure that the community core is adequately addressed in proposals, but more importantly, specific infrastructures are in place to support faculty and students' ability to meet the overall objective of expanding the broader impact of research.

One of these examples is the Border Biomedical Research Center (BBRC) located within the College of Science and supported by the Research Centers in Minority Institutions Program. BBRC is administered by the Research Resources at the National Institutes of Health. The BBRC has existed for 25 years. Alongside NIH's emergent expectation to incorporate community engagement (since the last classification), it has strengthened its capacity to support the translation of research that can be made from the bench to the clinical setting, and into the community. The BBRC includes two co-directors for the community engagement core.

The BBRC community engagement core (CEC) creates partnerships between researchers and community stakeholders to disseminate and translate findings emanating from BBRC research projects. The goal of the CEC is to build a sustainable infrastructure that fosters investigative collaboration and translation of project findings throughout the scientific community and the Paso del Norte border region. They strive to include interdisciplinary researchers working in collaboration with community stakeholders, whom can address the complex and multi-faceted problems faced throughout the region. These concerted efforts have resulted in faculty mentoring and training the next cadre of scientists, resulting in innovative strategies and solutions. <https://www.utep.edu/science/bbrc/core-facilities/community-engagement-core.html>

## 6.5. Does the institution encourage and measure student voter registration and voting?

Yes

### 6.5.1

Indicate whether the institution encourages and measure student voter registration and voting , and describe the methods for encouraging and measuring student voter registration and voting and what has changed since the last classification.

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Provide relevant links if available.

Since the last classification, UTEP has engaged in a number of efforts and initiatives to support and encourage student and community voting and embraces its role in supporting the democratic engagement of its community.

First, there are a number of offices on campus with members of their staff (including students) who are deputized to facilitate voter registration. Voter registration drives are held on and off campus throughout the year and are especially visible and accessible during election seasons.

The CCE also coordinates and manages programming associated with the electoral process and has a collaborative partnership with the El Paso County's Election's Office. The CCE also represents UTEP in community-based organized committees for county-wide community voter outreach and education efforts. UTEP emphasizes the importance of registration, voting, and service at the polls. UTEP has especially taken an active role in helping to diversify the poll stations with a younger demographic, and one that is readily available to assist with helping voters operate electronic voting machines. In addition to supporting poll worker training, the CCE coordinates with classes to engage students as poll observers or as presenters at high schools on the overall voting process. Data is gathered and utilized for educational purposes in courses on all activities.

In addition to the CCE's programming, faculty and students from various units are engaged in voter outreach and engagement. The Student Government Association offers student leadership in raising awareness about elections and often facilitates visits from candidates on campus. The Vice President of Student Affairs also sends out a number of bulletins and e-mails to the entire student body to encourage voter participation. The Union Services Department also collaborates with the Election's Department to facilitate UTEP's participation as a mobile Early Voting Site during each election. At the time of the last application, UTEP was assigned only one day of early voting. Since then it has now successfully made the case for hosting two days of Early Voting on campus.

UTEP has also taken advantage of opportunities to increase the number of resources and tools offered to students for voter engagement. From 2014 to 2016, the UT System made a membership to TurboVote available to UT campuses. UTEP continues to employ many of the strategies learned to inform its ongoing voter outreach efforts. Last, UTEP participates in the National Study of Learning, Voting, and Engagement (NSLVE) and is now working to cross-reference that data with existing voter registration data from the last 6 years. To do this, UTEP has committed to establishing a standing committee to coordinate voter outreach efforts campus-wide. It was learned in 2008 that a significant increase in voter outreach and educational initiatives emerged on campus where coordination and cohesion could have been better. This committee will work to reduce potential duplication of efforts and improve coordination of promotion of the initiatives in a timely manner.

## 6.6

Indicate whether the institution is committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement, and describe what has changed since the last classification. Provide relevant links if available.

UTEP is committed to providing students with numerous opportunities to "discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming." As an R1 university located on the U.S.-Mexico border, UTEP ensures that all students have access to the kinds of academic activities that help create critical thinking skills. Below are a few highlights of these opportunities:

Classes/Programs

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- African American, Chicano Studies, Women and Gender Studies, Religious Studies
- Hispanic Heritage Celebration, Cesar Chavez Day, La Chicana (Course)
- Religious Studies courses: Gender and Religion: Women in the Middle East, Major World Religions, Daoism and the Environment
- Women's Studies and Gender Program: teaching courses that center on controversial issues surrounding gender, gender identity, sexuality, and sexual orientation
- Annual Women's History Month Conference each spring students, faculty, staff, and community members present panels, workshops, and plenary sessions on topics related to gender. This year's conference will include sessions by students and faculty on topics like conversion therapy and the coming out process, running for political office as a woman, and academic research on female indigenous communities.
- Stanlee and Gerald Rubin Center for Contemporary Arts offered several recent exhibits that explored border controversial issues that students and the community interacted with during gallery and class tours, lectures, and workshops.
- UTEP's Centennial Museum has an exhibit on a historic neighborhood in El Paso currently under threat of destruction for a new municipal project titled *Where the World Met the Border: El Paso's First Ward*. At the time of the submission of this application, it opened its "Caged Art" exhibit of depicting art produced by children detained in Tornillo's Children's Detention Camp.
- Dr. Larry Lesser, Professor of Mathematics, often brings issues from the daily news into his classroom. Recently, Dr. Lesser had his Statistics class discuss and research the data behind claims of President Trump that El Paso's crime rates improved after the construction of a border wall in our region.
- Within the department of Social Work, many classes cover controversial issues and opportunities are given for students to become engaged in campus and community issues related to the work they will be doing. Dr. Eva Moya, Associate Professor of Social Work, shared examples like workshops on "Transgenerational Transmission of Trauma" for both students and professional counselors in El Paso,
- Advanced Care Planning" workshops, and a "Humanitarian Response Forum" covering responses to immigrants and asylum seekers in the border region.
- Dean's Dialogue where the current Dean of Health Sciences, Dr. Shafik Dharamsi, moderates discussion on civic engagement and the public good.
- Dr. J. Aaron Waggoner, Assistant Director of the Graduate School at UTEP, reports that they hold regular forums collectively titled *Discussions on Diversity in Higher Education* which "focus on timely issues related to inclusion."
- A.R.I.S.E, the Academic Revival of Indigenous Studies and Education, group holds events such as lectures and workshops as well as constructing traditional indigenous structures on campus to bring attention to indigenous cultures and people.

## 6.7

Indicate whether your campus has curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above, and describe what has changed since the last classification. Provide relevant links if available.

UTEP recognizes that a prosperous society provides opportunities for innovation, and is invested in connecting people with the resources to develop and realize concepts. Examples of pathways to innovation and social entrepreneurship are described below.

