The University of Texas
Rio Grande Valley

Action Plan for (Department/College Name) ___Health and Biomedical Sciences/College of Health Professions____
Date: _____12/23/2021_____

Select 2-3 areas of opportunities you want to focus on and identify goals and action steps to work toward your goals. Make sure that your action steps are within your area's control. If you have suggestions for your division leadership, please collect them on the last page and follow the chain of command to share those. If you have ideas you would like to share with institution leadership, please collect on the last page and share along with your action plans with your campus climate liaisons, as well as assigned division contact.

Framing your goals and objectives as S.M.A.R.T. goals (Specific, Measurable, Actionable, Realistic, and Time-bound) is a great way to ensure that your team is aligned and on-track. It will also help with progress reporting.

2021 results and recorded townhalls can be viewed on the campus climate website.
To review action plans and progress reports from the last survey, please visit: https://www.utrgv.edu/strategic-plan/strategic-initiatives/campus-climate/2018/action-plans/index.htm

Survey Dimensions:
Job Satisfaction/Support
Professional Development
Compensation, Benefits, & Work/Life Balance
Facilities
Policies, Resources, & Efficiency
Shared Governance
Pride
Supervisors/Department Chairs/Directors
Senior Leadership

Action plans are due December 2021. Progress Reports are due October 2022, and May 2023.

Please contact your assigned campus climate liaison for questions.

Faculty, Administration, & Staff Relations
Communication
Collaboration
Respect & Appreciation

Area of Focus/Opportunity (Dimension):

1. Goal (S.M.A.R.T.): Faculty Mentoring

Action Steps to Achieve Goal	Responsible Person *(who will take the lead on this action step, who else is involved)*	Timing *(when, how often)*	Metrics/Indicators of Success *(how you measure progress, success, and completion)*	Status/Comments *(anticipated start date, date started, ongoing, completed, pending)*
Develop plan for TT/T/NTT/PT faculty mentoring (academic, research etc.), including a formal mentorship model that includes training for mentors, a clear path for new faculty to be assigned a mentor, criteria of mentors-mentees, incentives for mentors such as release or other identified, mentor training, progress reports by mentees-mentors and action steps	Dr. Forman (volunteered as lead); Choose faculty committee; Keep dept. chair informed on progress and content	SP 22	Plan approved by all faculty and chair	Pending
Select mentors; Mentor training, Mentee training	Dr. Forman and committee, with chair assistance ***Dept funds if available from resources such as Buyouts, IDC, summer incentives etc. set aside for training and incentives***	Summer 22	Funds identified; Trainings organized, and mentors signed up with release/incentives	Pending

Implementation of faculty mentoring plan	Dr. Forman and committee with chair of dept. assistance	FA 22	Mentors and mentees matched; Progress reports submit to chair	Pending
Evaluation (A feedback system on the effectiveness/quality of the mentorship program.)	Dr. Forman and committee with chair of dept. assistance	Oct 22; May 23; If successful, continue annually.	Surveys of mentors and mentees	Pending

Area of Focus/Opportunity (Dimension):
2. Goal (S.M.A.R.T.): Professional development

Action Steps to Achieve Goal	Responsible Person *(who will take the lead on this action step, who else is involved)*	Timing *(when, how often)*	Metrics/Indicators of Success *(how you measure progress, success, and completion)*	Status/Comments *(anticipated start date, date started, ongoing, completed, pending)*
2a. Identify funding for faculty development, available to all faculty regardless of tenure status/rank. That is, all faculty have development needs, whether in the form of continuing education, support for research presentations or other type of development. Licensed/credentialled faculty	Chair with Program Coordinators	Annually when budget is available for new fiscal year	Number and types of faculty development supported by	Pending

are interested in getting continuing education (CE) through UTRGV or having some funding to support CE requirements for their license/credential.			programs and unit. Survey of faculty.	
2b. Faculty training on student support services, particularly counseling services, available at UTRGV and how to handle a student who needs more than routine support. Perhaps we can have short presentations at our faculty meetings or a HABS fac dev lecture series including counseling services, student mental health challenges, listening to understand vs listening to respond	Associate Chair and Chair	SP 22, FA 22 and SP 23; If successful, continue annually.	Surveys of faculty; Number of trainings held and faculty feedback surveys post sessions.	Pending

Area of Focus/Opportunity (Dimension):
3. Goal (S.M.A.R.T.): **Research development**

Action Steps to Achieve Goal	Responsible Person *(who will take the lead on this action step, who else is involved)*	Timing *(when, how often)*	Metrics/Indicators of Success *(how you measure progress, success, and completion)*	Status/Comments *(anticipated start date, date started, ongoing, completed, pending)*
Identify funds to support bridge funding, publications, TAs, BFRI, core facilities maintenance, research mentoring	Chair will try to secure funds from buyout, IDCs, summer incentives	FY 22	Number of Research related activities supported and amounts of funds allocated for research support	Pending
Create research development plan (identifying unique HABS research development needs; leveraging existing COHP resources such as Research Academy, Research Fellows Program, Research Council; leveraging existing UTRGV resources; etc.)	Faculty committee (volunteers)	SP 22	Plan approved by faculty and chair	Pending

Reflection:

How do your goals support UTRGVs strategic plan and mission? How do your goals align with student success? How do they make a positive impact on the student experience?

Faculty are the backbone of student success, a core priority of UTRGV's strategic plan and mission. Hence faculty development and mentoring are core unit goals. Similarly, UTRGV is an emerging research university transitioning to R1 in 15 years. The unit plan to develop research is therefore vital to ERU to R1 strategic plan. In addition supporting faculty research will expose and involve more students in high impact learning activities.

Division Leadership Ideas (if applicable):

1) Communication needs to be two ways, with listening to understand, faculty input and involvement, explanations of decisions, follow-up
2) College needs to play a bridging role in connecting faculty (their ideas, concerns, feedback, requests) with upper administration
3) Funds need to be sought from administration for unit goals/plans, and there should be transparency

Institutional Leadership Ideas (if applicable):

1) Communication needs to be two ways, with listening to understand, faculty input and involvement, explanations of decisions, follow-up
2) Funds needed from administration for unit goals/plans
3) Transparency needed