



# UTSA Internal Guide on Federal Engagements and Outreach

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**UTSA**

A **BOLD** New  
Knowledge Enterprise  
DISCOVERIES THAT CHANGE LIVES



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# PURPOSE

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As UTSA faculty and staff continue to expand engagements with federal agencies and organizations, understanding the general United States Government (USG) structure, key activities, and terms of reference can help improve these interactions and clarify these efforts. To support your role as a representative of UTSA when engaging with the federal sector, this primer includes essential references and links to information on UTSA priorities that are often asked about during federal engagements and external discussions. This is designed to be a quick reference to key links and is not comprehensive in nature.

For questions or more information,  
please contact the Knowledge Enterprise Office at [research@utsa.edu](mailto:research@utsa.edu).





# SECTION ONE

## Engaging with Federal Agency Checklist

### Engaging with Federal Agency Checklist

**\*\*Expanded planning list at Appendix A**

#### Pre-visit Planning

- Identify visit objectives and desired outcomes (Information sharing, advocacy for funding, etc.)
- 

#### Participants

1. Federal agency principals to visit and other key staff needed
  2. UTSA participant and who is the lead for the institution for this visit (In some cases, citizen or residency status may impact visit planning)
  3. Is coordination needed with other UTSA staff or federal partners?
    - Clarify location (visitor control, parking/transit options, device restrictions).
    - Read materials ahead (printed or sent ahead if electronics are restricted at visit location)
- 

#### Visit Schedule

1. Keep to scheduled visit time unless asked to extend
  2. Ask what additional information or questions could be addressed in follow up actions
  3. What is the next step? (If Any)
- 

#### Post Visit/Follow up

- Follow up on questions, information, or actions
  - Schedule additional meetings or campus visits
-



## SECTION TWO

# Seeking partnerships and funding in the Federal Sector

Each year, the White House Office of Science and Technology Policy (OSTP) provides a guidance memorandum to Federal Government agencies on research activities to prioritize and align them with national level themes. Congress conducts testimony on research and development with various agencies to gain insight and provide feedback. These exchanges codify the direction of research among and between the federal departments. Two enduring themes have been: identifying dual-use technology for possible shared resource funding and fostering interagency partnerships. Additionally, combined partnerships with academia, small businesses, and other industries have become an increasingly important criterion for funding.

The OSTP memorandum provides a good overview of its expectations and areas of emphasis across federal agencies supporting research. The federal budget process includes a complex, iterative set of actions that all federal agencies participate in to prioritize and establish budgets for annual activities. A general understanding of federal processes and terminology aids researchers and staff in communicating more effectively in outreach activities with the federal sector. Below is an overview of the process that ultimately impacts opportunities for academic funding through federal organizations.

Another resource for understanding the big picture of Federal research funding and summaries can be found in the [Congressional Research Services](#) annual research funding report. Some programs are unique to specific federal organizations, while others may be supported through multiple organizations by design.

### Where to search for funds?

Research proposals or calls for technology are announced through several means. The most common website to find Broad Area Announcements or contract announcements is on [SAM.gov](#) website. Other sources that are posted or announced through formal network channels or association events are:

- **Broad Area Announcements (BAA):** Most DoD research organizations post BAAs for proposal submission.
- **Request for Information (RFI)** that serve as prep contract information calls for possible contracted research.

- **Request for Proposal (RFP)** is the formalized proposal announcement for a contract action.

As an academic researcher or staff seeking federal sponsorship or funding, two key steps to understanding the overall budget process that can affect outcomes are:

- (1) Authorization bills “may create or continue an agency, program, or activity as well as authorize the subsequent enactment of appropriations.”[6]
- (2) Appropriations bill provides the funding needed for the agency, program, or activity that was just authorized by the enacted authorization bill.[6] Agencies and programs must receive prior authorization before they can have funds appropriated

While there are many paths and criterion for funding within the federal budget process, the bottom line is that while a program of interest may be authorized it must also receive appropriate of funds to be executed by a federal agency or organization. With the complexity of the federal budget process it is important to maintain awareness of your funding resources and sponsor priorities.

Another budget challenge that has been persistent in the recent history of federal budget allocations has been the need to enact “Continuing Resolutions(CR)” as a means of keeping the Government fiscally operating while budgets are still being arbitrated during the Congressional process. If a Continuing Resolution is enacted, this could affect academic funding approved by a federal sponsor by not allowing funding to be distributed or limiting funds until a budget is approved by Congress.

### **Where to find partners for federal sponsored research?**

While individual federal agencies maintain through own sources of funding and programs that may sponsor researchers there are also so designated research centers that support multiple agency needs. Both Federally Funded Research and Development Centers (FFRDCs) and University Affiliated Research Centers (UARCs) are not-for-profit, private-sector organizations that are established and funded to meet special long-term engineering, research, development, or other analytic needs that cannot be met as effectively by government or other private-sector resources.

These centers serve as “trusted” partners with their government sponsored and therefore do not regularly engage with outside industry on projects. For researchers working on multi-year efforts these centers may provide continuity since they operate on multi-year budgets from their Government sponsors. Many of these centers are associated with defense or national security related research.

DOD has created a new one stop website to help explore “innovation pathways” within the DOD innovation ecosystem. The website list programs, organizations and means for researchers, students, and faculty to seek information and opportunities with DOD. For more details: [www.ctoinnovation.mil](http://www.ctoinnovation.mil)

For other sponsorship opportunities, faculty and researcher staff should consider registering for web-based notifications or events that align with their research focus. Many federal agencies regularly host trainings, speaker series, and workshops that could give faculty a good idea of not only funding opportunities, but also the names and interests of program officers. It takes a little effort but the trainings are recorded and can be viewed later if there is a time constraint.