In 2018, the Mike Loya Center for Innovation and Commerce and the Center for Hispanic Entrepreneurship hosted their 5th Annual Rookie Entrepreneur Workshop. The week-long program teaches high school juniors and seniors about business, finance, and networking. Since its start, the program has served more than a hundred students. The Mike Loya Center seeks to develop the region's economy by promoting a culture of

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innovation and entrepreneurship at the confluence of business administration and engineering, through research, education, and collaboration.

Other examples include the Engineering Education and Leadership (E-Lead) program in the College of Engineering. E-Lead seeks to build character, competence, and capacity by immersing students in real-world experiences. Additionally, in 2018, the College of Business Administration launched an entrepreneurship minor, which is available to business and non-business majors. The minor also supports cross-credit provisions for prerequisites. These programs provide critical elements of knowledge and practice that shape responsible citizens and future leaders.

Furthermore, UTEP's new GAIA Makerspace, an open space with 3D printers, virtual reality tools, and other enhanced technology, offers hands-on technical experience and collaboration alongside experts. The space brings together individuals from different backgrounds and provides them with a space to showcase their unique abilities. GAIA Makerspace is currently looking into partnering with outside entities to move ideas outside the campus lab environment.

In 2018, the University received more resources to promote entrepreneurship when UTEP became a National Science Foundation (NSF) Innovation Corps (I-Corps) Site. NSF I-Corps seeks to commercialize research to solve problems that challenge society. Designed on the Lean LaunchPad-an experiential learning program from Stanford University-NSF I-Corps teaches students and faculty about real-world market discovery. UTEP I-Corps teams receive training, mentorship, and funding to pitch business ideas. Given the similar scope of operations, these teams work closely with the UTEP Office of Technology Commercialization, and the Mike Loya Center mentioned above.

Additionally, UTEP is a member of the UT system Texas Venture Connect. This program seeks to speed up commercialization of research and ideas by pairing mentors, experts, and inventors. Currently, three UTEP teams are participating in the Venture Connect program.

Last, UTEP recognizes that entrepreneurship should not be limited to science and technology. For example, the Center for Arts Entrepreneurship (2017) together with El Paso Pro-Musica, led and mentored by world famous Grammy winning cellist Zuill Bailey, connect artists with entrepreneurial opportunities and helps them create regional impact through their talents. Programs like those mentioned above instill an entrepreneurial mindset to develop products and services that can improve society.

## **E. Outreach and Partnerships**

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

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## 1. Outreach

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### 1.1

What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification?

Describe three examples of representative outreach programs:

UTEP embraces its transformative role as an intellectual, cultural and socioeconomic asset to the region, offering programs to meet human resource needs and contribute to prosperity and quality of life. Since the last application, many of these programs and examples have evolved to include a stronger partnership focus to address community needs.

Over the last 10 years, UTEP's Professional and Public Programs (P3) has expanded programing to strategically target area industry, businesses, and government agencies. P3 is the entity that offers the community with credit and non-credit academic and lifelong learning opportunities for professional development, personal enrichment and academic growth. In addition to courses held at the UTEP campus, P3 conducted professional development training at community partner facilities such as the El Paso Police Academy; the County of El Paso; Automatic Data Processing, Inc. (ADP); Fort Bliss; and GECU, one of the largest locally-owned financial institutions in El Paso. P3 also facilitated 18 customized leadership-training sessions for Fort Bliss staff members at Fort Bliss Garrison Command on Effective Leadership of High Performance Organizations, Organizational Behavior and Personal Leadership Styles, and Organizational Communication & Effectiveness.

Another example provided during the last classification was the CCE's housing of the Nonprofit Enterprise Center, a resource center for nonprofit organizations. After recognizing that the model was not financially and operationally sustainable, the Center for Civic Engagement (CCE) strategized to regularly partner with other expert entities to offer programing and support to nonprofit organizations. For example, in 2016, the CCE along with United Way and the Paso del Norte Health Foundation, hosted a regional nonprofit conference. This group collaborated with the One Star Foundation and First Lady of Texas, Cecilia Abbott, whom served as the conferences featured speaker. The conference offered 15 workshops to nonprofit organizations on topics selected by a community advisory group.

Another nonprofit partnership involved the Texas Rio Grande Legal Aid and Texas CBAR. In the summer of 2018, this collaboration resulted in free, nonprofit legal clinic sessions to community organizations. Today, as part of a longer-term sustainable approach, the CCE is now part of a six-year old community-based committee that helps inform the development of a curriculum for nonprofit organizations in the El Paso/Juarez/New Mexico region.

The last example is also one that serves older adults. The last application reported on the existence and purpose of the Center for Life Long Learning, which is now known as the Osher Lifelong Learning Institute (OLLI). The institute offers its members an educational and social environment that values their knowledge and prior work experience. Together, OLLI members co-create learning experiences and engage with the UTEP campus and in some instances with students. For example, in the fall of 2017, OLLI brought together former Peace Corp volunteers to meet with UTEP students to learn more about volunteerism. Furthermore, in the fall of 2018, OLLI offered the Birding, Exploring our Wildlife course which explores and promotes contribution to the community through Citizen's Science.

### 1.2

What changes have taken place regarding institutional resources (co-curricular student service, work/study student

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placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach.

UTEP's outreach to the community is intentional and palpable. As the only comprehensive 4-year degree granting public research university in the El Paso community, UTEP is a great source of community educational, cultural, athletic offerings.

Since the last application in 2015, the University made significant strides to transform the heart of the campus into a large open area reminiscent of urban plazas located across the Paso del Norte region and in Mexico, where residents congregate and celebrate life. The transformation strengthened the connection between the city and the university by converting streets and parking spaces at the center of campus into pedestrian walkways and green spaces knitting together campus buildings. The redesign was a \$33 million project aimed at promoting outdoor learning, engagement, and student retention. Additionally, the design serves as a green space welcoming community outreach events (e.g. volunteer recruitment fairs, UTEP's Open House Orange and Blue days, and Movies on the Lawn). Through this enhancement, UTEP contributes to the community's quality of life by providing a sustainable landscape that can improve cognitive function, reduce stress, and offer opportunities for physical exercise.

In addition to the campus' physical transformation, the development of the UTEP Events Calendar is helping to grow and promote community offerings. Colleges, departments, and units across campus are now able to promote events to the campus and the community in a centralized calendar. UTEP's new Campus Map supplements the event calendar by providing campus visitors with a Birdseye view of the campus and individual buildings, making vehicular and pedestrian navigation much easier. Furthermore, the online Campus Map is tied to the Miner Metro shuttle system, allowing riders to track the exact location of the shuttle.

The Center for Faculty Leadership and Development (CFLD) is providing additional professional development resources on campus. Through the CFLD, and the UTEP Campus Edge Professional Development Platform, faculty and staff can view an online suite of workshops and trainings geared specifically for personal and professional growth. Some of the workshops are marketed as 'Campus Expertise'. These workshops are given by UTEP faculty, enabling them to share their expertise and resources to larger audiences outside of their colleges. All events publicized on the UTEP Edge platform are open to university guests and the community. Community organizations also have access to UTEP's Institutional Review Board when community-based research proposals require or desire such an approval process. The IRB office further connects these organizations to faculty "sponsors" who may also provide additional guidance and support for community organizations conducting their own research.

