TRANSFORMING

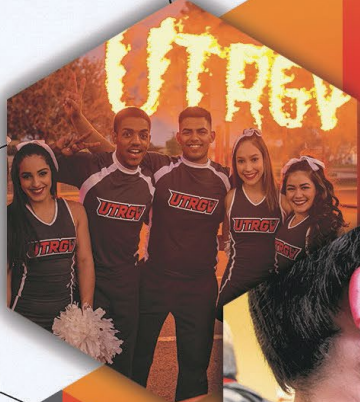## • OUR WORLD •

STRATEGIC PLAN COMPREHENSIVE REPORT

The University of Texas
Rio Grande Valley™

Transforming Our World Comprehensive Report

SEPTEMBER 2019

The development of UTRGV's Transforming Our World Strategic Plan (TOWSP) began with the creation of the Strategic Planning Committee in December 2015. TOWSP was released to the UTRGV community in August 2017, after the UT System Board of Regents review and approval of the UTRGV mission statement. Section 7A of TOWSP incorporates the distribution of biannual briefs and a comprehensive annual report addressing progress made on strategic plan goals. Updates on the status of various strategic initiatives were distributed to the university community in August and November 2018, and again in March 2019. This document is the first Comprehensive Report to be provided, and, for the first time, it includes data on performance measures identified in the plan as well as other metrics. This Executive Summary provides a brief overview of the work that has been done since the TOWSP release.

Since its release, UTRGV has taken great strides forward on the goals and objectives outlined in the plan. Specific initiatives were undertaken, including the Campus Climate Survey and the Strategic Enrollment Initiative. In addition to administrative and programmatic initiatives, following the release of the plan, over $130,000 was provided to fund ten research and creative projects that reflected the spirit of the strategic plan. This diverse set of projects range from the physical sciences to the social sciences to the arts; involve students, faculty, staff, and members of the RGV community; and impact the university, the Rio Grande Valley, and beyond. These funded projects truly reflect UTRGV's mission, vision, and values.

The TOWSP has been taken as a living document as the work toward implementation has progressed. In each core priority and other areas of focus, goals and measurable objectives have been identified for which action plans are being developed. These action plans identify the objectives to be met and set benchmarks and targets against which progress will be measured; lay out the steps to be taken; identify the offices or individuals involved; and provide a picture of what success looks like. Early in the Fall semester, the draft action plans will be released to the university community with opportunities to provide input prior to finalizing them.

Although the action plans are in development, we have made important strides in furthering our core priorities and other areas of focus. Following are some highlights from each.

- ## *Student Success*

As the most central of UTRGV's core priorities, the university is taking a comprehensive approach to student success, with several new initiatives. A new institution-level Student Success Steering Committee works with college-level Student Success Teams (SSTs) to identify populations of concern, develop support strategies, and assess their effectiveness. Each college's SST is developing Promise Programs, pioneered in 2018-19 by the Vackar College of Business and Entrepreneurship, that offer students a guaranteed four-year path to degree completion, and that include high-impact practices such as engaged learning, career development, and advising and mentorship. The pilot program in VCOBE was a success, with a significant improvement in first-year retention rate.

- ***Research and Creative Works***

The increased attention and support UTRGV is giving to research in our efforts to attain Emerging Research University status is paying off. Research expenditures doubled in 2018-19 over the prior year. Five new STARS hires have brought top researchers to the university, and the number of graduate assistantships and fellowships increased by nearly 50%. In addition, new professional development opportunities have been added to help existing faculty strengthen their research and creative works agendas and enhance the university's ability to ensure regulatory requirements. Undergraduates have also found expanded opportunities for getting involved in research through the Engaged Scholarship and Learning program.

- ***Health and Medical Education***

The new School of Medicine (SOM) is one of the most exciting and dramatic new developments for UTRGV, and the first class of medical students came on board in Fall 2016. The new medical school has enabled the new UTHealth RGV program to establish clinics across the Valley, which saw almost 43,000 patient visits in 2018-19. The SOM established partnerships with 60 healthcare providers across the region in order to provide educational opportunities for students as well as expand access to healthcare. In addition, the Division of Health Affairs has initiated new Masters-level degree programs with University of Houston in public health and bioinformatics.

- ***Expanding Educational Opportunity***

Since 2016, 13 new degree and certificate programs have been or will be launched at UTRGV. A new initiative has been launched to expand the use of open educational resources in the classroom to address the high cost of textbooks. In the area of PK-12 outreach, a new Early College High School in Harlingen doubles the number of ECHS partnerships for UTRGV, and there has been a significant increase in the number of K-12 camps offered by the university.

- ***Community Engagement***

UTRGV made significant progress in its efforts to achieve the prestigious Elective Classification on Community Engagement from the Carnegie Foundation. Two different assessments have been completed, that have identified strengths and gaps in the university's infrastructure related to community engagement.

- ***Campus Climate and Professional Development***

The Campus Climate Survey conducted in Spring 2018 became the basis for all campus units to develop action plans to address weakness associated with the campus climate. Those plans were completed in Spring 2019. A number of new professional development opportunities have been added for both faculty and staff, as well as increases in the number of awards given to both faculty and staff.

- ***Becoming a Bilingual, Biliterate, and Bicultural Institution***

   The establishment of the B3 Institute has given the university a basis from which to begin building toward its goal of becoming a bilingual, biliterate, and bicultural institution. The number of bilingual or Spanish-language classes, and number of students taking those classes, increased dramatically. Several programs are currently working on getting certified as dual-language programs.

