

June 21, 2022

## MEMORANDUM

**TO:** M. Katherine Banks, Ph.D.  
President

**FROM:** Susan Ballabina, Ph.D. *Susan Ballabina*  
Vice President for Academic & Strategic Collaborations  
Working Group Chair

**SUBJECT:** Implementation Memo - Working Group #7

**Recommendation to be Implemented:** Community Engagement: Sunset community-focused programs that do not serve the needs of the community and establish new programs to best support the shared mission of TAMU and the state of Texas

### Strategic Considerations:

Working group members included representatives from various colleges and teaching, research, and outreach mission areas; the agricultural and engineering research and extension agencies; and community partners in both Bryan-College Station and statewide. The group discussed the university's land-, sea-, and space-grant status and the importance of service within those missions. Making Texas A&M resources and research available across the state, including within Texas A&M hub communities, was a key topic.

The primary charge of working group #7 was to create a vision for community engagement that (1) meets the needs of both TAMU and the State and (2) reflects the university's status as a land-, sea-, and space- grant institution. The working group considered seven focus areas (headings below) consistent APLU and Carnegie Foundation university community engagement standards and identified priorities within each of the areas. Highest priorities are in regular text with *secondary priorities in italics*. The appendix includes information about priorities' relevance, partnerships, and potential impact measures. The appendix also notes additional priorities, including early wins.

### PK-16 education

- Serve those not taking the traditional path (GED populations/adult populations).
- Support in-service programs to increase new teacher retention in underserved schools
- *Bring PK-12 students on campus, led by college students, to learn about leadership and career paths, with a focus on students in the Brazos Valley*

### Continuing education & workforce development

- Provide continuing education opportunities, including Certificates, CEUs, and non-credit courses
- Enhance access to skill training among marginalized populations for emerging workforce needs

#### Innovation catalyzation

- Partner with local economic and entrepreneur development programs to link to TAMU resources
- Institute community centered incubators for nonprofit and for-profit businesses/organizations
- *Foster social innovation that drives community development as well as economic development*

#### Participatory community research opportunities

- Elevate the importance and impact of faculty participatory community research in annual reviews, promotion processes, and awards
- Increase participatory research funding through internal grants and external proposal development programs
- *Improve support and training for faculty and student participatory researchers*

#### Community connections, collaboration, & service

- Fund seed grants for community and university partners' innovative engagement/service
- *Institute a community design studio/center to enhance local engagement with TAMU programs*

#### Citizenship & civic engagement

- Encourage tiered service opportunities for students to enhance commitment to citizenship
- Coordinate student engagement projects to minimize burden on partners and improve reporting
- *Revisit and promote/strengthen S (service) designation for service-related classes*
- *Investigate addition of service distinction to degrees*

#### Framework, metrics, and narrative

- Adopt a formal framework by which to measure engagement efforts and set baseline metrics
- Catalog, connect and support campus students, faculty, and staff already doing community engagement in each of the focus areas
- *Create and sustain a community engagement advisory group consisting of community and university stakeholders to provide strategic guidance and feedback*

Consistent with the charge to create a vision for community engagement and to unify the focus areas, the group presents the following mission and vision for TAMU's community engagement efforts, also available in the attached appendix.

#### Mission:

Texas A&M joins with our campus communities, Brazos Valley, statewide, and global partners to discover, develop and apply practical solutions that improve lives and create opportunities.

#### **Logistical Issues Addressed:**

The group discussed engagement practices the university excels at and should continue or grow, those we should discontinue (often duplication of services), and untapped or under-utilized opportunities. Through these discussions, the group added civic engagement as a focus area,

recognizing the need to build the skills and culture of community engagement. Several recommendations require collaboration across divisions.

**Major Challenges Encountered and Resolutions:**

Community engagement is a broad topic, and even with diverse expertise represented, not all engagement programs were addressed. An engagement framework and ongoing input from an advisory committee will guide implementation and expand considerations. The MGT process has been valuable in crafting the newly formed Economic Development & Community Impact department’s plan of work.

**Key Logistical Issues to be Completed and Timeline:**

- Institute a community engagement advisory committee by August 1, 2022.
- Economic Development & Community Engagement department begins implementing recommendations in Summer/Fall 2022, with additional input from the advisory committee.
- Identify engagement framework to guide implementation and evaluation by December 15, 2022.