Last, with regard to work-study, UTEP allocates 21% of its federal work-study and 20% of its state allocation to community organizations. This happens in the form of community-based internships where organizations host and mentor work-study eligible students who in turn serve as interns. In many cases, these collaborative relationships result in full-time employment for students once they graduate. Examples of community partners include the Center Against Sexual and Family Violence, El Paso History Museum and the Child Guidance Center.

## 2. Partnerships

This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most

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recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

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## **As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:**

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to <https://www.brown.edu/swearer/carnegie>.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

## **Survey Questions**

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual

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- benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
  7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
  8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email:

**The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.**

## Partner #1

Project/Collaboration Title	Young Achievers Forum
Organization Name	Community en Accion
Point of Contact	
Email	
Phone	
Institutional Partner	Vice President for Student Affairs
Purpose of this collaboration	An annual event hosted by CommUNITY en ACCIÓN (CEA) that gives middle school students and their parents the college experience for a day to introduce postsecondary education as an achievable goal to families who may not otherwise have this exposure. Each year, the forum brings approximately 1,000 students and 200 parents to the University of Texas at El Paso (UTEP) and New Mexico State University (NMSU) for a day of inspiration, motivation, and education.
Length of Partnership	4 years
Number of faculty involved	
Number of staff involved	6-8
Number of students involved	1,000 annually
Grant funding, if relevant	None

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Impact on the institution	The forum is a partnership between UTEP and Community en Acción (CEA), a local civic non-profit organization of leaders dedicated to advancing the economic, civic and social well-being of Hispanics in the region. YAF began in El Paso County in 2011. The forum brings approximately 1,000 sixth grade students and their parents to campus for a day of inspiration, motivation and education. Parents receive information on what they can do to help prepare their children for post-secondary education. Student participants rotate through a series of presentations delivered by more than 100 professionals volunteering to speak about their careers. Also, more than 100 UTEP student volunteers serve as guides to the student participants throughout the day.
Impact on the community	This partnership focuses on empowering future generations to value the importance of going to college. YAF has the goal of changing the mindset of poverty through education in order to overcome the cycle of poverty.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

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## Partner #2

Project/Collaboration Title	Community academic Partnership Core team for addressing HIV/AIDS related disparities: Mujer Saludable, Familia Feliz; Mental Health Awareness Training; MAI-SI Project; Pregnant and Post-Partum Women (PPW) Grant
Organization Name	Aliviane Inc.
Point of Contact	
Email	
Phone	
Institutional Partner	Public Health Sciences, UTEP
Purpose of this collaboration	Community-based and community engaged services, training and assessment related to Substance Use Disorder (SUD) and HIV prevention, treatment and recovery, and mental health promotion in minority communities in the El Paso region.
Length of Partnership	since 2013
Number of faculty involved	3
Number of staff involved	15-20
Number of students involved	15 research assistants; 90 peer educators
Grant funding, if relevant	\$6.8 million
Impact on the institution	This partnership provides vital services to the campus and community that range from HIV and HCV testing and education, to mental health and first aid training for campus first responders. More than 100 students have been trained and/or employed as peer health educators that enhance the collective health of the student community on campus. More than 20 fully funded research assistant positions have been implemented, and eight Masters Theses/ graduate research projects have been completed in collaborative projects with community partners. Staff positions were created with the establishment of five full-time program coordinator positions funded that all employ UTEP graduates. The success of the partnership has led to more than 20 conference presentations; the implementation of a campus violence prevention mobile app, and five federally-funded projects of regional and national significance through community-based and placed interdisciplinary research that have a direct impact on the community.
Impact on the community	Presently, more than 5000 individuals have been served through HIV/HCV testing, SUD prevention, treatment and recovery interventions, violence prevention, mental health promotions and/or healthy nutrition intervention. Additionally, local health professionals trained in mental health and SUD-related interventions have provided additional resources to the community along with more than fifteen promotoras who were trained. The expansion of a core team in community-academic partnerships for research with Aliviane Inc. was developed to include six regional partners. Later, the Healthy Model Food pantry established to encourage nutritious eating practices in the community. The community has also been served culturally and linguistically sensitive-families through therapy/behavioral treatment provided to women, children, fathers, and family members.

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Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #3

Project/Collaboration Title	YWCA Partnership with UTEP Golden Age Program
Organization Name	YWCA Paso del Norte Region
Point of Contact	
Email	
Phone	
Institutional Partner	Kinesiology Undergraduate Curriculum.

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Purpose of this collaboration	The Golden Age Program is a carefully designed community-based exercise program for older adults to address chronic disease risk, functional capacity, cardiovascular fitness, muscular strength and endurance, and injury prevention in a highly social environment.
Length of Partnership	The program began on campus over 12 years ago, and as of four years ago, it was taken into the community to address the need to reach people who could benefit from the program but could not travel to campus.
Number of faculty involved	1
Number of staff involved	7-10
Number of students involved	1,711
Grant funding, if relevant	
Impact on the institution	The Golden Age program helped reached to 1,039 older adults assisted in YWCA El Paso del Norte. The impact has been so beneficial that they have agreed to further strengthen their collaborative partnership and expand the Golden Age program to additional locations. Kinesiology students have been recruited to spend one-on-one time with the program participants, which provides students the opportunity to enhance their confidence, critical-thinking, and sense of social responsibility.
Impact on the community	As reported in the research data collected by YWCA members enrolled in the Golden Age program have experienced an improvement in strength, mobility and overall data. Over 1,039 older adults have been part of this program as well. Today, the program is available at a location on the East side of El Paso to more effectively serve the needs of the area. The Golden Age program offers multiple membership opportunities to meet the physical and financial circumstances of the community it serves, and provide access to healthy lifestyles through exercise.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	

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Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #4

Project/Collaboration Title	FIRST Robotics - JrFLL, FLL, FTC and FRC
Organization Name	FIRST In Texas (FIT)
Point of Contact	
Email	
Phone	
Institutional Partner	College of Engineering,
Purpose of this collaboration	The purpose of this partnership is to attract K-12 students into engineering through FIRST® robotics competitions to encourage the pursuit of education and careers in STEM-related fields, inspire them to become leaders and innovators, and enhance their 21st century work-life skills through high-impact experiences that develop skills such as entrepreneurship, problem-solving, and teamwork.
Length of Partnership	9 years
Number of faculty involved	2
Number of staff involved	4 student staff; 1 Assistant Dean
Number of students involved	~100 volunteers/year
Grant funding, if relevant	