- ***Globalization***

   The Office of Global Engagement has expanded its presence of campus, organizing events with international themes on campus, providing funding for research and programming on international themes, and establishing partnerships with universities around the world. In addition, study abroad programs sent students to more countries in 2018-19 compared to prior years.
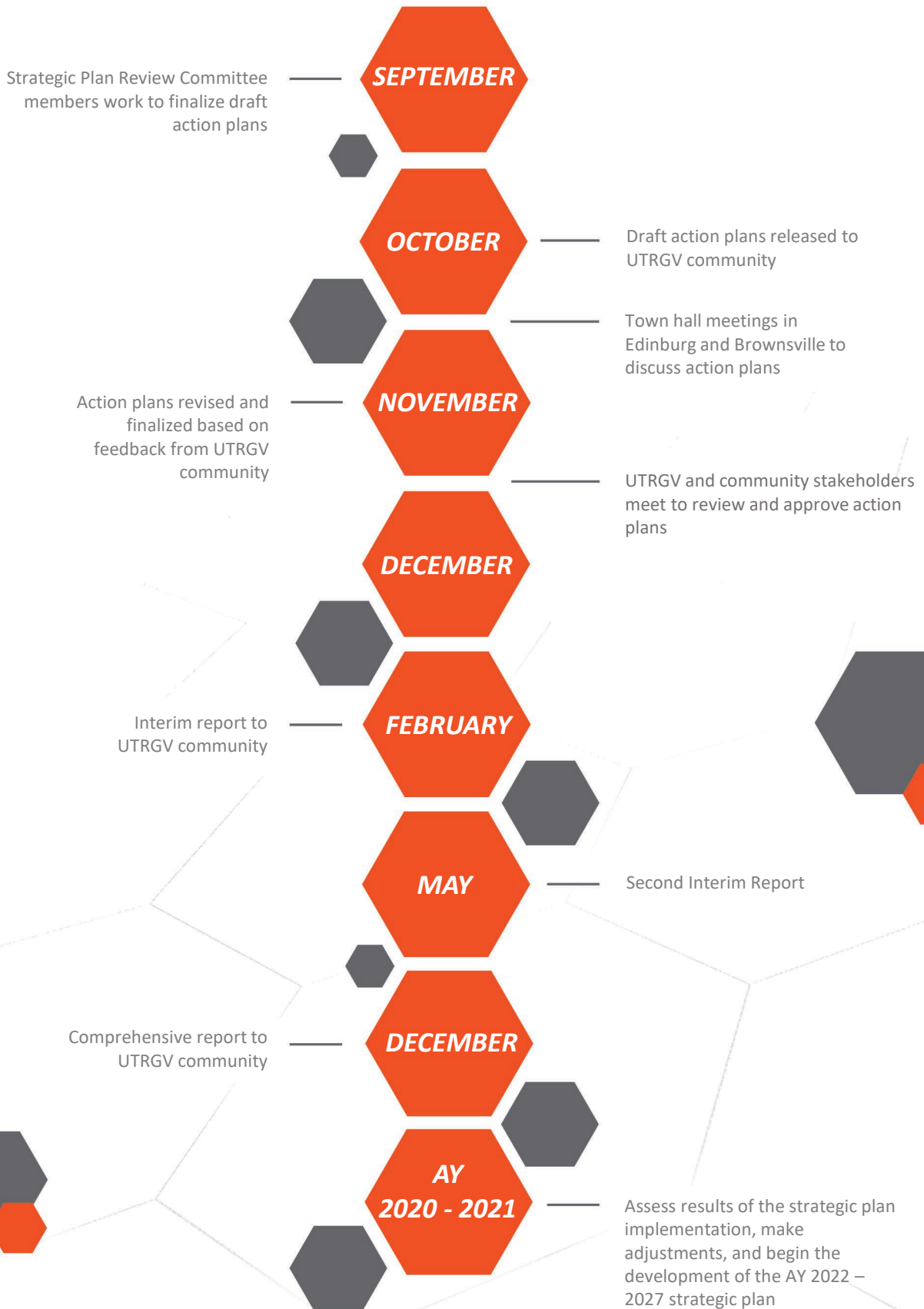
- ***Sustainability***

   UTRGV became the first institution in the UT System and only the third in Texas to be awarded "Gold" status from the Association for the Advancement of Sustainability in Higher Education (AASHE). New Sustainability Graduate Fellowships significantly increases the number of graduate students engaged in sustainability-related research.

- ***Critical Components for Success***

   In the TOWSP, we recognized that three areas are particularly important in ensuring progress: ensuring that the diverse voices of the UTRGV community are heard as we move forward; that we ensure that students, faculty, and staff all have the resources they need to be effective, regardless of which campus they call home; and that we continue to strengthen our information technology infrastructure. The first of these is reflected in the UTRGV Transforming Our World Strategic Planning website, the Strategic Initiatives Newsletter that was distributed throughout the 2018-19 academic year, and the diverse membership of the committees that have been involved in the development of the action plans. A new Campus Connect Committee was established in 2018 to ensure that the university's needs as well as the needs of each campus are equitably addressed. A number of important initiatives identified by the committee were implemented in 2019, and further work is being done to ensure that issues of the equitable distribution of resources are identified and addressed. Finally, IT infrastructure continues to expand, with more classes being technology-enabled, with higher-speed and -capacity networking technology getting put in place, with increased redundancy and security.

AY 2020 – 2021 TIMELINE

SEPTEMBER

Strategic Plan Review Committee members work to finalize draft action plans

OCTOBER

Draft action plans released to UTRGV community

Town hall meetings in Edinburg and Brownsville to discuss action plans

NOVEMBER

Action plans revised and finalized based on feedback from UTRGV community

UTRGV and community stakeholders meet to review and approve action plans

DECEMBER

FEBRUARY

Interim report to UTRGV community

MAY

Second Interim Report

DECEMBER

Comprehensive report to UTRGV community

AY 2020 - 2021

Assess results of the strategic plan implementation, make adjustments, and begin the development of the AY 2022 – 2027 strategic plan

STRATEGIC PLAN IMPLEMENTATION, AUGUST 2017-MAY 2019

The UTRGV <u>Strategic Planning Committee</u> (SPC), established in December 2015, developed the strategic plan in an open process that engaged the university community as much as possible. Because this was a large committee meant to include the many constituent parts of the university, a small Strategic Plan Steering Committee (SPSC) was formed to guide the work of the SPC. The SPC was disbanded once the strategic plan was released, and responsibility for implementing the plan was passed on to the committee established by the plan for that purpose, the Strategic Plan Review Committee (SPRC). Currently, these groups are involved in the implementation of the strategic plan:

- <u>Strategic Plan Steering Committee</u> (SPSC)

The Steering Committee is responsible for setting the program of work for, and otherwise guiding the efforts of, the strategic planning process. This committee consists of a 9-member subset of the entire SPC membership, selected to represent core constituent groups at UTRGV like faculty and staff, and is chaired by the Executive Vice President for Academic Affairs, Student Success and P-16 Integration (EVPAA). This committee was created in December 2015, concurrently with the initial convening of the SPC, and continues to direct strategic planning, evaluation, and assessment on an ongoing basis.

- <u>Strategic Planning Review Committee</u> (SPRC)

This committee is tasked with developing action plans and has responsibility for reporting on and evaluating the progress of implementation efforts, as well as making recommendations for corrective actions. Formed soon after the release of the strategic plan, the SPRC also evaluates alignment of the goals and measured outcomes with the institution's mission.

Shortly after the strategic plan was released in August 2017, Provost Havidan Rodriguez announced his departure from UTRGV. Dr. Patricia McHatton, who had been a member of the Strategic Plan Steering Committee (SPSC), was named as Interim Provost while a search for a new provost was conducted. Soon after taking her position, Dr. McHatton brought the SPSC together, and the decision was made for the steering committee to remain as constituted in order to oversee the implementation process, with Dr. McHatton taking over as chair of the committee. The first two meetings of the SPSC were held in September and November of 2017, and this group began the task of developing a plan for moving forward with implementing the TOWSP.

As noted above, the SPRC is tasked with developing actions plans. In addition to a general goal, each of the core priorities and other areas of focus (CPOAFs) identified a set of initiatives and sample metrics. In all, TOWSP includes some 40 initiatives and 30 metrics. In approaching its work, the SPRC understood that the plan was a dynamic document. One of its first discussions had to do with the composition of the SPRC itself, as well as the need to ensure continued opportunities for the university community, understood broadly, to be as engaged in the implementation of the plan as it had been in its development.

In January of 2018, the SPRC convened, and the champions were given the charge of establishing their committees and beginning the process of implementing the plan. A deadline was established for the end of March 2018 to submit draft action plans. However, in February the Interim Provost asked that this work be put on hold as the institution implemented two initiatives aligned to the strategic plan: Strategic Enrollment Planning and administration of a Campus Climate Survey. These initiatives had broad impact across the university and served to inform the development of the action plans.