Attachments: Appendix A: More detailed information about recommendations and process  
Appendix B: Complete list of recommendations, reasoning, possible partners, and impact evaluation  
Appendix C: Proposed Mission and Vision for TAMU Community Engagement

Approved:



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M. Katherine Banks, Ph.D.  
President

June 28, 2022

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Date

## **APPENDIX A: More detailed information about recommendations and process**

The community engagement working group met February 7- May 4, 2022, over seven sessions. Members included:

Cady Auckerman, College of Medicine  
Kevin Barge, College of Liberal Arts  
Will Brown, Bush School of Government and Public Service  
Jim Cline, Texas A&M Transportation Institute  
Tia Crawford, Student Affairs  
Rebekka Dudensing, Economic Development & Community Impact  
Kyle Gammenthaler, Mays Business School  
Max Gerall, The REACH Project  
Bill Helwig, Yoakum County Attorney  
Bruce Herbert, University Libraries/Geosciences  
Cliff Lamb, Texas A&M AgriLife Research  
Cindy Lawley, College of Engineering  
Fatma Marouf, School of Law  
Oscar Martinez III, IDEA Public Schools  
Jaimie Masterson, Texas Target Communities  
Janice Meyer, Continuing & Professional Education/PK-16 Engagement  
Mark Posada, Texas A&M Engineering Extension Service  
Alison Prince, United Way  
Lori Teller, College of Veterinary Medicine  
Jamie Rae Walker, Texas A&M AgriLife Extension  
Jessica Williams, College of Engineering Student/Student Government

The original MGT recommendation was to sunset community-focused programs that do not serve the needs of the community and establish new programs to best support the shared mission of TAMU and the state of Texas. The working group's initial charge was to create a community vision that meets the needs of both TAMU and the state; specific tasks included:

- Create a vision for economic and community engagement programs
- Determine criteria needed for evaluating and establishing community programs
- Recommend short-term opportunities for impact
- Suggest partnerships for success

Five original focus areas represented Community Engagement work at Texas A&M and tied to typical university community engagement efforts across the United States:

- PK-12 (which became) PK-16 Education
- Continuing education / Workforce development
- Innovation catalyzation
- Participatory community research opportunities
- Community connections, collaborations, and service

The team added two additional focus areas responding to additional engagement needs:

- Citizenship & civic engagement (representing the prerequisite learning process for community collaboration)
- Framework, metrics, and narrative (guiding the philosophy, organization, benchmarking, and storytelling of engagement efforts)

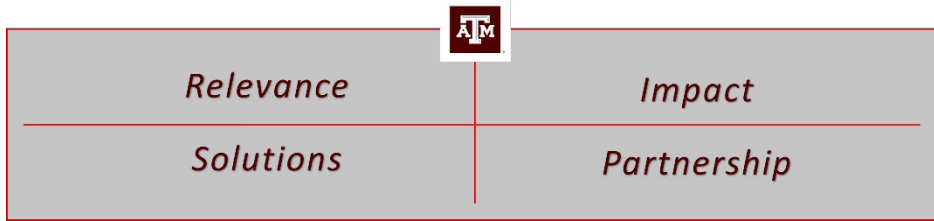
The working group discussed what aspects and programs within engagement are successful, which should be stopped, and what opportunities have unrealized potential. This discussion spurred the inclusion of new members with experience in various aspects of engagement, including both campus faculty and staff and Bryan-College Station community leaders.

Potential recommendations resulted from iterative discussions over multiple sessions. Group members considered how each recommendation solved recognized concerns/problems; how the recommendation was relevant to Texas A&M; possible partners in implementing the idea; and the information needed to measure the impact of implementation. The recommendations are the result of online voting by working group members. Recommendations in **bold** are the highest priorities with scores, *italicized* recommendations are secondary priorities. Potential early wins are marked by an asterisk (\*), even if they were noted voted a primary or secondary priority; in most cases, early wins are steps toward larger priorities.

A sub-group of the working group also drafted a mission and vision for the university's community engagement efforts. The mission and vision, in two forms, is included on the last page of this report.