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Impact on the institution	Our partnership has served to produce a pool of quality future engineers that are better prepared with skills to be more successful as an engineering/computer science major. The competition hosted at UTEP on March 2 – 3, 2019 included participants from 27 high schools from grades 9-12. UTEP engineering students and faculty hosted the competition, and introduced a new group of potential students to the University. Engineering students were challenged to think beyond their academic skills, and participate in meaningful face-to-face interactions with an emerging group of young researchers.
Impact on the community	This partnership has given K-12 students the opportunity to participate in the competition unlike any other that is supported by UIL and has advancement beyond the city and state. K-12 students are encouraged from an early age that college is an option for them, and that the University in the community recognizes their potential. K-12 students are now exposed to STEM-related projects at a much earlier age, and are able to creatively immerse themselves, therefore whetting their appetite for technology and education at a young age.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	

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Phone	
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## Partner #5

Project/Collaboration Title	Digitizing the Bracero Archives
Organization Name	Border Farmworkers Center
Point of Contact	
Email	
Phone	
Institutional Partner	Association of Applied Borderlands History/ History Department
Purpose of this collaboration	The Bracero Program brought millions of Mexican workers to the United States that maintains historical and cultural relevance in the region. Digitizing the Bracero Archives provides undergraduate and graduate students the opportunity to assist in the digitization of an important collection of Bracero Program documents while assisting the Border Farmworkers Center in making the collection accessible to families of Braceros, community members, and scholars.
Length of Partnership	4 years and ongoing
Number of faculty involved	1
Number of staff involved	
Number of students involved	30
Grant funding, if relevant	
Impact on the institution	This project provides significant skill development for undergraduate and graduate students in project management and using their historical training outside of the classroom. Students are exposed to archival work in the digital age that gives them hands-on experience in a high-impact practice, which cultivates skills ranging from research and scholarly work, communication, and confidence. This partnership directly aligns with UTEP's goals of preparing UTEP students for life-long intellectual and ethical challenges.
Impact on the community	The digitization project will result in community access to tens of thousands of historic documents regarding migration and the Bracero Program of 1942-64. Community members who lived during the Bracero Program era and new generations will be able to learn about this important period in American history and connect it with life in the region then and now. The partnership bolsters UTEP's goal to disseminate knowledge based on our geographic location and to provide access to information on and off campus.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	

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Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #6

Project/Collaboration Title	Smart Cities/Urban Connector Project
Organization Name	City of El Paso Parks and Recreation Department
Point of Contact	
Email	
Phone	
Institutional Partner	Women's and Gender Studies/Sociology and Anthropology, in a partnership with Computer Science and Engineering
Purpose of this collaboration	The purpose of the Smart Cities/Urban Connector Project is to improve the quality of life for older community members by making transportation more accessible. Participants in the project conduct surveys of older adults at 11 senior centers to develop an application to assist with the mobility and transportation needs of seniors in El Paso. This new partnership builds upon an eight-year partnership with the City's Parks and Recreation Department and their annual Senior Games. An interagency agreement form was recently updated to include more academic departments such as Computer Science and Engineering.

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Length of Partnership	One year (three semesters, including summer research) recent research on top of an eight year-partnership
Number of faculty involved	5
Number of staff involved	2
Number of students involved	50
Grant funding, if relevant	Department of Transportation
Impact on the institution	Students in anthropology course were trained in research ethics prior to conducting over 400 surveys in 11 senior centers that established a strong foundation vital to conducting research. Data has been analyzed and students in computer science are now developing the Urban Connector application that will help prepare them for future job opportunities and graduate school programs. The project includes undergrads in liberal arts, one graduate student in social work, and three graduate students in computer science and engineering, which has helped to encourage cross-campus collaborations between students, faculty, and departments on campus. About 45 anthropology students conducted surveys, two of which are now fully funded. COURI students this year will pursue funded undergraduate research under my supervision. co-authored a chapter on the Senior Games partnership in the book Community Engagement as a High Impact Practice (2018) based on our collaboration.
Impact on the community	To improve the health and quality of life for older adults in El Paso who have limited mobility and transportation needs. Students have connected with the community by recognizing the ways in which the data they have collected can have a positive impact on their community. The development of the app will enable and empower older members of the community who have mobility issues, and will provide the seniors an opportunity to maintain engagement in the community in their older years.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #7

Project/Collaboration Title	Using data for ecological change
Organization Name	The Frontera Land Alliance (TFLA)
Point of Contact	
Email	
Phone	
Institutional Partner	Department of Mathematics, UTEP
Purpose of this collaboration	The Frontera Land Alliance protects natural areas of land, farms and ranches, water and wildlife for future generations in the west Texas and southern New Mexico region of the Chihuahuan Desert. TFLA works engage students in quantitative research projects that address current objectives of the Frontera Land Alliance and provide support to Frontera Land Alliance programming.
Length of Partnership	3.5 years
Number of faculty involved	1
Number of staff involved	
Number of students involved	~35
Grant funding, if relevant	

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Impact on the institution	This partnership has improved teaching and learning for UTEP students who take undergraduate and graduate level statistics courses by exposing students to field-based projects. The partnership began with a conversation between Dr. Amy Wagler and Executive Director of the TFLA Janae Renaud Field about working on some field-based projects to identify surface water contaminants in the region. Since that time, Dr. Wagler and her undergraduate and graduate level students have worked with the TFLA to understand and describe economic effects of land conservation. This reflects the current strategy of the TFLA as they work with industry and government partners who have vested economic interests in land conservation. Students are currently working with TFLA to improve methods for assessing community views about land conservation. These experiences have influenced how students perceive the power of data-driven research and how they can employ their statistical expertise to address issues affecting their communities. Students report that they not only learned about the role of natural open space in an urban region such as El Paso, but also understand better how they can use their newly acquired quantitative skills to address issues of concern to themselves and community members. Most students reported that this was an important and unanticipated benefit of the course in statistical inference.
Impact on the community	The Frontera Land Alliance is committed to educating the public about land conservation. In this capacity, the organization has set up workshops for landowners, government officials and the general public to help them learn about the various methods that can be applied to conserve lands and the benefits to be derived from that process. This partnership has contributed to TFLA fulfilling this core mission and reaching a younger generation who value land conservation. She currently serves on the Board of Directors for TFLA and also leads a subcommittee on Educational Outreach for the TFLA. She works with the TFLA Executive Director to organize service days for UTEP students to work on trail management (on TFLA managed open space) and graffiti removal in natural areas of the region. A report produced by Dr. Wagler's students informed the TFLA Board of Directors about the economic impact of open space on single family real estate. Dr. Wagler's graduate class is currently working on redesigning the TFLA survey and writing a sampling plan for TFLA that can be used to survey community members with the aim of understanding community views and expectations about open space and land use. This survey and sampling plan will be used in the future for collecting data for grant proposal and reporting purposes.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #8