In April of 2018, the decision was made to eliminate the position of Provost in favor of the creation of a three-person executive team. Responsibility for implementing the strategic plan was given to Dr. McHatton, who was named the Executive Vice President for Academic Affairs, Student Success, and P-16 Integration. In August 2018, Dr. McHatton appointed Mark Kaswan, an associate professor of political science and a member of the SPSC from its inception, to serve as Academic Affairs Faculty Fellow for Strategic Initiatives. Dr. Kaswan's responsibilities include overseeing the implementation of the strategic plan and coordinating communication with the university community about the various initiatives under way.

ACTION PLAN DEVELOPMENT TIMELINE

August 17, 2018	SPRC meets to review work done in Year 1 and plan for Year 2 and the development of action plans
October 18, 2018	SPRC members provided progress reports on the development of their action plans
December 13, 2018	SPRC agrees to reformulate Strategic Plan initiatives to develop more specific and measurable goals and objectives, and identify appropriate metrics for measuring progress
February 7–28, 2019	SP Steering Committee reviews draft goals, objectives, and metrics submitted by SPRC
March, 2019	SPRC committees revise goals, objectives, and metrics
April 16, 2019	SPRC meets to review goals, objectives, and metrics and categorize them according to functional themes (Program Development, Professional Development, Infrastructure Development, Partnerships, and Achievement)
May 9, 2019	SPRC meets to identify subgoals for development of action plans within four priority areas (engagement, high-impact practices, research, and campus climate)
May 14, 2019	SPRC meets to identify which subgoals and objectives fit within the priority areas
July 17, 2019	SPRC meets to launch final stage of action plan development

The completed draft action plans will be made available to the university community in the Fall 2019 semester, and faculty, staff, students, and community members will have the opportunity to provide feedback on those plans. Town hall meetings will be held in Edinburg and Brownsville to provide an opportunity for the university community to provide feedback on the action plans. The final action plan documents will be completed by the end of October 2019. At that point, the Strategic Planning Council will meet to provide final approval.

UTRGV Mission, Vision, and Values

Mission

To transform the Rio Grande Valley, the Americas, and the world through an innovative and accessible educational environment that promotes student success, research, creative works, health and well-being, community engagement, sustainable development, and commercialization of university discoveries.

Vision

To be one of the nation's leaders in higher education, its premier Hispanic-serving institution, and a highly engaged bilingual university, with exceptional educational, research, and creative opportunities that serve as catalysts for transformation in the Rio Grande Valley and beyond.

Values

- Excellence: Transforming the Rio Grande Valley, the Americas, and the world requires weaving excellence throughout the fabric of the university and into the core of everything we do.

- Diversity, Access, and Inclusion: Establishing an accessible educational environment requires that we cultivate and enhance the diverse, multicultural, and linguistic assets of our university and the Rio Grande Valley. UTRGV also promotes access, inclusion, and lifelong learning to ensure that all members of the university community have opportunities to succeed.

- Inquiry, Discovery, and Creativity: Igniting, illuminating, and enhancing the talents and passions of the university community for open inquiry, discovery, and creativity inspire generations of lifelong scholars and artists who impact the Rio Grande Valley and beyond.

- Engagement and Impact: Seeking to be a catalyst for transformation, the university integrates social justice, civic responsibility, innovation, and sustainable development in its endeavors. Such change is best undertaken through interdisciplinary and collaborative approaches across the university and with community, government, business, and non-profit partners.

- Shared Governance: Participating in decision-making processes with integrity, trust, and respect is a responsibility of all UTRGV stakeholders. This requires an environment of shared governance, academic freedom, accountability and transparency, and open and honest communication.

- Leadership: Instilling a sense of value and empowerment in all members of the university community is a fundamental responsibility of leaders at all levels and involves facilitating professional, intellectual, cultural, and personal growth.

- Health and Well-being: Recognizing that our success is integrally related to the condition of our community, UTRGV strives to promote the health and well-being of its students, faculty, and staff, and create a healthy, equitable, and resilient community.

Transforming Our World Strategic Initiatives

In September 2017, in celebration of finalizing the Transforming our World Strategic Plan (TOWSP), the Strategic Planning Steering Committee (SPSC) issued a call for proposals for research or creative works that reflected the spirit of the strategic plan. Forty-two proposals were received. Of these, 10 proposals, totaling $132,000, were selected for funding. The proposals funded reflected the breadth and depth of the work done at UTRGV, and embodied UTRGV's updated mission, vision, and values, and aligned with the strategic plan. The projects (listed below) were showcased to the UTRGV community at a symposium that was held February 12-13, 2019.

- **Tackling a Turtle Tumor Threat**

A partnership between UTRGV, the UTRGV School of Medicine, South Padre Island-based Sea Turtle, Inc., Brownsville-based Gladys Porter Zoo, and the National Oceanic and Atmospheric Administration, this project was part of a larger effort to study fibropapillomatosis, a tumor-promoting disease in sea turtles, that is growing in prevalence locally in the RGV and globally.

- **Insect Community Dynamics and Volatile and Non-Volatile Compounds that Mediate Sorghum-Sugarcane Aphid Interactions in the Rio Grande Valley**

The researchers for this project partnered with a local farm to explore beneficial plant–microbe interactions in the rhizosphere.

- **Transformations: Sing Your Story**

This was a semester-long project that examined the personal barriers of UTRGV Opera Theater students, and how despite these challenges, they persevere to earn their college degrees and transform their families, communities, and the world.

- **Community Resiliency**

Employing quantitative and qualitative methods, this project aimed at developing community disaster resilience for the Rio Grande Valley, an area occasionally visited by hurricanes and other natural disasters.

- **Proyecto Transformar: Transcending Language Boundaries by Fostering a Translingual-Community Engaged Pedagogy for All**

The project designed and implemented a linguistically inclusive faculty learning community (FLC) to promote a Translingual-Community Engaged approach to higher education teaching.

- **Water Resource Development**

Alternative water harvesting from sea water is extracting evaporated water from the ocean air at a fraction of energy compared to desalination. This study examined whether water harvested from the air above the Gulf of Mexico would be safe to drink.

- **Rio Grande Valley Veterans**

Veterans make up a significant portion of the Rio Grande Valley population, and this study sought to provide a space for veterans to talk about the impact of their service on their families.

- **Lucero and the Giants: Giant Mexican Puppets**

    Latino Theatre Initiatives, in partnership with the Department of Theater and the College of Fine Arts, designed and constructed twelve giant puppets, styled after the *mojigangas* of Mexico. The project was run by a graduate student, who wrote and directed a play for children that was staged at UTRGV and several elementary schools in the Rio Grande Valley.

- **Butterfly Garden**

    The garden is located next to a Resaca on UTRGV's Brownsville campus. The purpose of the garden is three-fold: 1) the conservation of butterflies and other pollinators, 2) to act as a platform for experiential learning and research projects for students, and 3) to engage the community by providing information on the importance of pollinators and what they can do to help conservation efforts.

- **Nuestra Voz / Our Voice**

    This was a pilot survey designed to: (1) capture attitudes and opinions of Rio Grande Valley residents on key international, national, state and local issues, and (2) inform policy at the state and regional levels. The survey addressed existing gaps in the literature about Hispanic attitudes by examining these attitudes in a majority context, thus contributing to a broader understanding of Hispanic political and social attitudes on a range of policies and issues of national as well as local concern.