APPENDIX B: Complete list of recommendations, reasoning, possible partners, and impact evaluation

PK-16 education

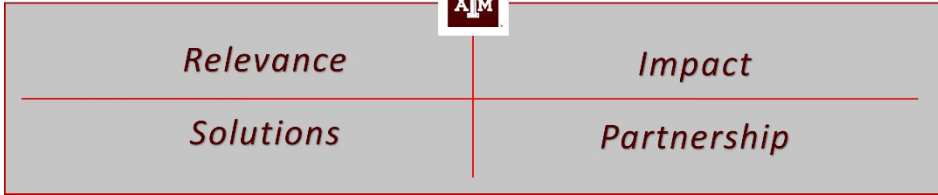


<i>Recommendation</i>	<i>Solution</i> to... Issue the recommendation solves	<i>Relevance</i> : Why TAMU is the right solver	Possible <i>Partners</i>	<i>Impact</i> : How do we tell the story/metrics
<b>Serve those not taking the traditional path (GED populations/adult populations).</b>	Texas lags the US in educational attainment. Texas Higher Education Coordinating Board set a goal for 60 percent of Texans aged 25-34 to achieve a postsecondary degree by 2030. (60x30TX)	Texas lags the US in educational attainment, but TAMU has online degrees and continuing education programs that may become preferred avenues for adult pops—perhaps including coordination with community colleges and system universities.	Workforce Solutions, Community Colleges, Greater Texas Foundation, statewide and other groups in workforce development programming	PK-16 program data; Census educational attainment data (long-term)
<b>Support in-service programs to increase new teacher retention in underserved schools</b>	Retention of new teachers is particularly difficult in underserved schools, with experienced teachers often opting to move to higher income districts.	TAMU offers numerous teacher in-service programs, continuing education opportunities, and the Brazos Valley Teach pathway program.	Other districts ( <a href="https://tntp.org">https://tntp.org</a> )	Inservice evaluation surveys; TEA longevity data by campus
<i>Bring PK-12 students on campus, led by college students, to learn about leadership and career paths, with a focus on students in the Brazos Valley</i>	Inequalities in educational outcomes between students and districts	Brazos Valley Promise for 1st Gen pathway; Some programs already exist (e.g., engineering SEC and SWE)-- see cataloging above; use non-STAAR dead-days to bring students on campus	Recruitment office and Advise Texas; ISDs, summer camps,	# and demographics of students engaged; matriculation data
Mentorship/intervention between college students and low achieving junior high kids	Difficulty of engaging low-performing, disengaged and unwilling teenagers in school	Large portion of undergraduates seeking service, strong education and human development college	Big Brothers Big Sisters, school districts	Outcomes of students mentored, #students reached

**Bold – Top priority; Italics – Secondary priority; \* – Potential early win**

Leverage tech and research opportunities to engage new students with short attn span (engage less engaged students in unique ways using tech)	Inequalities in educational outcomes between students and districts	TAMU is a national leader in research funding with strong technology-based programs	Khan Academy and similar resources	# and demographics of students engaged; matriculation data
Educate K-12 students on the need on higher education	Texas lags the US in educational attainment	As the state's land grant and part of a statewide system, we span the state's educational space.	High schools, community colleges	TEA matriculation data (mid-term); Census educational attainment data (long-term)
Outreach to TAMUS campuses other than CS (branch locations)	TAMU-CS cannot accept all students (54K apps for 12K freshman slots)	We can create pathways to higher education.	System colleges	System-wide matriculation data and TAMU transfer data
Career day demos/light touch activities and displays for check out	Students outside urban areas with children's and science museums often lack access to science and arts activities in the community.	TAMU faculty, staff, and students create exhibits for on-campus and other special activities that could be highlighted statewide.	Schools, Agency faculty and staff	Adoption; Cost; Possibly learning metrics in some scenarios (could potentially provide some research data back to faculty and students as well)
STEAM exhibits for checkout/ community museum/library tours.	Students outside urban areas with children's and science museums often lack access to science and arts activities in the community.	TAMU faculty, staff, and students create exhibits for on-campus and other special activities that could be showcased statewide.	Museum associations, community museums and libraries, schools, system agencies	Adoption; Cost; Possibly learning metrics in some scenarios (could potentially provide some research data back to faculty and students as well)
*Create and maintain a list of faculty who would do talks/demos at schools and other venues	Students and communities without university experts often have an interest in accessing information about special topics.	TAMU and agency faculty and travel statewide. Some have indicated a willingness to speak at schools and/or provide technical assistance.	Schools, AgriLife Extension, TEEX, TTI	Expert willingness (based on enrollment in program; adoption by schools/communities

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# Continuing education & workforce development