Finally, not all federally sponsored research is strictly in the STEM realm. In many instances, enabling or affiliated research can involve business, policy, humanities, and even the arts to create and affect advancements the federal government is seeking. Researchers should consider how their expertise could possible contribute to research areas across disciplines or even forming multi-disciplinary teams when developing submissions.

## A guide to the federal budget process

The president's budget request is the first step in the complex process of funding the federal government.

By Karen Yourish and Laura Stanton

**1** On or before the first Monday in February, the **president submits to Congress** a detailed budget request for the next fiscal year, which begins Oct. 1.

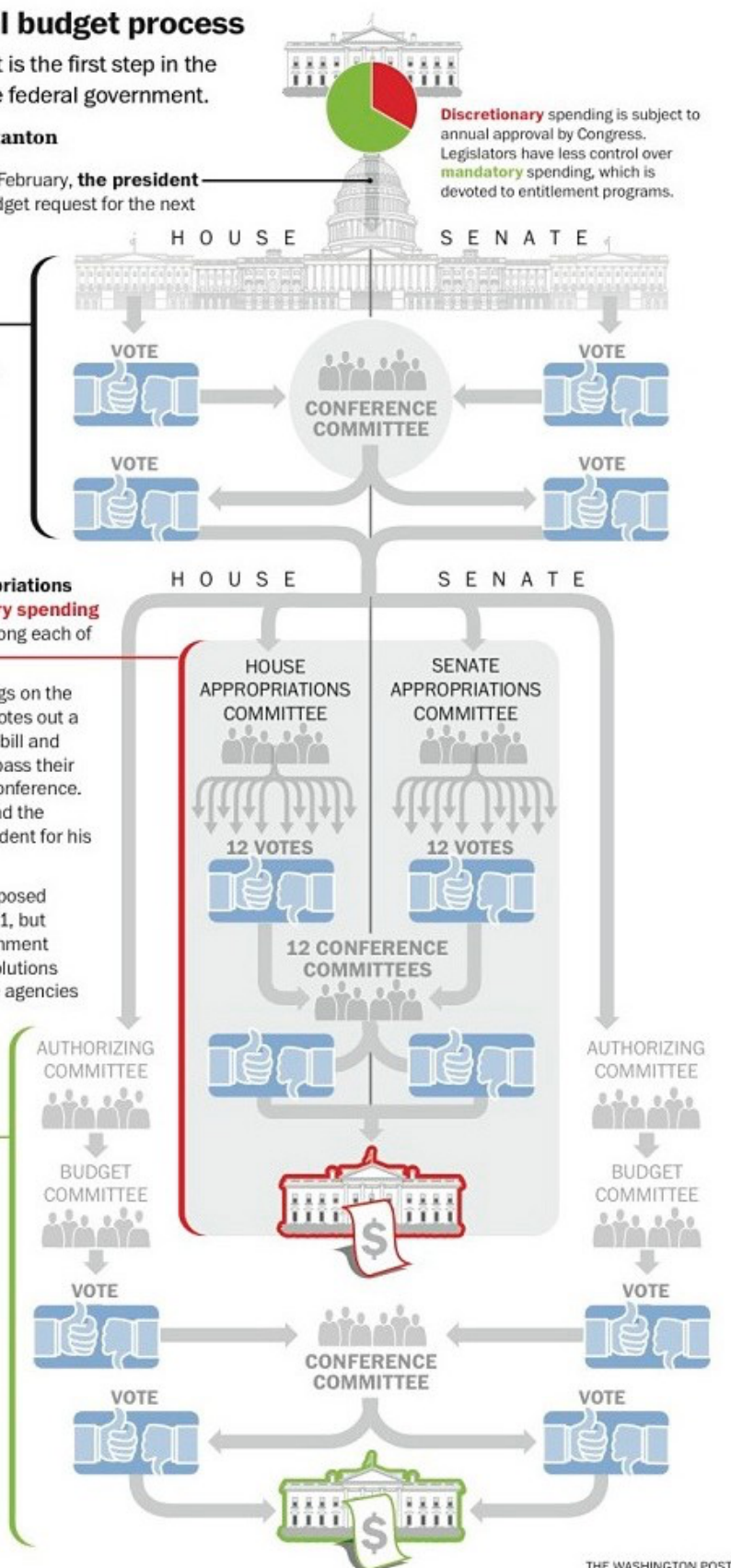
**2** Based on the president's proposal, the **House and Senate budget committees propose budget resolutions** that set targets for spending and tax revenue and identify any policies that will need to move through reconciliation. These are sent to the floor for a vote, and differences are resolved in conference.

**3** The **House and Senate appropriations committees** divide the **discretionary spending** set forth in the budget resolution among each of their 12 subcommittees.