Campus Climate Survey

In Spring 2018, UTRGV contracted with Modern Think LLC, an independent management consulting firm focused on workplace quality in higher education, to administer the Campus Climate Survey to students, faculty, and staff. The survey was developed by Modern Think in consultation with the Campus Climate Steering Committee, which was made up of stakeholders from the university community. The survey was administered at the end of the Spring semester. Results of the survey were shared with faculty and staff at town hall meetings held on October 12, 2018, and with students in an interactive meeting on November 5, 2018. The intent of these meetings was to share the survey results and discuss specific areas of concerns and opportunities for positive change. Modern Think returned to UTRGV December 11-13, 2018, to meet with university executive leaders regarding survey results and opportunities at the unit level to address areas of concerns. These campus leaders then implemented communication strategies to further share survey data with faculty, staff, and students in their units.

Beginning in January 2019, institutional, divisional, and departmental level meetings took place to review the results of the survey and develop action plans addressing survey results to positively impact the climate and culture in the UTRGV community. This work was guided by the Office of Human Resources and the Staff Senate, who partnered to develop a group of Campus Climate Liaisons. Campus Climate Liaisons, in turn, worked with individual units and facilitated conversations regarding the findings of the survey. Campus climate action plans developed from the conversations focused on the top 2-3 areas identified in the survey results as needing improvement. Action Plans were submitted in April 2019 and follow up status reporting will occur throughout the 2019-2020 Academic Year.

SURVEY DEVELOPMENT
MAR. - APR. 2018

DEVELOP ACTION PLANS
FALL 2018 - SPRING 2019

STAKEHOLDER MEETINGS
FEB. - MAR. 2018

UNIVERSITY-WIDE RESULTS SHARED
FALL 2018

FOLLOW-UP SURVEY
2021

Strategic Enrollment Plan

On September 12, 2018, UTRGV embarked on the development of a Strategic Enrollment Plan focusing on the student life cycle from recruitment to graduation, which included a deep review of student persistence data.

The Strategic Enrollment Plan (SEP) process involves the development of data-informed enrollment plan with measurable and sustainable goals that align with UTRGV's mission, vision, and strategic goals. The SEP process provides the opportunity for faculty and staff to engage in critical discussions concerning the overall enrollment health of the institution and to develop a plan that promotes stability and provides for continuous growth and student success.

UTRGV partnered with Ruffalo Noel Levitz on a four-phase project to develop the Strategic Enrollment Plan. The Phase includes:

1) preparation and data analysis;

2) strategy development;

3) enrollment projections and goals setting; and

4) implementation and continuation.

Phase 1 launched in September 2018 with the creation of three cross-functional working groups (undergraduate, graduate, and health- related programs) comprised of staff and faculty. This phase involved the development of situation analysis documents and required a thorough review of data and the identification of key performance indicators. Phase 1 was completed mid-Spring 2019.

Phase 2 (strategy development) and Phase 3 (enrollment projections and goal setting) of the project were completed in summer 2019 with the goal of implementation and progress monitoring in fall 2019.

On-Going Efforts and a Record of Success

Although the development of action plans for implementing the strategic plan is still underway, a great deal of work has already been undertaken in each of the nine core priorities and other areas of focus. The University has also taken a number of steps with that TOWSP identifies as "critical components for success." These include connecting the distributed campuses, information technology infrastructure, and linking the strategic plan with UTRGV's master plan. What follows is a brief summary of the progress in each of these areas, with tables of key performance indicators showing progress to date. The metric tables are based on the "sample metrics" identified in the TOWSP, as well as other metrics that demonstrate the progress that has been made. These include performance measures for each metric and percent change. Finalized action plans will include performance targets for each metric. Unless otherwise noted, the data provided in the tables all comes from institutional sources, such as the UTRGV Strategic Analysis and Institutional Reporting office (SAIR) and the Grants and Contracts office within the Division of Research, Graduate Studies and New Program Development. Numbers of attendees at workshops and other events comes from registration, sign-in sheets, or other means of recording attendance used for those events.

Student Success

Student Success is central to UTRGV's priorities, demonstrated by supporting students to achieve their academic goals in a timely manner and reaching their professional aspirations through integrative learning experiences.

To enhance and sustain student success, UTRGV has taken a comprehensive approach, establishing both infrastructure and integrated programmatic support across the institution.

Strategies for Promoting Student Success

- **Institutional-level Student Success Steering Committee**

A university-level steering committee and advocacy group that works with the College-level Student Success Teams (SSTs) with the goal of communicating institutional policy/procedure changes, problem-solving academic and college level issues and promoting effective communication of efforts across academic and student operations.

- **College-level Student Success Teams (SSTs)**

SSTs are comprised of a college Associate Dean as the SST chair, selected college staff and faculty, and specialists from the Academic Advising Center, the Career Center, Learning Center, and Student Life. The college-level Student Success Teams identify populations of concern within the college, designing and implementing outreach and support strategies for those populations, and assessing the effectiveness of these initiatives. SSTs have focused on graduation deferrals (students who have applied for graduation but are missing credits), course waitlists, and drop-fail-withdraw (DFW) rates.

- **Promise Programs:**

Each SST is also charged with designing a college-specific Promise Program, the goal of which is to guarantee students the ability to graduate in four years. Components of the Promise Programs include:
- High Impact Educational Experiences (learning communities, engaged scholarship and learning, service learning, etc.)
- Career Development
- Advising, Peer and Faculty Mentorship
- Critical Path Courses
- Registration
- GPA

The Promise Program was first piloted with the Robert C. Vackar College of Business and Entrepreneurship in academic year 2018-2019 with subsequent colleges set to begin piloting their programs in academic year 2019-2020.

- **Graduation and Retention Working Group:**

Comprised of representatives from Strategic Enrollment, Student Success, and academic colleges, this group reviews student persistence patterns and aligns and coordinates interventions to promote student retention.

- **Engaged Scholarship & Learning (ESL) Program**:

ES&L is a program to encourage and celebrate the scholarly accomplishments of UTRGV undergraduate students in a way that brings together students, faculty and community. In addition, ES&L provides leadership and vision for experiential learning and community engagement initiatives which impact students' academic growth and success, including, but not limited to, high impact practices such as undergraduate research and service learning. One of the components of the ES&L program is the Engaged Scholar Symposium, which is the largest multidisciplinary gathering of undergraduate scholars in South Texas annually. The ES&L program was expanded significantly in the 2018-19 academic year.

Student Success Metrics

Performance Measures	AY 2017-18	AY 2018-19	% change
1st year retention rate*	76.5%	78.6%	+2.7%
Number of colleges with Promise Programs established	0	1	n/a
Number of students with Promise Program agreements	0	168	n/a
1-year retention rates for Promise Program participants	n/a	95%	n/a
Number of students served by the Grad Help Desk	0	443	n/a
Number of degrees and certificates awarded	5,265	5,310	+0.8%
Engaged Scholar Awards	78	98	+25.6%
Number of Engaged Scholar Symposium presentations	566	623	+10%
Number of Engaged Scholar Symposium attendees	623	930	+49.3%

Table 1: Student Success performance measures, based on institutional data.
* Figure for AY 2017-18 is for 2017 cohort; figure for AY 2018-19 is for 2018 cohort.