<i>Recommendation</i>	<i>Solution</i> to... Issue the recommendation solves	<i>Relevance</i> : Why TAMU is the right solver	Possible <i>Partners</i>	<i>Impact</i> : How do we tell the story/metrics
<b>Provide continuing education opportunities, including Certificates, CEUs, and non-credit courses</b>	Educational attainment concerns and desire for upskilling.	TAMU already has an extensive portfolio of continuing education and professional development courses.	Academic Departments Industry Associations Texas A&M System Agencies SERJobs	# students, courses, certificates; changes in income among graduates
<b>Enhance access to skill training among marginalized populations for emerging workforce needs</b>	Expand pathways to craft training/ skills	We have the network (AgriLife Extension, Engineering Extension)  Texas A&M System Agencies  We have the expertise and course content	Professional organizations, TML, Employers, Educators Librarians/Libraries Extension Agents	Activity: How many know about the program; Have access to the program; How many engage, how many complete; Impacts on job opportunities, salaries, job success
	Expand pathways to the 4-year degree program following Engineering & Education examples	We have the network (AgriLife Extension, Engineering Extension)  Texas A&M System Agencies  We have the expertise and course content	Community Colleges TSTC (State Technical College) School Districts	Number of students Demographics of students Retention of students Affordability Does it help distribute work force and decrease brain drain by allowing training in place

**Bold** – Top priority; *Italics* – Secondary priority; \* – Potential early win



Provide opportunities for continuing education, including Non degree programs and Night classes	Educational attainment concerns and desire for upskilling.	TAMU already has an extensive portfolio of continuing education and professional development courses.	REACH	# students, courses, certificates; changes in income among graduates
Expand Aggie Achieve to have a continuum of graduation options and increase community engagement	Difficulty in providing programming for students with different needs and abilities, promoting community connection after graduation	Existing program is a main community service for people with intellectual and developmental disabilities	MHMR Brazos Valley, Achieve, community groups	Community engagement of Achieve participants pre and post graduation
Expand and enhance Professional Associations (Public Works, Texas Municipal League, Workforce)	Educational attainment concerns and desire for upskilling.	TAMU already has relationships with and hosts conferences for/with many professional associations. The new BV Partnership position in EDCIE along with a new CPED position can elevate these services.	MOUs and relationships for training recurring partnerships	# MOUs, conferences, credits

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*Relevance*

*Impact*

*Solutions*

*Partnership*

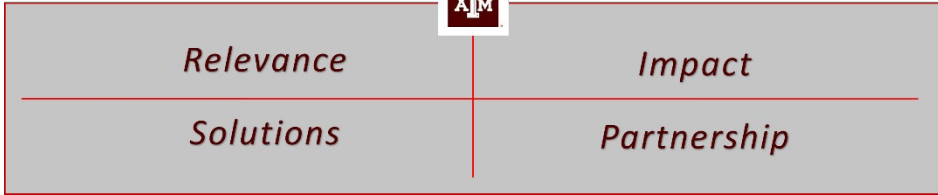
# Innovation catalyzation

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<b>Partner with local economic and entrepreneur development programs to link to TAMU resources</b>	Both the Brazos Valley and the greater Houston area seek to be hubs for innovation but moving from research to commercialization is challenging.	Current TAMU programs support entrepreneurs statewide, but visibility is not always optimal.	DesignSpark, BV EDC, Greater Houston Partnership, Lemonade Day	Business ventures launched, economic impact (\$ and jobs)
<b>Institute community centered incubators for nonprofit and for-profit businesses/organizations</b>	Small and mid-size businesses and orgs would benefit from community networking and university resources	TAMU is an innovation-based anchor institution	EDCs, DesignSpark, Cities, Entrepreneur programs, nonprofit community	Ventures launched, economic impact (\$ and jobs); # people served (for nonprofits)
<i>Foster social innovation that drives community development as well as economic development</i>	Social issues need creative solutions that extend beyond market (commercial) approaches	Students and faculty highly motivated to address complex social conditions	multiple TAMU programs, departments with interest in social and environmental solutions	Student and faculty outreach that moves forward new ideas
Expand entrepreneurship classes/certificate for all academic majors, project-based analyses	Entrepreneurship is largely siloed in Mays	Strong history of support for business	Engineering Entrepreneurship Certificate, McFerrin Center, academic departments (e.g., AGEC)	Student-created businesses and their success
*Publicize and promote entrepreneurial efforts/contests.	Help TAMU-affiliated entrepreneurs to launch within the Brazos Valley through visibility and networking.	Current TAMU programs support entrepreneurs statewide, but visibility is not always optimal.	McFerrin Center, New Ventures, REACH (minority bootcamp), Operation HOPE, Engineering Entrepreneurship	Business ventures launched, economic impact (\$ and jobs)
Build relationship to facilitate quick master's projects	Communities often need help quickly, and master's students need project.	Many MS and MA research projects are related to local projects/issues—but need to be done quickly.	Appropriate programs	# students and communities engaged in program; outcomes of research-related community implementations