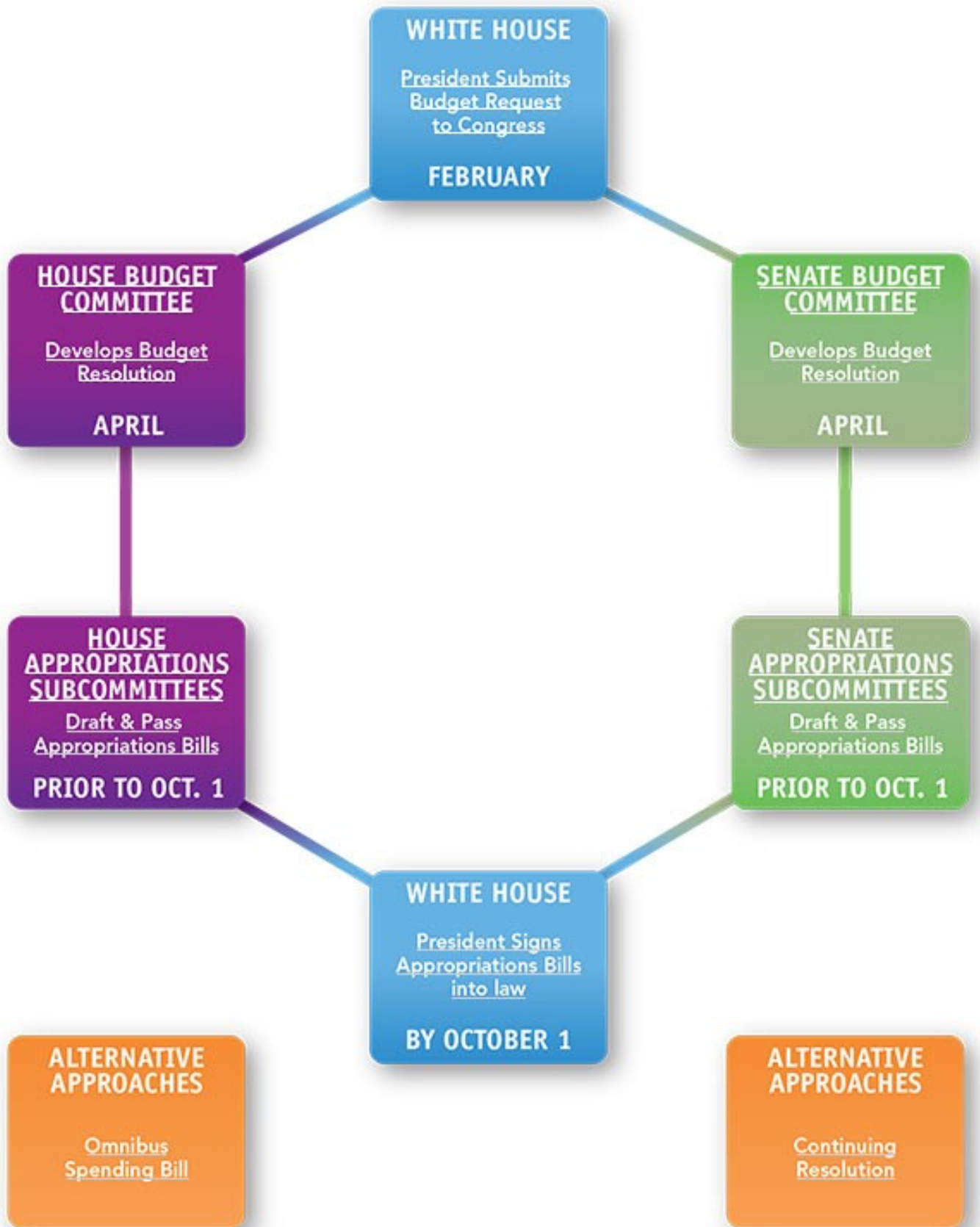
Each subcommittee conducts hearings on the programs under its jurisdiction and votes out a bill. The full committee marks up the bill and sends it to the floor. Both chambers pass their bills and iron out the differences in conference. The House and Senate vote again, and the conference report is sent to the president for his signature or veto.

All of the appropriations bills are supposed to be signed by the president by Oct. 1, but this rarely happens. To avoid a government shutdown, a series of continuing resolutions are approved to continue funding the agencies at their current levels.

**Reconciliation occurs if Congress needs to legislate policy changes in mandatory spending or tax laws** to meet the annual targets laid out in the budget resolution. The resolution requires the relevant authorizing committees to come up with a plan and report back to the budget committees. The budget committees combine all of the authorizing plans into an omnibus package and send it to the floor for a vote. The House and Senate work out differences in conference, vote again and send the final version to the president for signature or veto.







Much of the research-funded programs encourage partnerships between small and large industries as well as academia. Forming teams with unique capabilities may serve as a risk mitigation factor for sponsors such as the Defense Advanced Research Projects Agency (DARPA). It is also an opportunity to partner with a large industry that may serve as a “subcontractor” with the academic or small business partner as the primary contractor. Worth noting, recent trends in sponsored research encourage large industry partnerships to help address and accelerate transition or scaling opportunities as projects are completed and ready to transition to production phases.

In contrast to the traditional publicly announced or posted notices soliciting research submissions, there are less conventional means for creating research opportunities. Unannounced opportunities can generally be considered those that are generated out of engagements with a federal organization from which an announcement is made.

In many instances, federal organizations decide to formalize or announce research opportunities generated from early discussions with researchers and subject matter experts that have been shaped and formalized using the accepted partnership mechanisms and programs available within a federal organization. Engaging in ongoing dialogues with key research staff from such organizations helps university research be on the front end of evolving insights that create funding opportunities. Even when early dialogue with officials takes place, most research must go through an announcement process to ensure equitable access by other research institutions and eligible organizations. However, multiple partnership mechanisms have an allowance for keeping information confidential for up to five years under the Freedom of Information Act (FIOA).

### *Examples on activities*

- Experimentation Support
- Collaborative Analysis
- War game Support
- Shared Architecture Analysis
- Technical Partnerships
- Industry Participation in Pre-Systems Acquisition phase
- Consortiums
- Shared Facilities
- Shared Networks / Shared Test beds



### NOTE

Collaborative Research and Development Agreements (CRADA) are the most widely recognized form or term of cooperative R&D agreement between a government organization and another collaborator. It should be noted there are a variety of mechanisms that are designed to support different types of collaboration activities. These different agreements also identify different criteria and restrictions that should be reviewed to determine the best form of agreement or activity for the proposed collaboration.