Project/Collaboration Title	Volunteer Income Tax Assistance; <a href="http://www.freetaxeselpaso.org/">http://www.freetaxeselpaso.org/</a> (electronic tax preparation, assistance with Individual Tax Identification Numbers, referrals to the Low Income Taxpayer Clinic, workshops on tax rights and obligations)
Organization Name	The Coalition for Family Economic Progress
Point of Contact	
Email	
Phone	
Institutional Partner	College of Business Administration (COBA), COBA Students, Financial Services, UTEP Police Department, Student Affairs Outreach, Student Affairs Marketing, Facilities Services
Purpose of this collaboration	The purpose of VITA is to prepare free, safe, secure, electronic tax returns for our surrounding UTEP community of households with incomes of \$52,000 or less as well as for UTEP's international population. Because of our partnership, we contributed to the \$15.7 million returned to El Pasoans through the completion of 9,0206 accepted tax returns in 2017 (we will have 2018 numbers after the tax season ends); the VITA program prepared 1,322 tax returns; they were prepared and submitted by UTEP students; locations included UTEP and five area high schools.
Length of Partnership	Approximately five years (to my knowledge).
Number of faculty involved	1
Number of staff involved	Approximately 7
Number of students involved	30
Grant funding, if relevant	VITA Grant

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Impact on the institution	This valuable service is available on campus to students, faculty and staff within the income threshold, which helps encourage financial responsibility to the campus population. Additionally, students are able to develop a sense of social responsibility by recognizing the valuable services they are able to provide to vulnerable populations in their community.
Impact on the community	The ACS 1-year survey shows the per capita income for El Paso was \$21,198 in 2017, which means that a large proportion of the community can benefit from this program. Out surrounding community takes advantage of this on campus service during the regular tax season that solidifies the efficacy and need of this vital program.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #9

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# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Project/Collaboration Title	Work Study Mentorship Program
Organization Name	Ysleta Independent School District (YISD)
Point of Contact	
Email	
Phone	
Institutional Partner	UTEP Office of Admissions & Recruitment – Transitional (transfer) Specialist and various departments and/or colleges depending on the need or request in our PK-12 schools.
Purpose of this collaboration	To enhance higher education and contribute to the public good through community-based teaching and learning initiatives that enrich student education, promote civic engagement, and improve the community while capitalizing on the region's and UTEP's social and intellectual capital. This program aligns UTEP with the 60 x 30 State plan by participating, encouraging, and assisting PK-12 Region 19 schools with a college going culture; assisting graduating seniors with the college application process.
Length of Partnership	Approximately 10 years
Number of faculty involved	Less than 50
Number of staff involved	Less than 100
Number of students involved	At least 18,500 Pk-12 students
Grant funding, if relevant	THECB Work-Study Mentorship Program (WSMP) Grant
Impact on the institution	According to the United States Census in 2011, 69% of the undergraduate students from El Paso County are from zip codes with per capita incomes of less than \$19,900 per year, which suggests many students cannot afford to go to college unless they are also employed. This program has been effective in that enrollment has consistently increased every year, and embodies UTEP's mission of providing access and excellence.
Impact on the community	Approximately half of UTEP's student body is composed of first-generation college students. Many students come from households who earn less than \$20,000 annually, which contributes to a culture in which college-aged children stay close to home to financially contribute to the household. Innovation and outreach informs, encourages, promotes community, a sense of belonging and so many other collateral benefits for parents, students and our ISD partners. Today, UTEP continues to be the primary source of preparation for professional educators in this region; an estimated 75% of all teachers have earned degrees from UTEP.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #10

Project/Collaboration Title	Air Quality Education
Organization Name	El Paso Independent School District (EPISD)
Point of Contact	
Email	
Phone	
Institutional Partner	UTEP Center for Environmental Resource Management
Purpose of this collaboration	Air quality issues are a great concern in the region. A collaboration between UTEP faculty and EPISD teachers to develop, test, and implement curriculum modules that are embedded in the district's curriculum plan and that address air quality issues globally and specific to the binational border community. Lessons also address environmental health and environmental justice; they are inquiry based and meet national EE and Texas science standards.
Length of Partnership	5 years
Number of faculty involved	12

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Number of staff involved	4
Number of students involved	75 from UTEP; Thousands from EPISD
Grant funding, if relevant	Environmental Protection Agency, U.S.-Mexico Border Environmental Education, Outreach and Support Program, 66.037. Supported in part by a grant from the USEPA Office of Air and Radiation, Grant #IT-83509301
Impact on the institution	A close association between UTEP and local school districts is vital as we share environmental concerns and successes, and as thousands of El Paso students enter fields of study at UTEP that will lead to a strong cadre of local professionals who can combat problems related to a stressed desert environment and the economic, political, and social issues that encompass our border community. This partnership between K-12 schools and the university has always been strong; however, increased interaction and collaboration adds strength. The Border Air Quality Curriculum partnership has indeed strengthened this collaboration as thousands of El Paso ISD teachers have more understanding and greater access to UTEP resources. UTEP professionals and students entered their classrooms to lead science projects, and high school students visited the campus to participate in hands-on engineering workshops. The collaborations spread beyond the designed project: the communication system led to a large project funding high school students to intern on the UTEP campus, and contacts with community members involved in the environmental movements related to air quality led to a book documenting the stories of aging factory workers in the now demolished ASARCO smelter.
Impact on the community	The air in our binational community has been particularly affected as the Paso del Norte hosted oil and metal refineries; major transportation hubs for interstate traffic; the intense transportation demand of the scores of U.S. factories on the Mexican side shipping goods back and forth; one of the largest U.S. military bases; and transportation needs for more about 1.5 million people living in and around El Paso and Ciudad Juárez. Sandstorms and inversions are common. Our children have higher incidences of respiratory problems and live in proximity to many of these pollution sources. With funding through EPA, UTEP and El Paso Independent School District, over five years, worked together to create a set of curriculum modules to address air quality in a border context. BORDER AIR QUALITY CURRICULUM, is embedded in the district's curriculum and is free and available to everyone in Spanish and English at <a href="http://BAQed.utep.edu">BAQed.utep.edu</a> . Examples of student activities include: <ul style="list-style-type: none"> <li>• Third graders learn about particulate matter and ozone. Coco the Chameleon teaches them how to read the air quality index so they can avoid playing outdoors when breathing the air may be unhealthy. All schools now post the air quality chart and children learn how to read the chart and prepare for high ozone days.</li> <li>• Sixth graders measure temperature changes in ambient air compared to CO2 to understand the greenhouse effect and the foundation of climate change. They create public service announcements about the climate issues for the school news channel and their families.</li> <li>• Students in seventh grade use scientific databases to learn about cities with high air pollution levels and examine the relationship between income, education, and health. They propose reasons why environmental conditions and poverty affect health.</li> <li>• Eighth grade students explore causes of thermal inversions and use data sources to find the major pollution sources affecting local air quality.</li> <li>• Using the important environmental history of the ASARCO copper smelter located near downtown El Paso, high school students learn how to identify sources of air pollution, the chemical behavior of these polluting compounds, and then explore options to reduce chemical air pollutants.</li> <li>• Students in Environmental Science examine environmental justice through the history of the copper smelter and use wind rose data to identify trends and ways that wind direction may affect air quality. They use scientific data to understand how our actions affect our neighbors in Mexico and develop solutions to improve regional air quality.</li> </ul>
Project/Collaboration Title	