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*Cross promote (with VPR and other offices) successful commercialization and general use of TAMU intellectual property.	The public often misses the connection between university research and improvements they see in real life.	TAMU experts do cutting-edge research in commercializable technology but may need help with commercialization.	VPR, TAMU Foundation, MarCom/the media	Stories, may be able to capture changing perceptions of research over time
Land use (HUB) from community connections, collaboration, & service also relates to innovation catalyzation	Innovation and Land use around housing creates a significant challenge	Ongoing relationships and research (as above); demonstrated need	College of Architecture, REACH	# residents, employee retention
Students could be tapped (e.g., TxTC style) to do lit reviews and help ID alternative designs/research	Small and mid-size businesses do not have access to labs or university library and extant research	Undergraduates with interest and creativity could do—example provided by TxTC and Mays program (e.g., TASK); relevant student experience	Instructors, research mentors	Case studies; # students, courses, or clients

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# Participatory community research opportunities

<i>Recommendation</i>	<i>Solution</i> to... Issue the recommendation solves	<i>Relevance</i> : Why TAMU is the right solver	Possible <i>Partners</i>	<i>Impact</i> : How do we tell the story/metrics
<b>Elevate the importance and impact of faculty participatory community research in annual reviews, promotion processes, and awards</b>	Faculty often feel the university (particularly promotion processes) do not value engagement.	As a major research university and a land grant, TAMU should set the standard in participatory research	CPI, VPR, Dean of Faculty, Faculty Senate	# projects, # engagements, case studies tracking success rates and best practices of engagement-prone faculty, possibly promotion & tenure (P&T) protocol amendment enhancing the importance of service
<b>Increase participatory research funding through internal grants (e.g., X-grants) and external proposal development programs</b>	Innovations in new work often require seed funding. Many funders (NSF, NIH, USDA) expect existing collaborations, but these partnerships take time and resources to form.	Framework exists within the arts (Visual and Performing Arts), research and could incorporate engaged scholarship and could be expanded. Often leads to much larger funding. Can incorporate engagement and multi-college collaboration.	Office of the President, Provost, Student Organizations	Partnerships formed, external funding submissions resulted from X-grant partnerships, community outcomes (may be case studies)
<i>Improve support and training for faculty and student participatory researchers</i>	Faculty not trained in participatory research and meaningful outreach may work in ways more likely to lead to frustration or even cause harm to communities.	TAMU has resources available to support researchers interested in participatory research, but coordination could improve visibility and promote mentoring.	Council of principal investigators (CPI), VPR	Faculty trained, success rates for grants requiring engagement (e.g., NSF)

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*Catalog relationships for matching between faculty and community	Many communities do not know they have access to faculty, and faculty do not know what communities need their expertise.	The VPR has an interest in helping researchers identify communities for research. AgriLife Extension surveys communities about local needs.	AgriLife Extension, VPR,	Case studies, number of new communities in partnerships
Incentivize community member participation in research	Communities may not be aware of opportunities for participation or may not believe it is worth their effort.	As a land grant university, TAMU can help reconnect the public to its university.	Extension, Councils of Government, Municipal League	Case studies, number of new communities in partnerships
Interdisciplinary student-driven research grants—build on Aggie research programs	Student research is not always connected to community needs	Large student research population	Aggie Research Programs	Community impact of research projects
Leverage land for research and integrated community partnerships	Rising land prices in Brazos Valley, need of physical space for some research and operations	Large land grant, history of public-private partnerships could be expanded to public-nonprofit	University Architect, long-range planning	Research generation, community economic development

