TRANSFORMING

•OUR WORLD•

STRATEGIC PLAN

The University of Texas
Rio Grande Valley™

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PREFACE

On August 31, 2015, The University of Texas Rio Grande Valley (UTRGV) opened its doors as one of the first universities of the 21st Century and one of the largest Hispanic-Serving Institutions in the nation. Its distributed campus across the Rio Grande Valley delivers a wide range of exceptional and innovative educational opportunities throughout the region; makes it a gateway to the Americas; and provides unique research opportunities in a variety of areas, including those related to socioeconomic outcomes, health, ecology, and language. It is also conducive to community engagement opportunities that have substantial impacts on the well-being of the region on both sides of the U.S.-Mexico border.

This inaugural strategic plan lays the foundations for this university. We identified important strategic initiatives for the university for the next five years to help shape its identity. Recognizing the importance of shared governance and partnership, we were careful, deliberate, and inclusive throughout our proceedings, and actively solicited input and meaningful engagement with a large variety of stakeholders within and outside the university community. Thus, we have created a document that reflects the interests, concerns, needs, and aspirations of the university community as well as external constituent groups. This strategic plan is a starting point for the university's development and will be used as a guide to provide direction for that development over the next five years. The implementation of this strategic plan will include ongoing assessment, open communication, and a process for adjustment and refinement as we move forward.

The heart of the strategic plan - the Vision, Mission, Values, and core priorities and other key areas of focus - are found in Sections 4, 5, and 6. Other parts of this plan provide important details about the strategic planning process, critical components essential for the success of the strategic plan, and the planned assessment regarding progress made toward implementation.

1. INTRODUCTION AND SETTING THE CONTEXT

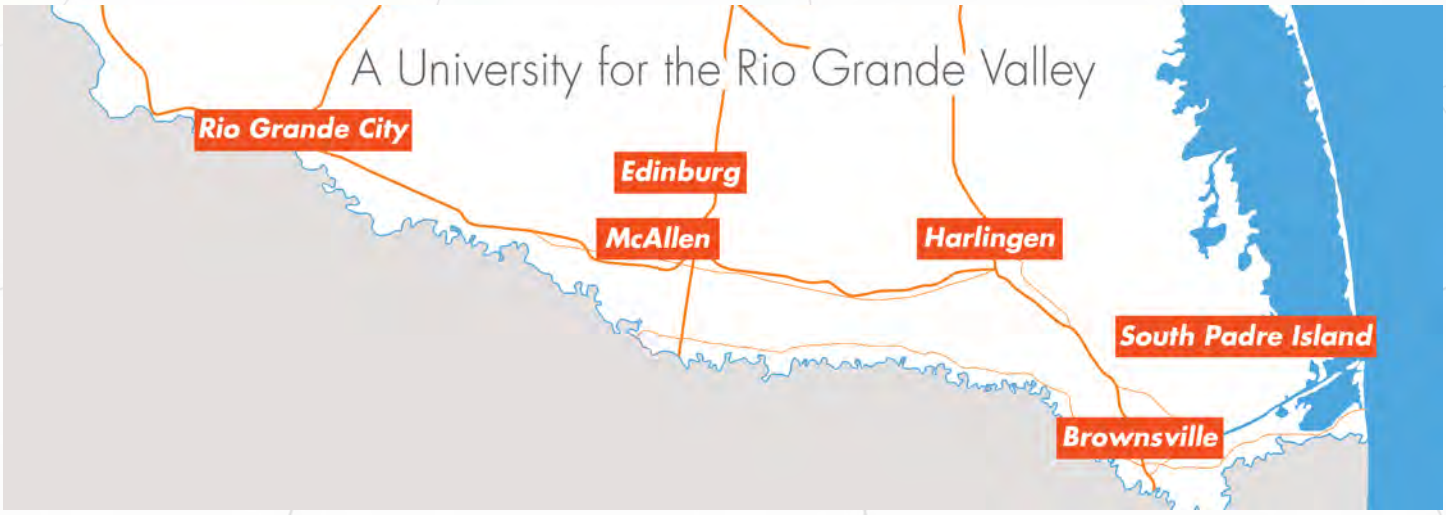
A. Setting the Context: Background on The University of Texas Rio Grande Valley

i. Creation of The University of Texas Rio Grande Valley

The University of Texas Rio Grande Valley (UTRGV) was created by the Texas Legislature in 2013 as the first major public university of the 21st century in Texas. This transformative initiative provided the opportunity to expand educational opportunities in the Rio Grande Valley, including a new School of Medicine, and made it possible for residents of the region to benefit from the Permanent University Fund – a public endowment contributing support to the University of Texas System and other institutions.