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #11

Project/Collaboration Title	UTEP Nonpartisan Voter Registration Project
Organization Name	El Paso County Elections Dept.
Point of Contact	Elections Administrator & Administration Coordinator Elections
Email	
Phone	
Institutional Partner	Center for Civic Engagement (CCE), Dr. Jose Villalobos, Political Science Department, UTEP

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Purpose of this collaboration	Every vote counts, and this partnership works to register new voters both on and off the UTEP campus (Paso Del Norte Region). For this, the El Paso County Elections Department provided initial training sessions and resources (including full access to registration form upon request) and from there I would work with students in their service-learning experiences to provide community members with information and access to the voter registration process.
Length of Partnership	4 years
Number of faculty involved	1
Number of staff involved	3
Number of students involved	600+ (approximate total over time; varies by semester)
Grant funding, if relevant	
Impact on the institution	The project has helped to significantly raise voter awareness and participation while also raising UTEP's visibility as an institution supportive in getting people involved in a nonpartisan manner with voter registration. Therein, UTEP has contributed, for example, to a record turnout (with long lines) of 920 voters for UTEP's single day of early voting for Fall 2016 and has encouraged local officials to add more early voting days for UTEP in subsequent elections. This has contributed to a great sense of civic and social responsibility on campus.
Impact on the community	This project has consisted of a years-long effort (September 2015-present) that led to over 12,000 voter registrations of El Pasoans with the help of over 600 student service-learning volunteers. With help from this program, the community has experienced a revitalized sense inclusion and representation in local, state, and national elections.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #12

Project/Collaboration Title	Science Circus Days
Organization Name	Guillen Middle School
Point of Contact	
Email	
Phone	
Institutional Partner	UTEP Undergraduate Course - Teaching Science in Intermediate and Middle Grades
Purpose of this collaboration	Early interest in science is important to the development of young minds. "Science Circus Days" were initiated with Dr. Hsu's research grant They are ongoing public events to provide preservice teachers with opportunities to teach science to the public. For each Science Circus Day, Dr. Hsu coordinates with local museums (e.g., Insights El Paso Science Center, Centennial Museum) and school principals and teachers to arrange field trips bringing their students to these museums. Dr. Hsu's undergraduate students bring various educational materials (e.g., posters, models, hands-on activities) to engage museum visitors of all ages. The purpose is to provide UTEP preservice teachers with opportunities to teach science to real students by providing Guillen middle school students opportunities for engaging in fun science activities outside of their classrooms.
Length of Partnership	2 years
Number of faculty involved	1
Number of staff involved	2
Number of students involved	41
Grant funding, if relevant	University Research Institute Award

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Impact on the institution	In Science Circus Days, the preservice teachers gained new insights about their teaching practice and were very proud of their contributions to the community. These teaching experiences allow preservice teachers to develop confidence in science teaching that may help them overcome obstacles when they become science teachers.
Impact on the community	An overwhelming majority (more than 85%) of these visitors (e.g., Guillen middle school students) rated Science Circus Days as “very successful” and said they enjoyed the event tremendously and learned a great deal about science, therefore incentivizing continued interest in science-related fields and promoting children to encourage their families to explore the various science centers available to the public in the community.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

**Partner #13**

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Project/Collaboration Title	State Employee Charitable Campaign (SECC)
Organization Name	United Way of El Paso
Point of Contact	
Email	
Phone	
Institutional Partner	UTEP SECC Committee Members representing various partners
Purpose of this collaboration	The State Employee Charitable Campaign (SECC) was created by legislation in 1993. The committees ensure the campaign is conducted fairly and equitably under a strict set of guidelines which give donors confidence in both the charities that benefit and the methods used to solicit. United of El Paso serves as the local Campaign Managers for the State Employee Charitable Campaign. They provide the management and oversight while also assisting with trainings, campaign materials or special event assistance. The State Employees Charitable Campaign provides State of Texas employees with the most efficient and consist pathway possible for charitable giving. It is the only statutorily authorized workplace campaign for state agencies and higher education employees can donate to charities.
Length of Partnership	Annually for several years (Beginning date unknown)
Number of faculty involved	168
Number of staff involved	394
Number of students involved	6
Grant funding, if relevant	
Impact on the institution	UTEP Employees volunteer during this annual giving campaign by financially contributing to charities that support local and state charities. It is a two month period in which UTEP employees intentional and generously support the community in which they live. Over the last ten years, 4884 UTEP Employees have raised \$1,005,021.27 for charitable causes on a local and state level through the SECC. This has contributed to a campus culture that values social responsibility and works to influence the UTEP community to continue to be engaged in the community.
Impact on the community	Contributions from SECC directly improve the quality of life for people in El Paso and statewide, and supports a wide variety of vital health and human services. Through the efforts and generosity of many state employees since then, the campaign has grown to exceed \$8.485 million donated to charitable organizations in 2015. The Texas campaign is one of the largest state employee campaigns in the nation and continues to grow.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #14

Project/Collaboration Title	Human Rights and Migration in the U.S.-Mexico Borderlands (note: there is no one formal title for the collaboration).
Organization Name	Hope Border Institute
Point of Contact	
Email	
Phone	
Institutional Partner	Center for Inter-American and Border Studies
Purpose of this collaboration	The purpose of this collaboration is to conduct and promote research, academic programs, and public outreach on the Americas and Border Studies. These include culture and language, the arts, economics, trade, society and migration, history, ecosystems and environment, sciences and engineering, politics and government, health, and education. Research and education on human rights and migration at the U.S.-Mexico border.
Length of Partnership	Approximately 2 years

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Number of faculty involved	2
Number of staff involved	1
Number of students involved	Both MA level (research methods course for two years has included activity on this collaboration) and undergraduates (see grant below) based on this collaboration.
Grant funding, if relevant	NSF Research Experience for Undergraduates
Impact on the institution	This collaboration has served to bolster a strong sense of knowledge and identity of the region. This has strengthened UTEP's MA in Latin American and Border Studies and helped to bring in a highly prestigious NSF REU Site project. See below on fall 2018 "teach-in," a hybrid university-community event. Additionally, students have gained an increased level of global and community awareness while also teaching critical-thinking and research skills.
Impact on the community	UTEP has enabled media and hundreds of audience members (filled EPNGCC twice) to access important current affairs reports. We contributed significantly to the documentation/research process and hosted their public presentations. Also, in fall 2018, CIBS and Hope Border Institute co-sponsored a major university/community event with 300-400 people (standing room only at Tomas Rivera Center: an immigration teach-in in the aftermath of the child separation crisis and other traumatic El Paso events in summer 2018. Presenters included almost all the major immigration organizations in Ciudad Juárez and El Paso.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #15