RESEARCH IMPACTING THE RIO GRANDE VALLEY AND BEYOND

One of the goals set out for UTRGV is to become an emerging research university within 10 years. As a university that places student success at its center that includes both research and community engagement as one of its core priorities, we understand that our attention to research and creative works will provide students with engaged learning opportunities that will impact the Rio Grande Valley and beyond. This also means supporting and recruiting faculty with strong research and creative works agendas.

- **Increased funding for research**

The increased support for research has helped UTRGV nearly double its total research expenditures in AY 2018-19 over the prior years.

- **New STARS hires**

With support from UT System STARS program to attract and retain top researchers, the College of Sciences has received over $1.4 million for five new faculty members.

- **Graduate research assistantships and fellowships**

In AY 2018-19 UTRGV established two new graduate research grant programs to enhance graduate research. Fifty Presidential Graduate Research Assistantships were awarded to outstanding students from around the world joining its researched-based Masters programs. In addition, the Graduate Sustainability Fellowship program, coordinated by UTRGV's Office of Sustainability, awarded thirty fellowships in the amount of $15,000 each to outstanding new students to engage in projects addressing sustainability and community resilience in the Rio Grande Valley.

- **Professional development**

Workshops on research, grant writing, and preparing material for publication are intended to help faculty advance their research. Faculty Research and Professional Development Program begins in Fall 2019 with a focus on assisting tenure track faculty to establish a strong research and creative activities program, as well as to promote a culture of research compliance and ethical behavior while providing comprehensive grant writing training and regulatory guidance.

Research and Creative Works Metrics

Performance Measures	AY 2017-18	AY 2018-19	% change
Annual grand total research expenditures*	$22.7 million	$45.1 million	+98.6%
Annual institutional research expenditures*	$4.3 million	$23.5 million	+446.5%
Federally funded research expenditures*	$11.6 million	$11.8 million	+1.7%
Privately funded research expenditures*	$0.7 million	$3.9 million	+457.1%
Restricted research expenditures*	$11.7 million	$14.3 million	+22.2%
Professional development activities focused for scholars to advance their grantsmanship, research, artistic training, and communication skills.	31	19	-38.7%
Number of graduate assistantships and fellowships	468	680	+45.3%
Funding for graduate assistantships and fellowships	$5.5 million	$6.4 million	+16.4%

Table 2: Research Performance Measures, based on institutional data.
* As of July 31,2019

HEALTH AND MEDICAL EDUCATION

In order to advance the goals for health and medical education articulated in the UTRGV strategic plan, in 2017 the School of Medicine (SOM) produced a strategic plan that was developed by a group of over 90 individuals, consisting of faculty, residents, students, university leadership, clinical partners, and community representatives. Utilizing strategic workshops, the planning process developed specific goals, objectives, and performance measures in five key areas: education, research, clinical enterprise, community engagement, and sustainability.

- **Outpatient health clinics**

In order to promote wellness and improve local access to healthcare, beginning in July 2018, UTHealth RGV opened a number of outpatient health clinics across the Rio Grande Valley. During the 2018-19 academic year, these clinics received almost 43,000 outpatient visits. In addition, partnerships were established with institutions both locally and internationally to conduct disparities research into the social, environmental, and biological determinants of health.

- **Partnerships**

Part of the way UTHealth RGV is working to expand access to healthcare in the Rio Grande Valley is by partnering with existing institutions. Beginning in September 2018, UTHealth RGV entered into over 60 agreements with existing providers and agencies across the Rio Grande Valley. These include almost 50 agreements with inpatient and outpatient clinical sites where UTRGV medical students receive training and, under supervision from clinical staff, provide care.

- **New joint degree programs**

The Division of Health Affairs is working to develop and implement new joint degree programs at UTRGV. Three programs have been launched since 2018: the MD/Masters in Public Health degree and the MD/Masters in Biomedical Informatics degree (MSBMI) with the UTHealth School of Public Health at Houston; and, the MD/Masters in Bioethics.

Health and Medical Education Performance Measures

Performance Measures	AY 2017-18	AY 2018-19	% change
Number of outpatient visits at clinics	23,578	42,960	+82.2%
Number of UTHealth locations	9	23	+155.6%
Number of local and international partnerships for research	n/a	78	n/a
Total research expenditures	$11,879,169	$18,830,960	+58.5%
Number of clinical partnership contracts	39	228	+484.62%
Number of inquiries for MPH and MSBMI programs	n/a	14	n/a

Table 3: Health and Medical Education Performance Measures, based on data provided by the Division of Health Affairs.

EXPANDING EDUCATIONAL OPPORTUNITY

Since Fall 2017, with a keen focus on expanding quality, affordable, and accessible educational opportunities to prepare students to be part of a diverse workforce of the 21st century, UTRGV has supplied vas experiential, research, and community-based learning experiences for member of the Rio Grande Valley region and beyond. These efforts have yielded new opportunities for engagement and leaning advancing the UTRGV TWOSP.

- **New Program Development**

    Since 2016, 13 new programs have been launched or will begin in Fall 2019:

    - Ph.D.: Clinical Psychology

    - Master of Arts: Political Science

    - Master of Science: Agricultural, Environment, and Sustainability Sciences; Bioethics; Business Analytics; Civil Engineering

    - Master of Education: Teacher Leadership

    - Bachelor of Science: addiction Studies; Hospitality and Tourism; Nutritional Science; Statistics; Sustainable Agriculture and Food Systems

    - Graduate Certificate: Board Certified Behavioral Analyst

    - Three new graduate certificate programs have been approved and have been proposed for launch in AY 2019-20: Clinical Laboratory Sciences; Health Sciences Nutrition; Healthcare Informatics.

• Open Educational Resources:

An important consideration in increasing access to educational programs is attending to the cost of post-secondary education. This is especially relevant for the students we serve, a majority of whom are first-generation students and/or Pell recipients. One initiative undertaken to address this concern is the use of open educational resources (OER).

During AY 2017-18 we began our first venture into OER, which consisted simply of collecting information on who was using OER in their courses and then flagging them in our course schedule. Those efforts yielded five faculty. Since then, our OER efforts have accelerated, as we have launched a pilot program, committed a growing budget to OER, and instituted an ongoing OER program.

The OER Pilot Program began in 2018-2019. Three faculty members (Jamalin Harp; Erin Schuenzel; and Zaena Zamora) teaching high enrollment courses (US History II; General Biology II; and College Algebra) were given $1,500 stipends to complete professional development (DP) focused on designing courses using OER. Included in the PD sessions, delivered by a nationally recognized OER expert, were two librarians and six institutional designers from the Center for Online Learning and Teaching Technology. The PD employed a *Train the Trainer* model to ensure sustainability.

During Fall 2018, the participants completed the redesign. Courses were taught in Spring 2019. The table below shows the savings to UTRGV students:

Course	Number of Sections	$ Savings
US History	2	$20,615
General Biology II	2	$26,075
College Algebra	1	$10,666
Total	5	$57,356

Table 4: Total OER savings to UTRGV students

We continue to expand our efforts to increase the use of OER through professional development opportunities.