Type of Agreement	Agreement or Mechanism	Primary purpose	Approx. Length	Collab. in research	Personnel exchange	Lab facilities access	Money from Government
Research Partnership Agreements	CRADA	Contract for collaborative research; often used when there is the expectation of producing a commercial technology	Medium to long term	Yes	Yes	Yes	No
	Non-Traditional CRADA	CRADA tailored for specialized purposes e.g. clinical trial partnerships, materials transfer	Medium to long term	Yes	Yes	Yes	No
	Cooperative Agreement	Used for collaborative research projects that are exploratory in nature. Must be competed.	Medium to long term	Yes	Yes	Yes	Yes
	Collaborative Research/ Technology Alliance	A special form of a CA that emphasizes multi-disciplinary collaboration and often combines gov., industry, and university partners. Must be competed.	Medium to long term	Yes	Yes	Yes	Yes
Resource Use Agreements	Commercial Test Agreement	Allows partners to test materials, equipment, models, or software using gov. lab equipment	Short term	No	No	Yes	No
	Test Service Agreement	Allows partners to purchase testing services for materials, equipment, models, or software from gov. labs	Short term	No	No	Yes	No
	User Facilities Agreement	Enables partners to conduct research experiments on unique gov. lab equipment and facilities	Short term	No	No	Yes	No
Personnel Exchange Agreements	Inter-governmental Personnel Act	Used for exchanges of federal lab and university personnel	Short term	No	Yes	No	No



Educational  
Agreements

Joint Appointments	Allows university or federal laboratory personnel to be employed at multiple institutions	Medium to long term	No	Yes	No	No
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Educational Partnership Agreement	Used to allow gov. labs and universities to work together to develop educational programs that further both partners' missions	Medium term	Varies	Varies	Varies	Varies
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Fellowship, Internship, and Sabbatical Leave Programs	A variety of mechanisms available for both student and research professors, including summer internships and fellowships and faculty leave programs. Vary by service	Short term	Varies	Yes	Varies	Varies
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Other  
Partnership  
Agreements

University Affiliated Research Center	Long-term partnerships that creates a university led research center to meet DoD needs. Must be competed; cannot be solicited.	Long term	Yes	Yes	No	Yes
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Centers of Excellence	An Air Force mechanism that is similar to that of the UARC. Must be competed; cannot be solicited.	Long term	Yes	Yes	No	Yes
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Other Transaction Authority	Used for a partnership that does not fit the above agreement mechanisms. Special conditions apply.	Varies	Varies	Varies	Varies	Varies
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**When describing the maturity of proposed research, many of the federal organizations have adapted the Technology Readiness Level Table developed by DoD below:**

Technology Readiness Level	Description	Supporting Information
<b>Basic principles observed and reported</b>	Lowest level of technology readiness. Scientific research begins to be translated into applied research and development (R&D). Examples might include paper studies of a technology's basic properties.	Published research that identifies the principles that underlie this technology. References to who, where, when.
<b>Technology concept and/or application formulated</b>	Invention begins. Once basic principles are observed, practical applications can be invented. Applications are speculative, and there may be no proof or detailed analysis to support the assumptions. Examples are limited to analytic studies.	Publications or other references that out-line the application being considered and that provide analysis to support the concept.
<b>Analytical and experimental critical function and/or characteristic proof of concept</b>	Active R&D is initiated. This includes analytical studies and laboratory studies to physically validate the analytical predictions of separate elements of the technology. Examples include components that are not yet integrated or representative.	Results of laboratory tests performed to measure parameters of interest and comparison to analytical predictions for critical subsystems. References to who, where, and when these tests and comparisons were performed.
<b>Component and/or breadboard validation in laboratory environment</b>	Basic technological components are integrated to establish that they will work together. This is relatively "low fidelity" compared with the eventual system. Examples include integration of "ad hoc" hardware in the laboratory.	System concepts that have been considered and results from testing laboratory-scale breadboard(s). References to who did this work and when. Provide an estimate of how breadboard hardware and test results differ from the expected system goals.
<b>Component and/or breadboard validation in relevant environment</b>	Fidelity of breadboard technology increases significantly. The basic technological components are integrated with reasonably realistic supporting elements so they can be tested in a simulated environment. Examples include "high-fidelity" laboratory integration of components.	Results from testing laboratory breadboard system are integrated with other supporting elements in a simulated operational environment. How does the "relevant environment" differ from the expected operational environment? How do the test results compare with expectations? What problems, if any, were encountered? Was the breadboard system refined to nearly match the expected system goals?
<b>System/subsystem model or prototype demonstration in a relevant environment</b>	Representative model or prototype system, which is well beyond that of TRL 5, is tested in a relevant environment. Represents a major step up in a technology's demonstrated readiness. Examples include testing a prototype in a high-fidelity laboratory environment or in a simulated operational environment.	Results from laboratory testing of a prototype system that is near the desired configuration in terms of performance, weight, and volume. How did the test environment differ from the operational environment? Who performed the tests? How did the test compare with expectations? What problems, if any, were encountered? What are/were the plans, options, or actions to resolve problems before moving to the next level?
<b>System prototype demonstration in an operational environment.</b>	Prototype near or at planned operational system. Represents a major step up from TRL 6 by requiring demonstration of an actual system prototype in an operational environment (e.g., in an air-craft, in a vehicle, or in space).	Results from testing a prototype system in an operational environment. Who performed the tests? How did the test compare with expectations? What problems, if any, were encountered? What are/were the plans, options, or actions to resolve problems before moving to the next level?
<b>Actual system completed and qualified through test and demonstration.</b>	Technology has been proven to work in its final form and under expected conditions. In almost all cases, this TRL represents the end of true system development. Examples include developmental test and evaluation (DT&E) of the system in its intended weapon system to determine if it meets design specifications.	Results of testing the system in its final configuration under the expected range of environmental conditions in which it will be expected to operate. Assessment of whether it will meet its operational requirements. What problems, if any, were encountered? What are/were the plans, options, or actions to resolve problems before finalizing the design?
<b>Actual system proven through successful mission operations.</b>	Actual application of the technology in its final form and under mission conditions, such as those encountered in operational test and evaluation (OT&E). Examples include using the system under operational mission conditions.	OT&E reports.