Project/Collaboration Title	Design and construction of the "Hamaca" Suspension Bridge in Utuado, Puerto Rico
Organization Name	Asociación de Comerciantes y Profesionales Utuadeños, Inc.
Point of Contact	
Email	
Phone	
Institutional Partner	UTEP College of Engineering, Civil Engineering Department (Dr. Ivonne Santiago)
Purpose of this collaboration	<p>Design and Build Suspension Bridge that connected two communities in Utuado, Puerto Rico. The island of Puerto Rico was devastated by hurricanes Irma and Maria. The New Mexico State University student members of Aggies without Limits (AWL) approached Dr. Ivonne Santiago to see how they could help in the recovery efforts. Dr. Ivonne Santiago is originally from Puerto Rico and knew well that the mountain towns, that rely chiefly on agriculture, were the most affected by the hurricane. Immediately, Dr. Santiago embarked on the project with the help of the UTEP student organization Engineers for a Sustainable World (ESW). With the goal of finding a viable project for the students, Dr. Santiago connected with government officials on the island. After speaking with several emergency management directors, during November and December 2017, a decision was made between the students from NMSU and UTEP to select a service learning project in Utuado. In January 2018, a group of students and faculty advisors from both institutions went to Utuado. In conjunction with the Municipality, the decision was made to build a pedestrian suspension bridge to replace the one destroyed by the flood water from the hurricane. This project was selected because the bridge connects two sides of a low-income community and was not likely to receive federal funding for reconstruction. After the project selection, students visited the neighbors and connected with the Association of Businesses and Professionals ("Asociación de Comerciantes y Profesionales Utuadeños, Inc.) for assistance. The mayor offered a covered basketball court for the students to camp and the design process started. During this time, Dr. Santiago connected and coordinated with local contractors, concrete companies, hardware stores and other building suppliers. In May 2018, crews of students started arriving. Work started from day one, and with help from the Association, we were invited to local radio shows that we used to disseminate the project. Volunteers started arriving, bringing food, snacks and candies for the students. We even had about 20 volunteers from the SUNY Marine Merchants help us for three days. The bridge was completed in June 2018. In August 2018, Dr. Santiago took the plaque for the bridge and held a small ceremony with the Association of Businesses.</p>
Length of Partnership	7 months

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Number of faculty involved	1
Number of staff involved	1
Number of students involved	20
Grant funding, if relevant	
Impact on the institution	This project has been like no other at UTEP due to the fact that it was made evident that the students can put into practice their Engineering knowledge and skills to help communities, regardless of the location . In the Civil Engineering Department where Dr. Santiago works, the culture of the Department has changed to the point that the revised Strategic Plan of the Department will include a service learning component in which we apply Engineering in service of communities. This project raised awareness about the capacity that the students have to generate socio-economic changes in communities through volunteerism and partnerships among institutions, community organizations, and local governments. I truly believe that projects like this help the institution to recognize that community service can be exalted to scholarship of service learning and truly transform lives.
Impact on the community	The community is able to safely cross the river to access their mail and public transportation. Additionally, this bridge is an icon of the community that also attracts local tourism. Local residents near the bridge, who are mostly low-income people and rely on their home-businesses to make a living have also benefited. Residents have small restaurants, sell candies and/or souvenirs out of their homes. After three weeks, Dr. Santiago and one of the students went door to door to ask neighbors how they felt about the bridge and the students work. One of the residents, Mr. Franciso González said (English translation): "I thank God for you, because you have left your homes and your families, the states where you come from and have volunteered to come and give your time to help us rise up. That..that is unforgettable, something we can never forget. How come people who do not know us, can love us and come here to spend time with us". The impact can be best validated by a poem written by one of the neighbors, Mr. Rafael Cruz-Tirado in honor of the students and as a token of gratitude to the UTEP and NMSU students (English translation follows): !Qué vivan los ingenieros! Y las ingenieras!! Ya la hamaca tiene sombra, tiene color, tiene brío, tiene caballos y río, tiene un pueblo que la nombra. Y en esa vívida alfombra de los jóvenes viajeros tan sencillos, tan obreros que de sus lujos prescindan, ¡ Qué bueno que no se rinden qué vivan los ingenieros! English translations follows: La Hamaca already has shade, It has color, it has brio, has horses and river, It has a town that names it. And on that vivid carpet of young travelers so simple, so industrious that of their luxuries they dispense, Good thing they do not give up Long live the Engineers!
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of Texas at El Paso on 9/12/2018. Last modified on 7/19/2020.

Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## 2.2

In comparing the “partnership grid” from your previous application/classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

UTEP's mission has consistently operated as a place-based institution where its dedication to the region has been ingrained in its community engagement practices. Yet, over the last ten years, there has certainly been an increase in the quantity of community engagement partnerships, as well as an improvement in the quality of such partnerships.

Overall efforts to support community engagement at UTEP have provided faculty and students with pathways by which they can successfully engage partners. Ten years ago, partnerships were led by faculty who had to pave their own way as they sought to coordinate, track, and organize community partnerships, with limited support from the Center for Civic Engagement (CCE). Today, by contrast, faculty and students have an infrastructure that cohesively supports training, programming, communication, student engagement, rewards, assessment, funds/grants management, and dissemination in connection with community engagement and partnerships.

Furthermore, 10 years ago, the Community Academic Partnerships for Health Sciences Research (CAPHSR) was the only entity on campus that consistently brought partners and academics together to identify and adhere to principles of partnership. Today, there is more campus-wide knowledge and resources for the reciprocal and mutually beneficial development of these partnerships.

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The ample opportunities and spaces where dialogue about community engagement takes place has made it possible for UTEP to self-reflect with community partners on how partnerships and collaborations can improve. Similarly, peer-to-peer dialogue among faculty has created a culture of support and constructive critiques for the creation of these partnerships. These wide-spread enhancements are evident of the University's progress, and today, make it much more possible to provide specific examples of community engagement.

## 2.3

What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

Infrastructure changes to support community engagement have served as the primary force behind all improvements to community partnership practices and relationships. For example, the infrastructure of the Center for Civic Engagement (CCE), the Council, and the Fellows has allowed UTEP to prioritize efforts to make community engagement and partnerships more successful over time.

Additional initiatives to improve, sustain, and assess partnerships include the establishment of the annual data collection process, spearheaded by the CCE and the Council. As mentioned in previous sections, this process involves a request to each college department, asking for exemplar projects. Departments are asked to include specific data for each community organization partnership such as length, size, and project scope. In anticipation of the annual request for exemplars, attention is given to the quality of the projects and the manner in which they are evaluated and described. This process has helped to increase visibility and serves as a motivator for the sustainability of partnerships as well as an evaluation mechanism of these partnerships.