The University of Texas (UT) System named the university The University of Texas Rio Grande Valley (UTRGV), and has so far awarded over $200 million in PUF to support its infrastructure enhancements. Almost immediately, faculty, staff, administrators, and students from UTB/TSC and UTPA, with the leadership and support of the UT System, began identifying best practices in higher education that would be most suitable for UTRGV, including those related to student success, faculty and staff recruitment and retention, curriculum, medical education, organizational structure, policies, and procedures. After an extensive search process launched by the UT System in Fall 2013, Dr. Guy Bailey was selected as the inaugural President of UTRGV in Spring 2014; during the summer, he began naming members of his cabinet.

UTRGV has campuses and off-campus research and teaching sites throughout the Rio Grande Valley including in Boca Chica Beach, Brownsville (formerly The University of Texas at Brownsville campus), Edinburg (formerly The University of Texas-Pan American campus), Harlingen, McAllen, Port Isabel, Rio Grande City, and South Padre Island. UTRGV, a comprehensive academic institution, enrolled its first class in the fall of 2015, and the School of Medicine welcomed its first class in the summer of 2016. Drawing heavily from the region, including from the Mexican border state of Tamaulipas, UTRGV's student body reflects the demographic characteristics of the area.



The distributed nature of the university has positioned UTRGV to become a leading institution of higher education, with the characteristics of a land-grant, sea-grant, and space-grant institution, although these are not formal designations for UTRGV at this time. The distributed nature also provides UTRGV competitive advantages in expanding educational opportunities and generating impactful research and creative work across the RGV, an area that is primarily Hispanic and representative of a significant and growing population in Texas and in the U.S.

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[1] *UTB and Texas Southmost College (TSC) were officially separated in December 2015 when TSC received separate accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).*

Our geographic location has fostered a vibrant bond, rich in history and culture, with Mexico, particularly the border region. Through reciprocal relationships with our close neighbor, we provide an educational experience that is responsive to the strengths and needs of a diverse group of learners, many of whom have ties on both sides of the border. We benefit from the opportunities available to communities with permeable borders that allow for the exchange of ideas and individuals. As a result, we may serve as a model for other communities and institutions that seek to provide equitable educational opportunities for our growing Hispanic population as well as binational collaborations in research and creative works.

ii. Milestones for UTRGV Strategic Initiatives

To provide direction for the design and planning of UTRGV, the UT System Board of Regents established a set of Guiding Principles in July 2013 (see Appendix A). Following these Guiding Principles, more than 400 faculty, administrators, staff, and students, representing both UTB/TSC and UTPA, participated in the design of UTRGV through 50 committees and working groups, starting in October 2013. The working groups included 15 academic programs; 14 academic administrative units; 15 operations administrative units; and a student-only group.

President Guy Bailey identified an initial set of core priorities during the following academic year to further guide the direction of UTRGV, which were:

- Student Success
- Educational Opportunity
- Medical Education
- Research on issues important to the RGV

Another milestone was reached in November 2015 when the UT System Board of Regents approved a provisional Mission statement for UTRGV that was aligned with the Guiding Principles and initial core priorities:

> *The University of Texas Rio Grande Valley provides a high quality, innovative, and affordable education to the students of South Texas, Texas, the United States and the world. The University will transform Texas and the nation through student success, research, healthcare, and commercialization of university discoveries.*

It is important to highlight that recommendations from the working group reports, UT System's Guiding Principles, President Bailey's initial set of core priorities, and the provisional Mission statement were instrumental to UTRGV's first strategic planning initiative, officially launched in December 2015. As described in the following sections, this strategic planning process involved the active participation and engagement of UTRGV stakeholders, including faculty, students, staff, administration, and external community members.

B. The University of Texas System Strategic Plan and the Quantum Leaps

Coinciding with the establishment of UTRGV was the selection by the Board of Regents of William McRaven as UT System's Chancellor in Fall 2014. Chancellor McRaven assumed his role in January 2015 and soon thereafter launched a new strategic planning initiative that "recommitted the UT System and its institutions to improving the lives of Texans and people all over the world through education, research and health care." As part of this commitment, the Chancellor announced in November 2015 several key initiatives, referred to as the Quantum Leaps, for the UT System (See Appendix B for more details). Throughout UTRGV's inaugural strategic planning process, a conscious effort was made to align UTRGV's strategic initiatives with the Chancellor's Quantum Leaps.