There are a variety of references to describe technology maturity and mapping technology to budgetary processes and organizational structures for oversight. Below is a general representation of some of the key terms and reference points recognized by multiple Government organizations.

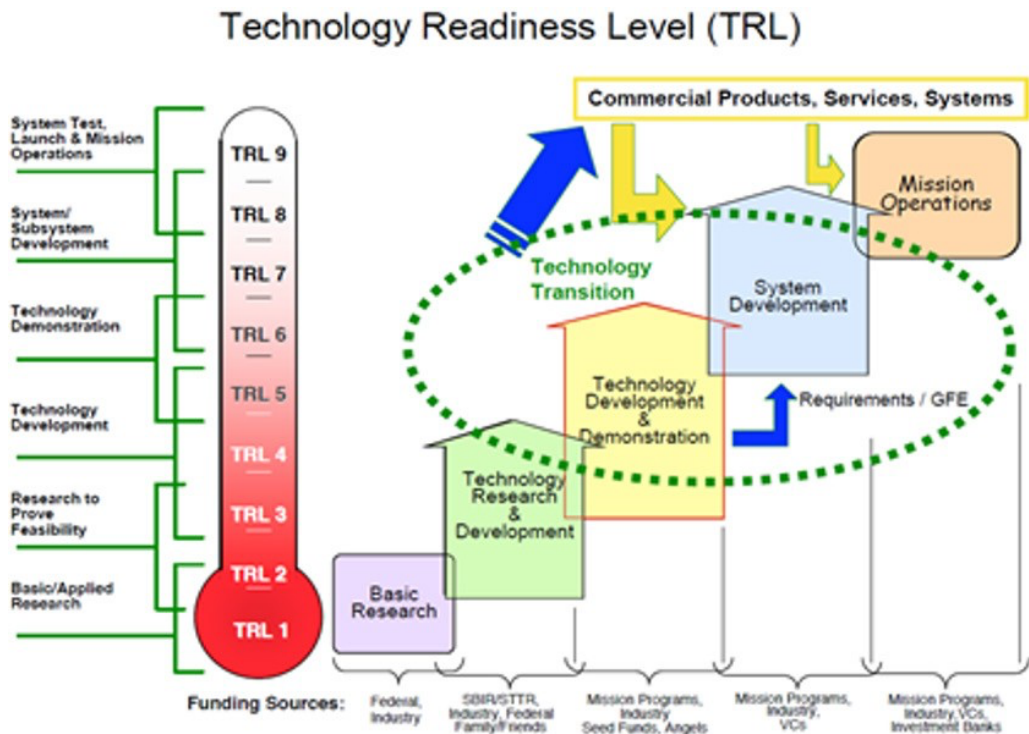


Image Source: Assistant Secretary of Defense for Research and Engineering, Technology Readiness Assessment Guide (DoD, 2011)  
[www.acq.osd.mil/ddre/publications/docs/TRA2011.pdf](http://www.acq.osd.mil/ddre/publications/docs/TRA2011.pdf)

To align technology development phases with the budgetary process, DoD has developed the table below, used by University Applied Research Centers (UARCs), and it is frequently referenced by other organizations working with federal executive organizations.

DDR&E Key Transition / Fielding Programs										
'Notional Alignment with Funding, TRLs, Acquisition Cycle, & MRLs'										
6.1		6.2	6.3	6.4	6.5	6.7				
		Science and Technology			Research and Engineering					
Funds	Research, Development, Test & Evaluation							Procurement	O&M	
	TRL 1 - 3		TRL 4	TRL 5	TRL 6	TRL 7		TRL 8	TRL 9	
	Pre-Concept		Mtrl. Solution Analysis	Technology Development		Engineering & Manufacturing Development		Production & Deployment	Sustainment & Maintenance	
MRL	1	2	MRL 4 Lab Environment		MRL 5 Prototypes Components	MRL 6 Prototype System	MRL 7 Systems in Production Environment	MRL 8 Pilot Line - Low Rate Initial Production	MRL 9 Begin Full Rate Production	MRL 10 Lean Production Practices
	Feasibility/Concepts									

Image Source: Derived from extracts from OSD, Army, and Navy handbooks on TRL and MRL references.



The DoD UARCs conduct work across the full spectrum of research development phases denoted as 6.1 – 6.7 activities, as defined in Table 2.

R&D Phase	Description
6.1 Basic Research	Systematic study directed toward greater knowledge or understanding of the fundamental aspects of phenomena and of observable facts without specific applications towards processes or products in mind. It is farsighted high payoff research that provides the basis for technological progress.
6.2 Applied Research	Systematic study to understand the means to meet a recognized and specific need. It is a systematic expansion and application of knowledge to develop useful materials, devices, and systems or methods. Directed toward general military needs with a view toward developing and evaluating the feasibility and practicality of proposed solutions and determining their parameters.
6.3 Advanced Technology Development	Development of subsystems and components and efforts to integrate subsystems and components into system prototypes for field experiments and/or tests in a simulated environment. Proof of technological feasibility and assessment of component operability and producibility rather than the development of hardware for service use.
6.4 Demonstration and Validation	Evaluate integrated technologies, representative modes or prototype systems in a high fidelity and realistic operating environment. Expedite technology transition from the laboratory to operational use. Emphasis is on proving subsystem maturity prior to integration in major and complex systems.
6.5 System Development and Demonstration	Conduct engineering and manufacturing development tasks aimed at meeting validated requirements prior to full-rate production. Prototype performance is near or at planned operational system levels. Involves live fire test and evaluation and initial operational test and evaluation of production representative articles.
6.6 RDT&E Management Support	Efforts and funds to sustain and/or modernize the installations or operations required for general research, development, test and evaluation. Includes test ranges, military construction, maintenance support of laboratories, operation and maintenance of test aircraft and ships, and studies and analyses in support of the RDT&E program.
6.7 Operational System Development	Includes development efforts to upgrade systems that have been fielded or have received approval for full rate production in the current or subsequent fiscal year. All items are major line item projects that appear as RDT&E Costs of Weapon System Elements in other programs.