Additional actions include the establishment of the Community Engaged Scholarship Institute, the subsequent Community Engaged Scholarship Series, the SPACES sessions, and the Community of Community Engaged Scholars. These groups of engaged faculty and workshops focus on building capacity around understanding the competencies associated with building true community partnerships. The work done within these groups has improved faculty members' ability to deepen their own partnerships. These sessions have resulted in a common framework of language to better articulate partnership efforts and expectations, increasing the likelihood of establishing strong and functional partnerships.

Along with building capacity, UTEP has also taken steps to solicit feedback from community partners. In 2015, the University administered its first community perceptions survey. Results revealed that while community appreciated the interaction with the university through cultural and sport offerings, it also had additional interests in the engagement of faculty with community organizations who had specialized knowledge on issues impacting their mission. There was also appreciation for student engagement in community organizations, but there was also interest expressed in longer-term engagement by students. In addition to the survey, and more recently, in 2008 UTEP hosted a Community Forum where community partners were asked how UTEP could improve its community engagement efforts. Close to 100 individuals attended and recorded their responses. This forum was supported by the Council, which also includes community representatives.

Last, recognition and appreciation for community partnerships has also been helpful. By establishing awards and recognition events, community partnerships have been publicly highlighted and thanked for their collaborative work and impact. The growth in participation provides evidence that community partners and university faculty and staff appreciate the celebratory nature of these events.

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## 2.4

How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

There is great diversity in the types of partnerships at UTEP and each is assessed differently depending on its scope, purpose and structure. Large partnerships require significant participation from campus administrators such as the president, provost, and individual department leadership. On the other hand, other partnerships involve one-on-one interaction between a faculty member and a community partner leader. Additional partnerships are organized in clusters such as the previously mentioned CAPHSR, where a variety of partners are committed to a set of principles and evaluate the cluster's work toward common goals and objectives on a regular basis. CAPHSR, for example, holds an annual Thanksgiving gathering at which a report is prepared and presented to all participating community and university members. The gathering also incorporates reflective exercises.

Furthermore, a number of partnerships are formalized through memorandums of understanding (MOU's). These partnerships make use of MOUs as a framework, or reference, to evaluate the partnership. For example, the Golden Age Program has an inter-local agreement with the YWCA of El Paso. The agreement includes addendums where roles and responsibilities for both the community partner and the university are outlined. At the end of each project year, roles and responsibilities are jointly review and modified to make sure that each entity's purpose is being met, without burdening each other's responsibilities.

Other types of partnerships are evaluated based on the impact they seek to achieve, as is the case for the El Paso Collaborative for Academic Excellence (EPCAE). Recently, members of the Collaborative developed a scorecard to serve as a common measurement function of its citywide impact model. The scorecard delineates key metrics and indicators to evaluate the overall impact of the collaboration. The evaluation process is both data driven but also self-reflective. The self-reflection aspect of the collaborative led the group to increase its board size to increase participation from various community sectors. This enhancement intends to help address associated job market challenges, an additional EPCAE responsibility.

Last, other types of partnerships at UTEP employ program evaluation methods. The CCE sends evaluation forms to all stakeholders to gather feedback from student, faculty, and community representatives to assess the experience, impact, and views of each partner. This data informs the CCE of potential modifications to programing, and also provides a mechanism by which concerns may be raised and immediately addressed.

## 2.5

Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

In summary, UTEP has consistently operated as a place-based institution, requiring strategic outreach efforts to create and sustain mutually reciprocal partnerships with the community. UTEP's outreach and partnership strategies have grown since the last application, however, the University's upward trajectory remains driven by its commitment to the advancement of the region.

As mentioned in this section of the application, UTEP has expanded programming targeting area industry, streamlined partnerships with nonprofit agencies to share institutional resources, developed technology platform to promote new offerings, and given rise to campus groups with an expertise in all aspects of community engagement and scholarship.

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To capture and continue UTEP's foundation of community engagement, the Center for Civic Engagement (CCE) and its campus partners developed a Civic Action Plan. The plan serves as the University's roadmap to its continued upward trajectory. The Civic Action Plan was written to intentionally acknowledge existing outreach efforts, and to identify areas for community engagement improvements. Through the nine domains described in the Plan, UTEP can hold itself accountable for maintaining equitable and reciprocal partnerships in the efforts to address community needs.

The Civic Action Plan strongly reflects advancements and overall changes since the last classification.

In the plan, UTEP identified the following areas for enhancement:

- Continue to raise the centrality of community outreach, impact and reciprocity on an ongoing basis and wherever possible
- Improve community impact assessment efforts
- Identify additional effective ways to involve community members in decision-making opportunities
- Explore additional community engagement frameworks to capture both the essence and effectiveness of UTEP's community engagement (collective impact, anchor mission, or place-based).

College and unit-specific input into the plan noted strategies to include:

- ongoing alignment with the UTEP Edge
- integration into ongoing program specific activities
- integration into assessment efforts
- collaboration with the Faculty Leadership and Development Center
- the establishment of and coordination of community liaisons
- integration into the next institutional strategic plan
- building into additional presidential merit awards
- integration of core curriculum competency operationalization efforts; and
- inclusion into college specific mission statements.

## Reflection and Additional Information

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### (Optional)

Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

The overall process of utilizing the Carnegie framework for planning and communication processes on campus has been useful over the years. Each of the sections and questions provided the text and language to help communicate priorities among various stakeholders on campus. It was helpful to have the application, with a set timeline for completion, as a target date for achieving benchmarks UTEP had set for itself each year. Another observation worth noting was the ability to complete the application with significantly more comprehensive data and evidence. The amount of information that was readily available was a huge indicator of the progress UTEP has made over the last decade. People's willingness to support the application along with the understanding about the data being asked for was exciting and rewarding to witness and experience. Overall, this process was insightful and has certainly offered UTEP insights on a number of areas where it will seek to continue to make progress. The substantial leadership changes it has experienced over the last few years have also served as a test of the sustainability of UTEP's mission and purpose. It is the assessment of those who took

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on the task of representing UTEP's views in this application that the strong integration and institutionalization of community engagement will remain palpable and conducive to meeting the institutional mission in collaboration with the Paso del Norte Region for years to come. This is certainly a point of pride.

## (Optional)

Please use this space to describe any additional changes since your last classification not captured in previous questions.

-- empty or did not respond --

## (Optional)

Please provide any suggestions or comments you may have on the documentation process and online data collection.

-- empty or did not respond --

## **Request for Permission to use Application for Research:**

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service at Brown University, and for other higher education researchers as well.

Survey responses will be made available for research purposes only if the community partner provides consent.

In no case will responses be shared that identify the community partner or the campus - all research will honor anonymity.

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## **Please respond to A or B below:**

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**A. I consent to having the information provided in the application for the purposes of research. In providing this consent, neither I nor my community partner organization nor the campus I partner with will be disclosed.**

Yes

**B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree my identity or the identity of my community partner organization may be revealed.**

-- empty or did not respond --