**Bold – Top priority; *Italics – Secondary priority; \* – Potential early win***



*Relevance*

*Impact*

*Solutions*

*Partnership*

# Community connections, collaboration, & service

<i>Recommendation</i>	<i>Solution</i> to... Issue the recommendation solves	<i>Relevance</i> : Why TAMU is the right solver	Possible <i>Partners</i>	<i>Impact</i> : How do we tell the story/metrics
<b>Fund seed grants for community and university partners' innovative engagement / service</b>	Trying new engagement practices requires time and monetary resources.	Receiving a grant also conveys that others see value in an effort. Framework exists within the arts (Visual and Performing Arts) and could be expanded.	Office of the President, Student Orgs	Partnerships formed, community outcomes (may be case studies)
<i>Institute a community design studio/center to enhance local engagement with TAMU programs</i>	Lack of fabrication and trade skill practice facilities in BV	Technical expertise of Fisher EDC, Architecture labs, strong trade and art scene in BV	TEES, Architecture, Facilities	Use of center for collaboration projects, community members making art and practicing trades, student-community interaction, students and faculty design-build space.
*Opt-in for faculty: ethical community partnership training (faculty and student training w PI service contribution)	Faculty not trained in community partnerships and meaningful outreach may work in ways more likely to lead to frustration or even cause harm to communities.	TAMU has resources available to support researchers interested in participatory research, but coordination could improve visibility and promote mentoring.	CPI, Faculty Senate, VPR	Faculty trained, # engagement projects by new faculty
Enhance service learning with trusted partners	Students need service-learning opportunities in trusted environments	TAMU has numerous service-learning opportunities and ties to community partners	Cities, organizations, service-based courses	# students, # orgs, case studies
Expand/strengthen community outreach center	Internal (TAMU) and external stakeholders need support to connect, current efforts understaffed	Extensive range of uncoordinated community engagement	student affairs, academic programs	Increased and sustained ability to engage

**Bold – Top priority; Italics – Secondary priority; \* – Potential early win**

99-year lease as community HUB on campus	Campus workers leaving because of transportation/housing issues, community research often does not provide benefit	Large land available, need to maintain staffing levels, unique opportunity to pilot program	REACH project, campus staff, facilities planning	Staff quality of life and retention, research by action not theory
Community Service Fair modeled after career fairs	Students often have a tough time finding places to get their community service hours, generally using service-based student organizations as a middleman	BV has a thriving nonprofit scene and history of student involvement, connecting students directly to local nonprofits increases awareness as well as matches students with groups efficiently.	Local nonprofits, UCEN for event planning, Volunteer Opportunities Fair (LSC's VOF)	# of students, community groups in attendance, could also integrate a survey to count hours of service from students
Class-based program modeled on TxTC	Students need practical experiences and communities need assistance. They often benefit from the creativity of students.	TAMU and the system have existing programs, such as TxTX, that serve as models for class-based engagement and service-learning	TxTC, Academic Departments, AgriLife Extension	Measures already employed by TxTC, extension and similar programs (# student hours, community outcomes, etc.)
APLU certificate/ designation for students on diploma	Service is often not seen as a part of the educational experience at the same level as certificates, GPA, etc.	Designations signal formal measures of engagement and provide concrete steps and opportunities to deepen relationships.	APLU, Provost	Certification status, number, and quality of collaborations
Calendar of events (part live well; part community)	Community members and campus visitors alike struggle to know what is happening on campus and in the two cities, concerns about transportation and finding places deters community visiting campus	TAMU and our communities have a wide variety of events, and we could improve coordination. Will need to be promoted to the community b/c they won't know to look.	Live Well, the city calendar managers, UCEN and student org events	Implementation, adoption, use stats
TAMU as a convener of people	Environmental justice, affinity groups to serve public good	As a hub within the community, the university and community engagement professionals can bring faculty and community members together to catalyze collaborations. NC State provides an example of convening faculty fellows around engagement.	New BVP position	New connections (people), new projects undertaken, project impacts

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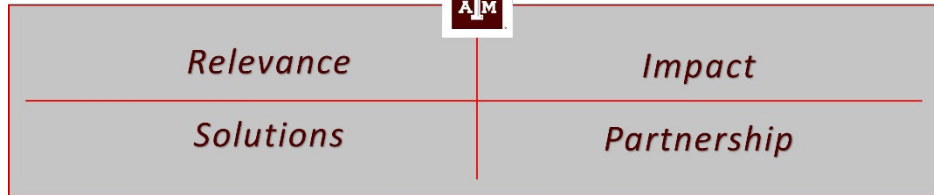
Tiered programs	Engagement takes many forms, and tiered programs may make engagement more approachable by scaffolding engagement from less intensive to more intensive levels, in turn fostering best practices.	A wide variety of engagement opportunities are underway at TAMU. The breadth of these programs provides the opportunity to create a taxonomy that leads to stronger engagement	Academic departments	A written tier scaffolding document. Longer-term measures of increased higher-level engagement, measures of community outcomes.
*Alumni advisory group	University research and engagement priorities do not always reflect community concerns.	TAMU has a large base of alumni, faculty, and community leaders who can help inform the university's perspectives and priorities.	Alumni, Community leaders, CPI	Plan documentation and evaluation
Build the infrastructure for community engagement	Engagement takes time to build; infrastructure would strengthen those processes	TAMU is an anchor institution with numerous partners.	Cities, local/regional organizations	Relationships built/strengthened; collaborations pathways implemented