**Table 2: UARC Research and Development Activities**

### Common Definitions:

**Research and Development (R&D)** – As used in the Intelligence Community (IC), R&D is a broad term encompassing all of the intelligence and intelligence-related work systematically undertaken to develop new scientific and technical knowledge and to apply such knowledge in developing or improving existing applications (sensors, devices, analytical tools, and so on). Acquisition is not typically part of development.

**Research, Development, Test, and Evaluation (RDT&E)** – RDT&E is a Department of Defense (DOD) budget appropriation that covers the entire development cycle, from basic research through final operational tests. At the conclusion of RDT&E, the system is ready for procurement and fielding to the operators.

**Science and Technology (S&T)** – S&T is a broad term for the entire range of scientific and technical disciplines used to codify, increase, or apply knowledge. In the IC, S&T generally describes the knowledge that is developed and applied to IC mission needs. In the DOD, S&T refers specifically to basic research, applied research, as well as the advanced development of knowledge and of system prototypes.



## A Lesson From Heilmeier

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*Former DARPA director  
(1975-1977)*

George H. Heilmeier, a former DARPA director (1975-1977), crafted a set of questions to help Agency officials think through and evaluate proposed research programs. Heilmeier's suggestions include not writing ANY jargon or acronyms of ANY kind on documents.

The Heilmeier Catechism is a set of essential questions used by many federal agencies regarding research.

- What are you trying to do? Articulate your objectives using absolutely NO jargon.
- How is it done today, and what are the limits of current practice?
- What is new in your approach and why do you think it will be successful?
- Who cares? If you are successful, what difference will it make?
- What are the risks?
- How much will it cost?
- How long will it take?
- What are the mid-term and final “exams” to check for success?

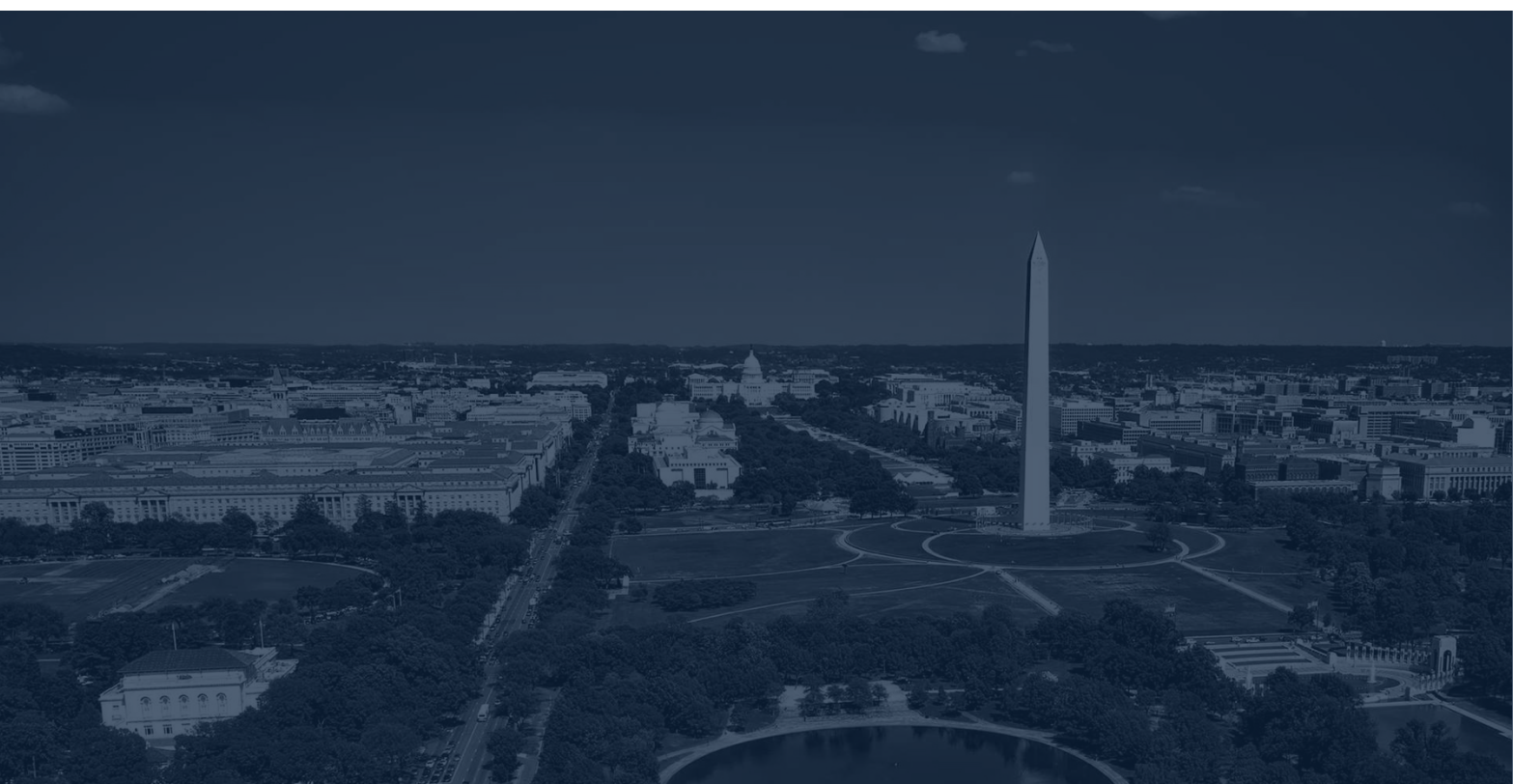
# CONSIDER

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An important factor to consider is the duration and ultimate objectives of the proposed research.