2. THE CREATION OF UTRGV'S STRATEGIC PLANNING COMMITTEE

A. Charge

President Guy Bailey charged the inaugural UTRGV Strategic Planning Committee (SPC) at its first meeting, held on December 9, 2015, with developing the inaugural strategic plan based on the initial set of core priorities (see Section 1.A.ii) and with the goal of becoming an emerging research institution. President Bailey emphasized the importance of developing a strategic plan that was quantifiable, measureable, and concise as a means of monitoring our progress in achieving the institutional Mission and fulfilling our Vision.

President Bailey and UTRGV Provost Havidán Rodríguez (whom he appointed as the SPC Chair) expected the process to be as inclusive as possible with participation from stakeholders across the distributed university. Dr. Rodríguez further emphasized to the SPC members the importance of actively engaging and communicating with their constituent groups through a recursive process in which they sought feedback, and reported back to the SPC and constituents how the feedback was incorporated throughout the entire strategic planning process - tasks that SPC members actively embraced.

Finally, President Bailey expected the strategic planning process to guide and work in tandem with the master planning process.

B. Committee Membership

Dr. Rodríguez ensured that the SPC membership and process would be as inclusive as possible with respect to UTRGV stakeholders across the campuses and in the community.

i. SPC Members

The nearly 50 members initially appointed to serve on the SPC (see Appendix C) represented a wide variety of constituents, including:

- Academic Affairs/Provost's Office
- Accreditation and Assessment
- Advancement
- Athletics
- Consultants (CannonDesign)
- Colleges & the School of Medicine
- External Community
- Facilities, Planning & Construction
- Faculty Senate
- Finance and Administration
- Government & Community Relations
- Human Resources
- Information Technology
- Marketing & Communications
- Operations & Chief of Staff
- Research, Innovation & Economic Development
- Staff
- Students, including the Student Government Association
- Strategic Analysis & Institutional Reporting
- Student Success
- Women's Faculty Network

While the membership included designated alternates to ensure that the various groups of stakeholders would be represented at all meetings, the alternates essentially served as full members of the SPC. Other members were subsequently added as needed. Despite being relatively large - a direct result of our reality as a distributed university and the desire to be fully inclusive - the manner in which SPC meetings and activities were structured and facilitated ensured engagement of all members.

ii. Strategic Planning Steering Committee

On December 9th, the SPC formed the Strategic Planning Steering Committee (henceforth called the "Steering Committee") to help shape the direction and guide the efforts of the SPC. The nine-member Steering Committee (see Appendix D) held its first meeting on January 6, 2016, which included representatives from "core" constituent groups at UTRGV:

- Academic Affairs/Provost's Office
- Colleges
- Faculty Senate
- Research, Innovation & Economic Development
- Staff
- Student Success
- Women's Faculty Network

iii. Strategic Planning Subcommittees

Fifteen (15) subcommittees were formed in mid-Spring 2016 based on the data and input received from UTRGV stakeholders. These subcommittees included approximately 70 members, with all SPC members plus additional UTRGV faculty, staff, and students (see Appendix E).

C. Timeline

At the first Steering Committee meeting, the members agreed it would be essential to create a timeline to develop the strategic plan. While the primary intended purpose of the timeline (see Appendix F) was to keep the SPC on track to achieve benchmarks in a timely manner, it also served to document the timing of various events and activities that would shape the strategic plan. Moreover, the timeline would serve as a historical record for key activities conducted prior to the formation of the SPC (such as the Working Group reports mentioned in Section 1.A.ii) that laid the foundation of the strategic plan.

D. Expected Outcomes

The SPC and the Steering Committee identified several key deliverables from the strategic planning process, as follows:

- Inaugural UTRGV strategic plan (including the Mission, Vision, Values, core priorities, goals, initiatives, and sample metrics) aligned with the UT System Quantum Leaps, UTRGV fiscal policies and budget planning, and the UTRGV master plan.
- Executive summary of the strategic plan.
- Implementation/operationalization plan (including identifying persons/units responsible and associated timelines).
- Evaluation plan and report card on progress toward achieving the Mission and goals in the strategic plan.
- Multi-faceted communication plan to report on the implementation progress and continue to receive input and feedback (both internally and externally).