• PK-12 Outreach:

We have been working diligently to increase outreach to our PK-12 partners. We continued the longstanding relationship with the Brownsville Independent School District's early college high school (ECHS) that had been established by UT Brownsville/Texas Southmost College, and in 2018 we began offering dual enrollment classes with the Harlingen Independent School District's ECHS. Brownsville ECHS students take regularly scheduled UTRGV classes either as a cohort or integrated into courses with the general student population; in Harlingen, UTRGV courses are taught by UTRGV faculty at the University Center. Both groups are focused on meeting requirements for high school graduation through the completion of UTRGV core curriculum courses. We also have increased pre-K-12 student participation in educational summer camps, conferences, and workshops that promote college awareness and access on UTRGV campuses.

Expanding Educational Opportunity Metrics

Performance Measures	Fall 2017	Fall 2018	% change
Number of new undergraduate degree programs	0	5	n/a
Number of new graduate programs	1	2	+100%
Number of new graduate certificate programs	0	1	n/a
Number of online courses	379	401	+ 5.8%
Number of hybrid/blended format courses	102	145	+42.2%
Number of students enrolled in fully online courses	20,783	24,950	+20.1%
Number of students enrolled in hybrid/blended format classes	3,213	5,776	+79.8%
Number of faculty teaching fully on-line courses	339	362	+ 6.7%
Number of faculty teaching hybrid/blended courses	99	134	35.3%
Number of workshops/professional development opportunities on use of instructional technology	47	124	+164%
Number of faculty using open educational resources (OER)	5	7	+40.0%
Number of school districts with established Dual Credit Memorandums of Understanding to provide UTRGV coursework	27	27	0%
Number of students enrolled in dual credit programs	578	720	+24.6%
Number of Early College High School Partnerships with local school districts	1	2	+100%
Number of PK-12 camps*	63	88	+39.7%
Number of students participating in UTRGV PK-12 camps*	4,340	4,531	+4.4%

Table 5: Performance Measures for Expanding Educational Opportunity, based on institutional data.
*Data for summer camps is for summer 2018 and summer 2019.

COMMUNITY ENGAGEMENT

The Office of Community Engagement and Economic Development (CEED) led an extensive institutional self-study on Community Engagement between 2017-2019, using the Carnegie Foundation for the Advancement of Teaching assessment framework for the Elective Classification on Community Engagement. The assessment process involved detailed documentation of practices related to key foundational indicators of community engagement in higher education. Additionally, in 2018, CEED completed the National Inventory for Institutional Infrastructure on Community Engagement, a tool that maps infrastructure supporting community engagement campus wide. Both assessment frameworks helped document strengths and identify gaps in UTRGV's institutional infrastructure related to Community Engagement as a core priority, giving us a better understanding of areas needing improvement to help build a culture of community engagement at UTRGV. These include college level tenure and promotion policies that support community engagement experience; and designated Service-Learning courses reflected in official student transcripts.

Community Engagement Metrics

Performance Measures	AY 2017-18	AY 2018-19	% change
Enrollment in Service-Learning classes	4,071	3,848	-5.5%
Number of Service-Learning sections offered	149	160	+7.4%
Number of faculty offering Service-Learning courses	50	53	+6.0%
Number of partner agencies posting in the Engagement Zone	151	207	+37.1%
Number of students using Engagement Zone	2030	2388	+17.6%

Table 5: Community engagement Performance Measures, based on institutional data.

CAMPUS CLIMATE AND PROFESSIONAL DEVELOPMENT

The primary goal of this area of focus is to cultivate a welcoming, inclusive, and nurturing climate for all faculty and staff. Within this, the Office of Faculty Success and Diversity is responsible for matters related to faculty, while the Office of Human Resources is responsible for staff. Multiple efforts have been undertaken and/or enhanced, the implementation of the Campus Climate Survey, which was discussed previously, is directly related to this priority.

Professional Development

We believe strongly in the importance of providing opportunities for faculty to engage in professional development. In 2018-2019, several new opportunities were provided, which focused on teaching and leadership.

- **Association of College and University Educators (ACUE) Professional Development:**

Three UTRGV faculty members took part in a pilot program offered in Fall 2018 by the UT System Office of Academic Affairs in conjunction with the Faculty Advisory Council (FAC) and the Association College and University Educators (ACUE). The goal of the program was to improve the student success by enhancing teaching efficacy among faculty via the ACUE Course in Effective Teaching Practices. The 25-week online course to lead to a Certificate in Effective College Instruction (CECI).

- **Texas Academic Leadership Academy (TALA):**

Three UTRGV faculty member were part pf the first Texas Academic Leadership Academy (TALA), which took place ins 2018-2019. This is an initiative that provides a year-long leadership training to support, prepare, and enhance the leadership skills of faculty aspiring to department and college-level leadership positions. TALA Fellows engage in a variety of face-to-face and online experiences with TALA faculty, mentors, policy makers, and peers.

- **Penn State Academic Leadership Academy:**

One faculty member from Women's Faculty Network was selected to participate in the Penn State Academic Leadership Academy. The academy addresses subjects pertinent to academic leaders such as team building, budget management, strategic planning and faculty development.

- **UTRGV Faculty Excellence Awards:**

Each academic year UTRGV recognizes, celebrates, and honors the exceptional accomplishments of the faculty via the UTRGV Faculty Excellence Awards. These awards recognize faculty members whose contributions extend far beyond their normal faculty responsibilities and/or administrative assignments. In 2017-2018, three new award categories were added:

1. *Non-Tenure Track Faculty* in the *Teaching Category*
2. *Faculty Excellence Award in Community Engaged Scholarship*
3. *Faculty Excellence Award in Sustainability Education*

CLIMATE AND PROFESSIONAL DEVELOPMENT METRICS

Performance Measures	AY 2017-18	AY 2018-19	% change
Number of faculty participating in professional development programs*	811	785	-3.21%
Number of staff members participating in professional development programs (Coordinated by HR; Face-to-Face sessions only).	2,626	3,013	+14.7%
Number of staff members receiving recognition or awards (Coordinated by HR, FY 18 recognized two reporting years)			
Service Award	597	288	-51%
Team Excellence Award	n/a	5	

Table 6: Campus climate and professional development Performance Measures, based on institutional data.

BECOMING A BILINGUAL, BICULTURAL, AND BILITERATE INSTITUTION

The B3 Institution, a new unit within the Division of Academic Affairs, Student Success, and p-16 Integration, provides leadership in becoming a bilingual, bicultural and biliterate institution. The B3 Institute pursued three broad key initiatives during the 2018-2019 academic year: (1) support development of coursework; (2) incentive research; (3) engage community.

The B3 Institute supports the development of Spanish-language and bilingual courses by working with faculty members who demonstrate an interest in teaching such courses or who are proficient in Spanish-language. Coursework offered in Spanish has increased dramatically. The number of academic programs that were approved by the Undergraduate Curriculum Committee to offer Dual Language Certificates remained static at 1, but at least a dozen academic programs have expressed interest in pursuing a DLC designation and the B3 Institute is actively working with them toward acquiring this status.

