

UTRGV Transforming Our World Strategic Plan

Action Planning Template for Institutional Goals

Section 1

1.1 Initiative Title:

Bilingualism, Biculturalism & Biliteracy (B3) in Coursework and Program Development

1.2 Short Description & Justification:

UTRGV's overarching strategy to become a leading Hispanic serving institution is marked by an emerging bilingual, bicultural and biliterate infrastructure. Part of this structure involves developing programming options that will assist students, faculty and staff to grow their Spanish linguistic abilities. This includes providing an optimal learning environment for students, faculty and staff through semester-long Spanish language acquisition courses and discipline-specific courses taught in Spanish, as well as summer Spanish immersion program offerings. Helping to grow faculty and staff members' Spanish linguistic abilities will ensure they are well equipped to serve our student population and will assist in producing graduates with bicultural and bilingual competencies. UTRGV has established the B3 Institute as the primary institutional actor to carry out these functions. Alongside B3s work, by partnering with global leaders in research, education, health and other high-growth industries, UTRGV will serve as a leader fostering intellectual and economic development on local, national, and international levels.

1.3 Initiative Lead and contact information:

Francisco Guajardo; Francisco.guajardo@utrgv.edu; 956-665-2945

Dania López García; danialopezgarcia@utrgv.edu; 956-882-6503

Section 2

2.1 Identify core priority(ies) or other area(s) of focus (CPOAF):

Becoming a Bilingual, Biliterate, and Bicultural Institution

2.2 Identify principal CPOAF subgoals and objectives:

Sub-goal 1: Coursework Development

- **Objective 1.1:** Support development of coursework/programs that incorporate bilingual, bicultural and biliterate initiatives.
 - Objective 1.1.1: develop coursework and programming that incorporate bilingual, bicultural and biliterate initiatives for students.
 - Objective 1.2.1: develop coursework and programming that incorporate bilingual, bicultural and biliterate initiatives for faculty and staff.

2.3 Identify related CPOAF subgoals and objectives:

N/A

Section 3

3.1 Key Metrics:

Metric	Metric Leader(s) (Contact Info)	Baseline 2017-2018	Benchmark 1 2018-2019	Benchmark 2 2019-2020	Benchmark 3 2020-2021
Increase # of E-courses and X-courses delivered each semester	francisco.guajardo@utrgv.edu ; (956) 665-2945 dania.lopezgarcia@utrgv.edu (956) 882-6503	448 UG; 106 GR	388 UG; 78 GR	400 UG; 90 GR	420 UG; 100 GR
Increase # of students enrolled in E-courses & X-courses	francisco.guajardo@utrgv.edu (956) 665-2945 dania.lopezgarcia@utrgv.edu (956) 882-6503	6,125 UG; 389 GR	6,325 UG; 412 GR	6,500 UG; 425 GR	6,750 UG; 450 GR
Increase # of faculty and staff who enroll in a section of Spanish for Faculty & Staff.	dania.lopezgarcia@utrgv.edu (956) 882-6503	19=summer 2018	8=spring 2019	12=spring 2020	22=summer 2021

3.2 Stories of transformation

Spanish-language and bilingual courses give students the ability to expand their Spanish linguistic abilities and grow their academic registers in both Spanish and English. This will have a positive impact on their marketability on the job market once they have graduated.

For faculty and staff, having the opportunity to participate in more courses/programs will continue to add to their linguistic skills that enhance their job and responsibilities to our students and community.

A student enrolled in a Spanish Biology course stated in an evaluation form: *"I'm glad I took this class, because I need to improve my Spanish proficiency. Because of this course, I've been able to communicate more with my Grandmother, who only speaks Spanish."*

A student in a Spanish History course stated: *"This course helped me understand things about my community history that I did not know. That happened because I conducted oral histories with Hispanic elders who only spoke Spanish. I'm happy I had a chance to listen to those stories."*

Section 4

4.1 Activities

Activities	Activity Status (proposed, in-progress, implemented)	Timeline for Implementation	Lead responsible (include contact info)
Spanish for faculty & staff professional development	Implemented	2017-2018	dania.lopezgarcia@utrgv.edu (956) 882-6503
Increase # of faculty able to lecture in Spanish and bilingually	Proposed	2020-2021	dania.lopezgarcia@utrgv.edu (956) 882-6503
Workshops for coursework, course materials and syllabi development	Proposed	2019-2020	dania.lopezgarcia@utrgv.edu (956) 882-6503

Assistance/support to pay for Spanish for faculty & staff professional development	Implemented	2019-2020	francisco.guajardo@utrgv.edu (956) 665-2945 dania.lopezgarcia@utrgv.edu (956) 882-6503
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Section 5

5.1 Key institutional actors

Unit/department	Justification	Key contact	Title	Email
Academic Affairs, Student Success, and P-16 Integration	Executive Leadership	Dr. Patricia Álvarez-McHatton	EVP for Academic Affairs	patricia.mchatton@utrgv.edu
Colleges and SOM	Executive Leadership	Deans	Deans	@utrgv.edu

5.2 Other supportive institutional actors

Unit/department	Justification	Key contact or position
Registrar	Clasification of E & N courses	Assistant Registrar, Michelle Madrid michelle.madrid@utrgv.edu
Office of Faculty Success & Diversity	Faculty Success	Sr. Associate VP for Faculty Success & Diversity, Dr. Selina Mireles selina.mireles @utrgv.edu
Office of Global Engagement	Spanish Immersion Program	Associate VP Office of Global Engagement, Dr. Dennis Hart dennis.hart@utrgv.edu Director of International Programs & Partnerships, Alan Earhart alan.earhart@utrgv.edu

Section 6

6.1 Fiscal impacts: Estimated costs and/or investments required for initiative implementation (net increase from current activity) and estimated net revenue gain or loss.

No additional funds are required to implement these initiatives.

6.2 Projected Outcomes

6.2a Short-term (by September 2018)

Increase in course/program offerings.

6.2b Mid-range (by September 2020)

Increase in course/program offerings.

As more students are able to complete programs in Spanish and bilingually, word will spread among students and the popularity of these programs will increase, which will also increase demand for Spanish-language and bilingual courses and programs. As a result, more faculty and staff will need to gain proficiency in Spanish, requiring that more of them take the immersion courses to improve their skills, or more bilingual staff and faculty will need to be hired, in order to meet this increased demand.

6.2c Five-year impact (by September 2022)

A marked increase and success in course and program offerings in Spanish and Spanish Immersion program opportunities. It is our hope that over time and with growth in course and program offerings, complete segments of degrees will be available to be offered in Spanish.

As course/program offerings increase students will have the ability to expand their Spanish linguistic abilities and grow their academic registers in both Spanish and English. This is will have a positive impact on their marketability on the job market once they have graduated. For faculty and staff, having the opportunity to participate in more courses/programs will continue to add to their linguistic skills that enhance their job and responsibilities to our students and community.

As a result of these changes, UTRGV will increasingly become a destination school for students both inside and outside the U.S. who wish to be able to complete their degrees in Spanish or receive a bilingual education.