3. THE DEVELOPMENT OF THE STRATEGIC PLAN

A. Methodology

Even in the early stages, the SPC and the Steering Committee realized a variety of data-collection and input-solicitation methods would be necessary to ensure engagement by a broad range of stakeholders across our campuses and communities.

i. Solicitation of Input from Stakeholder Groups

Examples of the numerous stakeholder groups from whom feedback and input were sought include the following:

- Entire UTRGV campus community
- Academic Affairs Executive Council
- Academic Affairs Leadership Program
- College of Sciences faculty, staff, and students (through Dean's Open Forums)
- Community members
- Faculty Senate
- Faculty Working Group – 20 participants
- P-16 Leadership Council
- Research Deans' Council
- SPC subcommittees
- Staff Focus Groups – 44 participants
- Staff Senate
- Student Focus Groups – 21 participants
- Student Government Association
- UTRGV Leadership Council
- Women's Faculty Network

ii. Multiple Methods/Forums Used to Collect Data

Examples of the multiple methods, forums, and platforms used to collect data, solicit input and feedback, and report on the use of this information, include the following:

- Interactive and engaged input and feedback activities with stakeholders, including the SPC and the Subcommittees.
- Meetings and interactive forums open to the entire campus community (e.g., Dessert and Dialogues), emails, and on-line postings.
- Distribution of printed information to stakeholders.
- Press releases, media interviews, and social media messaging.
- Strategic Planning (SP) website (created early in the process, which also allowed for anonymous feedback), and SP email address.
- Review of existing materials [e.g., Working group reports (developed by over 400 faculty, staff, and students at the legacy institutions; see Section 1.A.ii); UTRGV Guiding Principles (see Section 1.A.ii); and the UT System Quantum Leaps (see Section 1.B)].
- Presentations at SPC meetings, including by Tony Cucolo, Associate Vice Chancellor for Leadership Development and Veterans' Affairs at the UT System, on "Strategic Planning and Assessment"; and by John Tannous, Educational Advisory Board (EAB), on "State of the Union for Higher Education and Strategic Planning."

B. Data Collection Strategies

i. Outreach and Communication Activities with University Stakeholders – Selected Examples

As part of its committed efforts to solicit meaningful input and feedback and to communicate how this information was used in the continued development of the strategic plan, the SPC and the Steering Committee designed and conducted a variety of activities, exercises, and forums throughout 2016. Examples include the following:

- Interactive and engaged SPC meetings, including two full day retreats (January 21st and October 12th).
- Announcements/updates at scheduled meetings of stakeholders, such as the Academic Affairs Executive Council (AAEC), Academic Affairs Leadership Program (AALP), Faculty Senate, Research Deans' Council (RDC), UTRGV Leadership Council, and the Women's Faculty Network (WFN).
- SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analyses – Conducted with multiple groups, including the SPC and RDC.
- What You Should Know about the Strategic Plan – Discussed with multiple groups, including the AALP and the Faculty Senate.
- Missing Fifth Core Priority Exercise and Provisional Mission Statement Exercise – Conducted with multiple groups, including the WFN, the AALP, and the Faculty Working Group (FWG).
- Open Forums with the College of Sciences (COS) faculty, staff, and students – Conducted by the COS Dean, in Brownsville and Edinburg.
- Dessert & Dialogue interactive sessions – Two sets conducted with the UTRGV community (May 2nd and November 14th in Edinburg, and May 4th and November 15th in Brownsville).
- SP Subcommittee Reports (March through June).
- Announcements/updates to the entire UTRGV community, such as at the Fall 2016 Academic Affairs convocations, and through press releases and newsletters/updates, including those distributed by the Provost campus-wide.
- Targeted email soliciting input and feedback, including to the UTRGV Community, Faculty Senate, RDC, and the WFN.

ii. Connecting with the External Community

Realizing that actively engaging the external community across the RGV in the strategic planning process would require alternative outreach methods from those implemented with the internal community, the SPC and the Steering Committee developed and utilized additional means for this purpose, as follows:

- A communications plan was developed early in the strategic planning process as a means to get meaningful ideas and input from internal and external community members.
- The Steering Committee worked with UTRGV media relations to develop "postcards" in Summer 2016 to distribute to community members at various events, meetings, workshops, etc. to solicit input. This information was publicized throughout the community and reported by the local media.
- Other efforts to connect with the external community included press releases, media interviews (e.g., June 27, 2016: Rio Grande Guardian; September 10, 2016: The Monitor), social media, the SP website, and the UTRGV homepage (which includes a direct link to SP website).

iii. The Resulting Documents – The UTRGV Strategic Plan & Executive Summary

Based on the data, input, and feedback received, the SPC and its Steering Committee revised the provisional Mission statement and initial set of core priorities; drafted the Vision and Values; and drafted other reports and documents that would serve as the basis for the inaugural UTRGV strategic plan. The SPC and its Steering Committee also identified potential metrics to measure progress in implementing the various components and initiatives. Because some of these metrics naturally involve comparisons with other institutions of higher education, UTRGV identified its peer and aspirational institutions during this time (see Appendix G).