If the research is focused on basic research, i.e., very early stages of development, then many of the sponsors would be focused in the lab and designated Research Center.

If the purpose of the research is to grow and sustain the research capability and expertise, then advocacy and sponsorship should include reaching out to both the research community of practice as well as the acquisition and requirements leaders to promote their understanding on the impact and value of the research for their needs.





# SECTION THREE

## Federal Links and References

In this section, several key links are provided to both federal and UTSA sites that describe the following: organizational structures; roles and missions of these organizations; key terms of reference used by federal agencies and processes; and academic related activities that may be useful in planning and aligning outreach efforts.

### **Federal Links**

[Federal Laboratory List and Map \(Federal Laboratory Consortium\)](#)

[Federal Executive Branch organization \(13 Dept/subcomponents\)](#)

[A-Z index](#)

[Prominent Federal Agencies with UTSA](#)

[National Labs \(part of DOE\)](#)

[GAO-05-734SP A Glossary of Terms Used in the Federal \(Oct 4, 2021\)](#)

[National Institute of Health Grants Policy Statement \(key terms\)](#)

[White House Strategic Overview of Research and Development Infrastructure](#)

[National Academy of Science](#)

[National Endowment for the Humanities](#)

[National Endowment for the Arts](#)

[American for the Arts](#)

[U.S. Department of "Innovation Pathways"](#)

### **National Science Foundation Links:**

[NSF Survey of Federal Funds for R&D](#)

[NSF Master List of Federally Funded R&D Centers](#)

[NSF Research and Development Terms](#)

### **Other primers**

[AAAS Primer of Federal Budget Trends](#)

[Congressional Research Service: Defense Primer RDT&E](#)

[Official U.S. Government System](#)

[Grants.gov](#)

### **References & Resources for Information Sharing:**

[NSF opportunities](#)

## SECTION FOUR

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# UTSA Links and References

[The Office of the Vice President for Research, Economic Development, and Knowledge Enterprise \(VPREDKE\)](#) acts to promote the work of UTSA researchers, to support research faculty, to assist in the commercialization of research, and to assure that projects receive oversight for research integrity and funding accountability.

- [Federal Relations Action Committee](#)
- [UTSA Strategic Plan](#)

# UTSA AND THE CARNEGIE R1 CLASSIFICATION

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In January 2022, The University of Texas at San Antonio announced its **R1 Classification** from the **Carnegie Classification of Institutions of Higher Education**. The Carnegie R1, or “Tier One,” designation is synonymous with both academic and research excellence. The designation places UTSA among the nation’s top public and private research universities, amplifying its statewide and national exposure to attract and recruit world-class faculty and top students.

According to UTSA President Taylor Eighmy, “*Carnegie R1 is a historic waypoint on our trajectory to transform UTSA into one of the nation’s great public research universities.*”. *It is one of the most prestigious research designations that a U.S. research university can attain. I am so proud of our faculty and staff; their extensive contributions made this possible. What is really unique is that UTSA is now one of about 20 universities nationally that are both Hispanic serving and Carnegie R1. I believe we represent the future of public research universities for our state and nation.*”

Source: [www.bold.utsa.edu/carnegie-r1/](http://www.bold.utsa.edu/carnegie-r1/)



# UTSA RESEARCH

UTSA’s Research, Economic Development, and Knowledge Enterprise (REDKE) fosters an innovation ecosystem that is accelerating transdisciplinary research and economic development through creative discovery by producing responsible and transformative outcomes to benefit our diverse communities. Our vision is to be internationally recognized as a premier, inclusive public re- search university.

The Office of the Vice President for Research, Economic Development, and Knowledge Enterprise promotes all aspects of research and other creative endeavors among colleges, centers, institutes and collaborating partners. The Office ensures that all research-engaged faculty and students have the resources and support they need to develop and manage their research programs.



**Digital Economy**

- AI & Machine Learning
- Cloud & Edge Computing
- Cyber Security
- Data Science & Analytics
- NexGen Wireless
- Quantum



**Fundamental Futures**

- Environmental Change
- Earth & Space Sciences
- Energy & Manufacturing
- National Security & Defense
- Smart Infrastructure



**Human Health**

- Bioregeneration
- Brain Health & Neuroengineering
- Health Disparities
- Human Performance
- Infectious Disease
- Precision Therapeutics



**Culture & Inclusion**

- Cultural Sustainability
- Digital Humanities
- Disability Studies
- Language & Literacy
- Race and Ethnic Studies
- Women and Gender Studies



**Socio-Economic Transformation**

- Career-engaged Education
- Entrepreneurship
- Human Development
- Justice
- Socioeconomic Equity



# UTSA, A HISPANIC SERVING INSTITUTION (HSI)

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UTSA is a designated [Hispanic Serving institution](#) seeking to enhance this status, but seeks to move beyond this designation to be recognized as a “Thriving” institution among this category of institutions. Many external organizations outside of academia are less familiar with this designation and how it affects funding opportunities among [minority serving institutions](#).