Becoming a Bilingual, Bicultural, and Biliterate Institution Metrics

Performance Measures	AY 2017-18	AY 2018-19	% change
Number of courses taught in Spanish or bilingual (undergraduate/graduate)	448/106	388/78*	-13.4%/-26.4%
Number of students enrolled in courses taught in Spanish or bilingual (undergraduate/graduate)	6,125/389	6,325/412	+3.3%/+5.9%
Number of academic programs offering Dual Language Certificates	1	1	0%
Peer-reviewed publications by faculty affiliated with Center for Mexican-American Studies, Center for Bilingual Studies, or Translation and Interpreting Office	8	10	+25%
Number of research seminars provided on B3 topics	15	15	0%
Number of grants received for research on B3 topics	1	4	+300%
Number of Community Learning Exchanges with community-based organizations	5	5	0%
Number of Community Learning Exchanges with groups of K-12 teachers	7	9	+28.6%
Translation output (number of words translated)	34,967	215,179	+515.4%
Number of Interpreting events (oral translation) provided	237.25 hours	147.5 hours	- 37.8%

Table 7: Becoming a B3 Institution Performance Measures, based on institutional data and reports provided to B3 Institute.

* In AY 2017-18 courses taught either in Spanish or bilingually were designated with an "E" prefix in the class schedule. In AY 2018-19 the "E" prefix was only used for Spanish-language classes, and no special designation was used for bilingual classes. As of AY 2019-2020, bilingual courses have been designated with an "X" prefix in the class schedule.

GLOBALIZATION

UTRGV, through the Office of Global Engagement, has undertaken a number of activities to advance its primary goal of fostering a globally connected campus culture. The Office of Global Engagement's (OGE) mission is to globalize UTRGV by identifying, creating, and supporting global initiatives while opening a range of opportunities for the faculty, students, the community, and senior leadership. OGE provides funding, vision, logistics, and other support that helps the University realize its strategic priorities. For the past two years, OGE had directly increased global awareness on and off campus through numerous cultural/educational events; stimulated student learning through study abroad; participated in and/or supported faculty conducting international research and travel; furthered the internationalization of the curriculum; and, expanded the number and areas of global partnerships that support student success and faculty research.

- **Global Awareness:**

  OGE has expanded globalization outreach onto the campus and community through a wide range of cultural and social events. These events include:

  - International Education Week, a celebration of international students, provides an opportunity to expand cultural understanding and share information about exchange opportunities worldwide.

  - Multilingual Fest, which celebrates and promotes multiculturalism and multilingualism, contributes to university –wide globalization.

  - Folk Tales Reading, in which international graduate students read and tell folk tales from their homeland to community members in Edinburg.

  - International Meet & Greet: During this event, international students have an opportunity to represent their home country during the parade of flags around the campus also includes activities and fun games. This event is an opportunity for domestic and international students to interact, share experiences, and explore study abroad options available for them at UTRGV.

  - OGE sponsored a Lunar New Year Celebration to introduce UTRGV's students, faculty, and staff to other cultures, customs, and traditions about the Lunar New Year.

- **Study Abroad**

  Numerous studies show that study abroad is a defining moment in a young person's life and continues to impact them for years after the experience. At UTRGV, the total number of students participating in study abroad decreased slightly in 2018 due to a temporary staffing shortage, however the number of countries visited increased. OGE also increased the number of workshops held to promote study abroad to UTRGV students.

- **Foster Research, Program Development on International Topics, and Partnerships:**

To encourage research on international issues OGE has established funding opportunities and hosted conferences such as the Global Border Studies Conference sponsored by OGE, Autonomous University of Tamaulipas (UAT), Autonomous University of Sinaloa (UAS), the Northern Border College (Colegio de la Frontera Norte), the University of Seville (Universidad de Sevilla), and the Teresa Lozano Long Institute of Latin American Studies at the University of Texas at Austin, for 1 day in Mexico in UAT Matamoros and for 1 day at UTRGV. The conference generated a space for the exchange of research among those interested in issues related to global borders around the world. Papers focused on the phenomenon of global borders, the ideology of borders and how borders and borderlands help us understand broader global issues.

OGE successfully submitted a Department of Education Title VI grant for Undergraduate International Studies and Foreign Languages, totaling $175,046 over two years. This grant directly supports expansion of new courses in international studies and increased foreign language study. OGE has also worked with faculty to increase or establish a series of new international minors and/or courses.

The OGE assists faculty and students in the use of exchange agreements to find research, teaching, and learning opportunities at our partner institutions. In the past two years, new programs have been established with Eurasian National University in Kazakstan, Sunchoonhyang University in South Korea, and five universities in India.

Globalization Metrics

Performance Measures	AY 2017-18	AY 2018-19	% change
Attendance at UTRGV-sponsored events on global themes	1,929	2,528	+31.1%
Number of students in Study Abroad programs	218	186	-14.7%
Number of countries hosting Study Abroad students	16	17	+6.3%
Amount awarded in scholarships to study abroad students	$229,308	$240,173	+4.7%
Number of students receiving national Gilman awards for study abroad	12	20	+67.7%
Number of workshops held to promote study abroad	14	20	+42.9%
Attendance at OGE-sponsored seminars and conferences held at UTRGV	100	300	+200%
Number of OGE grants	39	44	+12.9%
Amount of funds awarded for OGE grants	$37,187	$34,576	-7%
Number of international partnership agreements	35	61	+74.3%
Number of visiting scholars from foreign universities	64	84	+31.3%

Table 8: Globalization Performance Measures, based on institutional data.

SUSTAINABILITY

With UTRGV's commitment to sustainability made explicit in its mission, vision, and strategic plan, the Office for Sustainability (OFS) is charged with collaborating with partners both within and outside of the university to institutionalize sustainable development across the campus, including infusing sustainability into its curriculum, community engagement efforts, and day-today operations.

OFS tracks campus sustainability performance across these measures and self-reports to an international sustainability organization every two-three years; we are currently conducting the 2018-2019 Association for the Advancement of Sustainability in Higher Education Sustainability Tracking, Assessment & Rating System (AASHE STARS) assessment, with the report to be submitted end of Fall 2019. Thus, much of the data in the summary below is from the 2017 AASSHE STARS report, with more current data provided and indicated where available. In this 2017 reporting period, UTRGV was awarded "Gold," becoming the first university in the UT System and third in the state of Texas to reach that level.

- ## AASHE STARS Assessment

UTRGV has completed an AASHE STARS report every two years, reflecting a considerable increase in its performance, starting with UTRGV's Silver STAR designation, awarded August 28, 2015, and then in Sept. 20, 2017, receiving its most recent Gold STAR designation. Thus Fall, UTRGV will submit another report detailing our 2018-2019 sustainability performance.

The AASHE STARS assessment requires that graduate student researchers collect, analyze, and submit data on sustainability in UTRGV academics, research, campus and community engagement, and operating practices. UTRGV participates in the Sierra Cool Schools Ranking, Princeton Review Ranking, and World UI Green Metric. Each of these assessments also show UTRGV's performance increases from 2015 to 2018. The data from the academic section is used to generate Sustainability Course Catalogs for both graduate and undergraduate sustainability focused and related courses, which helps students choose courses that align with their interest in sustainability and thus contribute to their success. UTRGV has also received designations for Arbor Day Foundation's Tree Campus USA (four years in a row, since 2014) and, in 2018, UTRGV became a Bee Campus USA, recognized for its pollinator-friendliness as well as its trees and native landscaping.