**Bold – Top priority; *Italics – Secondary priority; \* – Potential early win***





# Citizenship & civic engagement

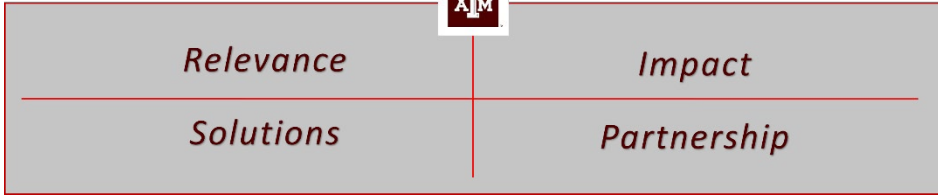


<i>Recommendation</i>	<i>Solution</i> to... Issue the recommendation solves	<i>Relevance</i> : Why TAMU is the right solver	Possible <i>Partners</i>	<i>Impact</i> : How do we tell the story/metrics
<b>Encourage tiered service opportunities for students to enhance commitment to citizenship</b>	Engagement takes many forms, and tiered programs may make engagement more approachable by scaffolding engagement from less intensive to more intensive levels, in turn fostering best practices.	A wide variety of engagement opportunities are underway at TAMU. The breadth of these programs provides the opportunity to create a taxonomy that leads to stronger engagement	Academic departments; Provost; Assoc of Former Students	A written tier scaffolding document. # classes offered by level, # faculty, # students; longer term alumni civic engagement (existing former student questionnaire)
<b>Coordinate student engagement projects to minimize burden on partners and improve reporting</b> (The design hub/incubator from innovation catalyzation could also help with coordinating projects and work.)	Nonprofits are approached by multiple individual students and student groups. Masters level more helpful than UG, but how do we make service impactful?	There is IRB to make sure research is appropriate. How can we make sure matches are appropriate and most impactful? (This is also why we need training for both faculty and students. And why we need staff involvement to coordinate efforts and communication and build continuity.)	Local and statewide nonprofits	Student placed, organizations partnering, project undertaken, people served (includes reporting metrics and findings to partnering organizations as well as maintaining internal records).
<i>Revisit and promote/strengthen S designation for service-related classes</i>	Service is often not seen as a part of the educational experience at the same level as certificates, GPA, etc. (See also recommendation for Service Distinction in degrees)	Designations signal formal measures of engagement and provide concrete steps and opportunities to deepen relationships. Also encourage faculty to pursue service and gain them recognition for service learning.	Provost, academic departments	# classes, # students, longer term alumni civic engagement (existing for former student questionnaire)

**Bold** – Top priority; *Italics* – Secondary priority; \* – Potential early win

<i>*Investigate addition of service distinction to degrees</i>	Service is often not seen as a part of the educational experience at the same level as certificates, GPA, etc.	Designations signal formal measures of engagement and provide concrete steps and opportunities to deepen relationships.	Provost	# students, longer term alumni civic engagement (existing for
Define and classify civic engagement in each academic discipline	engagement means something different across disciplines, which can introduce confusion in P&T discussions and in collaboration	TAMU and system agencies excel at interdisciplinary and transdisciplinary research. A common understanding of how discipline's classify engagement could reduce friction.	Academic departments	Written classifications, collaboration between disciplines on civic engagement _____
Expand student participatory action research	We need to build a pipeline of participatory researchers.	Students are the next generation of professionals and will be bringing their experiences to the workforce.	VPR, academic departments	# students, # faculty, # depts, # projects, continuation to graduate school for undergraduates
Identify opportunities conscious access and not just fee-based	Some communities with great need cannot afford to pay summer salaries and graduate student salaries.	As a land grant university, TAMU serves communities throughout the state. A commitment to conscious access also recognizes our DEI commitment.	SRS, deans	# no and low-cost opportunities, community impacted (Note: could also be tied to the granting program recommended under the participatory research focus)
Standing meetings with local government and A&M	Improved communication and collaboration on initiatives, partnership strengthened, lowering fear/hostility of community to campus	A&M makes large population of Brazos County	Local and university officials	Joint initiatives, community perception of A&M
Increase POLS 206/207 classes: engagement in community	Classes often do not have a long-term impact on civic engagement	Can offer voter registration, local official interaction, knowledge of community	Professors and course coordinators, local entities	Voter participation and turnout
<i>*Identify service courses</i>	Providing tiered opportunities for service requires understanding current courses and connections	A wide variety of engagement opportunities are underway at TAMU. The breadth of these programs provides the opportunity to create a taxonomy that leads to stronger engagement	Provost, instructors, students	Documentation of courses, instructors, and types of service