[Your role in the HSI conversation](#). Understanding and promoting UTSA is critical in moving UTSA closer to our mission of being an “Thriving HSI” institution. A key point in recent discussions: UTSA is reflective of the latest US Census 2020 regarding the Hispanic/ Latino population of the United States. As an institution, UTSA holds multiple national recognitions and standings in research areas such as cyber security and Carnegie R1 status national recognitions making it an idea partner in the federal and private sectors.

Appendix B provides additional statistics and facts.



# APPENDIX A

Expanded Checklist and key questions to consider:

## **Pre-visit Planning:**

Identify visit objectives and desired outcome(s) (information sharing, advocacy for funding, etc.)

Identify principals to visit and other staff

- What is their interest in the presentation topics and materials?
- Are your objectives directly aligned with the federal agency mission or complimentary?
- Is the focus on research, training, topic analysis, or professional development?
- What does UTSA want from the agency/staff being visited or coming to UTSA?
- Was this visit based on recommendations from others?
- At the beginning of the visit, restate purpose and desired outcome(s) for the hosts
- Can another UTSA staff member serve as a partner or subject matter expert with your outreach effort?

## **Provide names/biographies to UTSA participants and visit focus:**

- Names, titles/contact information, and biography/Curriculum Vitae (CV) as appropriate
- Identify Alignment/key points of why agency/staff is being engage

## **Logistics:**

Clarify location (Many agencies have multiple sites)

- Is it an in-person, virtual or mixed visit?

Visitor requirements (allow time for processing times) for controlled sites

- Federal Agencies can have multiple sites

Parking (Limited or controlled) or transportation options

- Allot enough time for traffic and parking delays

Electronic restrictions (phones, computers, etc.)

## **Participants in the Visit:**

- Who are the principal individuals from UTSA?
- What is the role for each participant?

Managing the necessary number of participants is important to not overload the hosting agency

The header image features a dark blue overlay on a photograph of a UTSA campus. In the center, the UTSA logo is prominently displayed, showing a stylized sunburst and the letters 'UTSA'. To the right of the logo is a stylized flame icon. The background shows trees and a building.

# APPENDIX A

**Read ahead materials (printed/sent ahead):**

Some agencies may not allow electronic devices in their facilities. Having hard copy back up may be needed or arranging for presentation materials to be sent ahead to the visit point of contact or host.

- What is unique or a differentiator about your program or team?
- Unique UTSA attributes/capabilities
- Short biographies on UTSA representatives
- What information and format are preferred by the host?

**Visit Schedule:**

- Ensure keeping to scheduled visit time unless asked to extend
- Ask what additional information or questions could be addressed in follow up actions
- What is the next step? (If Any)

**Post visit/follow up:**

- Follow up on questions or information
- Scheduling for meetings or campus visits



## APPENDIX B

# EVOLVING OUR DESIGNATION AS A HISPANIC SERVING INSTITUTION



**OF UTSA STUDENTS  
SELF IDENTIFY AS  
HISPANIC/LATINO**

**70%** OF FIRST-GEN  
STUDENTS

**59%** OF FIRST TIME  
FRESHMEN

**57%** OF TRANSFER  
STUDENTS

AS OF FALL 2020

### OVERVIEW

UTSA is proud to be a federally-designated Hispanic Serving Institution. Our foundational roots - based on the dreams of generations with the promise of social mobility and opportunity for San Antonio's predominantly Mexican American population - underpin our institutional commitment to positioning Hispanic students, staff and faculty for growth, leadership and success.

### BEING A HISPANIC SERVING INSTITUTION

The **Hispanic Serving Institution (HSI)** federal designation is awarded to accredited, not-for-profit 2- or 4-year institutions of higher education whose full-time undergraduate enrollment is at least 25% Hispanic. Having the HSI designation allows UTSA to compete for Department of Education's Developing Hispanic-Serving Institutions program funding. UTSA was one of the original 189 universities designated in 1994.

### HOW UTSA IS EVOLVING FROM SERVING TO THRIVING

Core to UTSA's strategic vision is a firm commitment to becoming a model Hispanic Thriving university where Latino students can excel and lead.



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### INTENTIONAL APPROACHES

UTSA is actively working to advance, support, and celebrate our Hispanic students and community. The examples below highlight some of the university's recent successes.

<b>UTSA Bold Promise Program</b>  Allowed 371 students to pursue their education tuition free in its inaugural year.	<b>Resilience &amp; Retention Advising Program</b>  Resulted in a 16% increase in Hispanic student retention (Spring 2018 vs Fall 2020).	<b>First to Go and Graduate Program</b>  Served 821 first-gen Latino students through trained mentors and faculty coaches.	<b>Access College &amp; Excel Program</b>  Established in 1999, Latino students represent 85% or more of each cohort.
<b>Latino-Teacher Academy Learning Community</b>  Applied \$3.7 million in federal funding to increase Hispanic teacher graduation rates and ultimately diversify the local teacher pipeline.	<b>Hispanic Heritage Month</b>  Held 33 events in 2020 that included cooking, exercise, book club discussions, speakers, panels and film screenings.	<b>Bexar County Fostering Educational Success Pilot</b>  Provided over \$83K in funds to 169 participants, the majority of whom are people of color.	<b>Money Management Program</b>  Decreased Hispanic student financial debt by 6% since 2015-2016.

### MEASURING SUCCESS

UTSA is making strides and earning external recognition for our efforts to advance Latino student success and embrace the university's *Hispanic Thriving* identity.



Increase in the number of bachelor's degrees awarded to Hispanic graduates 2015-16 to 2019-20, compared to a 27% increase in overall degrees awarded



**For more information or questions,  
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