- ## Education for Sustainable Development

UTRGV's sustainability-focused and related academic course offerings and research opportunities cement the university's commitment to student success through sustainability.

o In the UTRGV 2017 AASHE-STARS assessment data were collected on (16) UTRGV collaborative partnerships for sustainable development in and with the community. The 2019 assessment is underway and incomplete but already shows a positive increase of approximately (30) plus partnerships on shared sustainability goals within the community.

o In FY18 UTRGV-OFS participated in over (16) awareness-raising sustainability conferences, symposiums, forums and other events, including (14) speaking engagements and presentations supported by the OFS Chief Sustainability Officer for Students , Staff, Faculty and Community.

o In addition, in FY 2018 UTRGV raised sustainability awareness and knowledge through outreach materials, including (7) press-releases/articles on sustainability topics, (8) Sustainability reports from OFS, (6) guides for faculty, staff, students, and the community available on the OFS website, (1) UTRGV Marketing Video, (1) UTRGV podcast, five external media interviews, and the success of the OFS Facebook, which saw a five percent increase in page likes over the year.

Sustainability Metrics

Performance Measures	AY 2017-18	AY 2018-19	% change
Number of faculty and staff trainings on sustainability	12	30	+150%
Number of participants in faculty and staff trainings	52	417	+701.9%
Number of graduate students involved in sustainability research	4	10	+150%
Number of undergraduate students involved in sustainability—related research	120	101	-15.8%
Number of courses with sustainability-related or -focused content (undergraduate/graduate)	2,736/307	(not available)	n/a
Number of faculty members engaged in sustainability-related research	159	(not available)	n/a
Percentage of students graduating from programs with at least one sustainability learning outcome	42%	(not available)	n/a
Number of collaborative partnerships for sustainable development in and with the community	16	30	+46.7%
Number of materials produced, including press releases, articles, reports, guides, and other public material on sustainability	28	37	+32.1%

Table 9: Sustainability Performance Measures, based on institutional data

CRITICAL COMPONENTS FOR SUCCESSS

The Transforming Our World Strategic Plan identified four "critical components" to ensure the success of the strategic plan: Community participation and support, unifying the distributed campuses, robust information technology infrastructure, and intersections with the UTRGV master plan.

1. Community Participation and Support

Four areas were identified as being essential to on-going community participation and support.

- o Internal and external stakeholder: The first part of this report discusses work that has been undertaken to date to implement the strategic plan. The SPRC is composed of the Strategic Plan Steering Committee and the chairs of nine subcommittees, each of which is made up of staff and faculty working on the action planning stage for that CPOAF. Once the drafts of the action plans are completed, various opportunities for the university community to get engaged in commenting and revising them will be provided, including by hosting town meetings, presentations to the Faculty Senate, Staff Senate, and Women's Faculty Network, and by posting the material on the UTRGV Strategic Plan website with opportunities for anonymous comments.
- o On-going communication: As was detailed above, reports are distributed regularly on the progress in furthering UTRGV's mission and vision in the Strategic Initiatives newsletter. This comprehensive report is also a part of the communication strategy.
- o Shared governance: The UTRGV Faculty Senate and Staff Senate are both represented on the Strategic Plan Steering Committee.
- o Unit alignment with the Strategic Plan: All UTRGV units were tasked with the development of strategic plans that are in alignment with the Institutional Strategic Plan.

2. Unifying the Distributed University

The Campus Connect Committee was established Summer 2018 under the direction of Dr. Patty McHatton. The charge of the committee is to promote high degree of consistency in programs and services of all types for students, faculty, and staff throughout the multiple campuses of UTRGV. The committee examines academic programs; recruitment, retention, and completion; campus life; and administrative services. Recognizing that operational efficiency and effectiveness can best be promoted by balancing centralization with autonomy, the committee works to ensure that the University's needs as well as the distinct needs of each and campus community are equitably addressed. This work will assist with identifying campus strengths that can inform the establishment of signature programs, organizational transparency, and identifying the most efficient and effective means for operating in a distributed environment.

At its first meeting in November 2018, the group engaged in an affinity mapping exercise during which it identified and discussed several opportunities and solutions and identified possible champions for each opportunity area. The group identified three areas of focus: Communication, Academic, and Leadership Visibility and Presence. The groups also developed suggestions on how to address each of these areas:

- **Communication:**

Campus Connect co-chairs, in coordination with the President's Office, are working to design a webpage to serve as a one-stop shop for faculty and staff resources.

- **Academics:**

Academic Affairs has completed a technical review of all undergraduate academic programs to identify curricular roadblocks that may be impending student retention and time-to-graduation. The primary focus of this work was to identify course and program inefficiencies as evidenced through an analysis of course scheduling, course enrollment patterns, program road maps, and similar sources of information. The colleges are now in the process of addressing findings in order to ensure transparency for UTRGV students. Furthermore, a database of course offerings over the past two years has been created to determine the extent to which programs are able to be completed 100% at either campus, and to assist with course scheduling. The database has been compiled and was shared at a retreat on March 6 with deans, associate deans, and chairs. Additional analysis is underway, which will assist in enhancing our program delivery and identifying of campus-based signature programs.

- **Leadership Visibility and Presence:**

Ensuring leadership at all levels is visible and available across all campus locations continues to be a priority. Specific recommendations are under development.

3. IT Infrastructure

The strategic plan recognizes the importance of a robust IT infrastructure, particularly given the challenges of a distributed university. UTRGV has been working to strengthen its infrastructure as a way of bridging the campuses.

- o Networking and connectivity continue to be a priority as UTRGV's network has been extended to the Center for Innovation and Commercialization in Weslaco, Matamoros Mexico Student Recruitment Center, Port Isabel Research facility and STARGATE in addition 32 other sites such as clinics. New infrastructure has been put to place to increase speed and redundancy and ensure data security in case of a natural disaster.

- o Classroom technology is also very important, particularly when it comes to interactive TV (ITV), which allows students in multiple classrooms to participate in a class taught by a single instructor. UTRGV has been working to increase the number of ITV- capable classrooms, as well as reduce downtime and improve technology in all classrooms. In the classroom the Audio/Video network was redesigned to provide redundancy and eliminate single point failures. Standards have been developed for classroom technology and ITV capable classes, with attention to ensuring a standard look and feel for all classroom podium systems.

- o Bridging campuses is not only an issue for the classes, but also for the staff and administrative work. The university has now adopted Zoom, a modern and robust service, as a videoconferencing and collaboration tool. Zoom enables faculty and staff to hold effective meeting without having to cross the Rio Grande Valley.

- o Virtual lab and Find-Me printing implementation have enabled students to connect and print from anywhere without visiting a physical lab on campus.

- o Multifactor authentication has been implemented for the security of Faculty, Students and Staff information.

IT Metrics

Performance Measures	AY 2017-18	AY 2018-19	% change
Number of ITV-capable classrooms	53	60	+13.2%
Number of ITV-supported classes offered	139	210	+51.1%

Table 10: IT Performance Measures