**Bold – Top priority; Italics – Secondary priority; \* – Potential early win**



# Framework, metrics, and narrative

<i>Recommendation</i>	<i>Solution</i> to... Issue the recommendation solves	<i>Relevance</i> : Why TAMU is the right solver	Possible <i>Partners</i>	<i>Impact</i> : How do we tell the story/metrics
<b>*Adopt a formal framework by which to measure engagement efforts</b>	Framework selection is a complex process that takes a considerable amount of time and must then be accompanied by metric selection, which should have broad input	The working group is recommending an advisory committee to guide ongoing engagement work. Time spent between the working group and advisory committee in adapting a framework is critical to success of other recommendations and the Economic Development & Community Impact department.	Working group/advisory group, VPASC, President; at later stages (metrics) other TAMU departments, EDCs, local partners	Framework informs metrics selected
<b>*Catalog, connect and support campus students, faculty, and staff already doing community engagement in each of the focus areas</b>	Many women's, STEM, etc. orgs already do outreach, may create confusion and fractures TAMU brand/quality	Existing culture can be strengthened and supported by this department - providing best practices	Schools, campus groups	Metric on how many schools/students are reached by A&M groups, feedback on perceptions of college

**Bold – Top priority; Italics – Secondary priority; \* – Potential early win**

<p><i>*Create and sustain a community engagement advisory group consisting of community and university stakeholders to provide strategic guidance and feedback</i></p>	<p>University research and engagement priorities do not always reflect community concerns. The work of this MGT group will not be fully implemented by June 1. Additional feedback and clarification are likely needed. At the same time, advisory groups take time to form.</p>	<p>TAMU has a large base of alumni, faculty, and community leaders who can help inform the university's perspectives and priorities.</p>	<p>Alumni, Community leaders, CPI, working group members</p>	<p>Plan documentation and evaluation, improved perception of A&amp;M's commitment to community engagement, town vs gown relations</p>
<p>APLU and/or Carnegie certificate/ designation for engagement/economic development</p>	<p>Improve and document our formal commitment to community engagement. Provides a structure by which to report engagement.</p>	<p>Several peer institutions and other Texas institutions have such designations, which signal commitment to engagement and provide concrete steps and opportunities to deepen relationships.</p>	<p>APLU, EDCs, Cities, etc.</p>	<p>Certification status, number and quality of collaborations</p>

**Bold – Top priority; Italics – Secondary priority; \* – Potential early win**

## Community Engagement

### **Mission:**

Texas A&M joins with our campus communities, Brazos Valley, statewide, and global partners to discover, develop and apply practical solutions that improve lives and create opportunities.

### **Vision Short Version:**

Texas A&M champions higher education's vital role in empowering individuals in the interest of building their communities and their futures through:

- Building upon our land, sea and space grant missions of research, teaching, and service
- Fostering Partnerships to build robust and sustainable communities
- Respecting TAMU core values as a foundation for shared governance and future-focused decisions
- Leveraging Aggie Network to transform students for lifelong impact.

### **Vision Long Version:**

Texas A&M champions higher education's vital role in empowering individuals in the interest of building their communities and their futures.

Fully utilizing our land, sea, and space grants to blend their tripartite research, teaching, and service purposes, we partner with communities to innovate solutions that respect and respond to their lived expertise, serve the public good, reduce inequities, guarantee access to health, embrace diversity, and ensure robust and sustainable communities.

The keystone to our success is our unwavering commitment to our core values of respect, excellence, leadership, loyalty, integrity, and selfless service, which manifest in shared governance, transparency, and decision-making for the future.

Leveraging the Aggie network in conjunction with our faculty, students, and staff, we excel at harnessing our thought leadership to continuously develop our diverse problem-solvers, scholars, and creators who make impact across the globe.

Meeting the challenges of the future provides transformative experiences inside and outside of the classroom for our students, preparing each individual for roles of responsibility in service to society.

***Aggies will continue to make a difference.***