The fundamental components of the strategic plan (namely our Vision, Mission, Values, core priorities, and other goals and strategic initiatives) went through numerous iterations and revisions before being finalized in early Spring of 2017. The following sections contain the final versions of these critical components. In addition to this document, the Steering Committee developed a strategic plan snapshot, which outlines these components, to serve as the Executive Summary of the strategic plan.

The following sections also provide sample metrics that can be used to assess our progress in implementing the strategic initiatives. As discussed in Section 9 (Ongoing Review and Assessment of the Strategic Plan), the Strategic Planning Review Committee (SPRC) will develop concrete and quantifiable metrics, annual benchmarks, and outcomes for the core priorities and other key areas of focus.

4. VISION, MISSION, AND VALUES

UTRGV's Vision, Mission, and Values were extensively vetted by the university community and went through many iterations throughout the entire strategic planning process. These elements should be considered collectively in the context of the core priorities and other key areas of focus.

A. 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.

B. 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.

C. 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.

5. CORE PRIORITIES

A. Student Success

i. Executive Summary

As one of the largest Hispanic-serving institutions in the U.S., UTRGV is in a unique position to create models of higher education that best serve Hispanic students – an emerging dominant demographic group across the country – as well as non-Hispanic students. Student success is at the heart of UTRGV and the center of our core priorities; it is also one of UT System's Quantum Leaps. Therefore, we strive to prepare and empower students to thrive in a rigorous academic environment who are prepared to contribute to a global economy and are inspired to become community, education, health, and industry leaders and innovators. We will accomplish this through a holistic approach that addresses the academic and affective needs of our students by providing high quality instruction, advising, and support services that foster resiliency and success through a welcoming and supportive community for students, including those who may require specialized services to reach their academic potential.

ii. Goal

Support our students in achieving their academic goals in a timely manner and reaching their professional aspirations through excellent integrated learning experiences both in and out of the classroom.

iii. Key Initiatives

- Increase experiential learning opportunities that enrich the academic experiences of all students and link to future careers and advanced study.
- Support high quality and innovative instruction through faculty development, curricular evaluation, course redesign, empirically supported learning strategies, and universal design of learning.
- Increase access to courses across campuses and platforms for students to make timely progress to graduation.
- Provide excellent academic advising through highly trained advisors, robust technological tools, timely outreach to students, and self-advisement tools.
- Cultivate a campus environment that supports students' resilience and interpersonal skills to enhance relationship development, personal health, and safety.

iv. Sample Metrics

- Retention and graduation rates.
- Number of hours earned versus hours enrolled.
- Percent of students participating in experiential learning opportunities.

B. Educational Opportunities

i. Executive Summary

Affordable, geographically accessible, and culturally-relevant educational opportunities are critical to prepare a diverse workforce for the 21st century. UTRGV will expand such educational opportunities for residents of the Rio Grande Valley, spanning from pre-K to postdoctoral education, and directly addressing the UT System's Quantum Leaps of Student Success, The American Leadership Program, and the Texas Prospect Initiative. Innovative new certificate, Bachelor's, Master's, and Doctoral programs will be developed to prepare students for careers and life-long learning, boost the region's economy, on both sides of the U.S.-Mexico border, and build environmental, health, and social resilience. New faculty will be recruited strategically to create new doctoral programs. Flexible faculty workload policies will be established to enable, facilitate, and incentivize the development and implementation of innovative pedagogies and technologies that address distance, language, culture, and class-scheduling barriers, ensuring access for a diverse student body. Support for graduate students and post-docs will be generated to position the university as an emerging research institution.

ii. Goal

Strategically expand educational opportunities from pre-K to post-doc to increase experiential learning, research, creative endeavors, and community-engaged scholarship for people in the Rio Grande Valley and beyond.

iii. Key Initiatives

- Strategically expand existing and establish new Bachelor's, Master's, and Doctoral programs to prepare a 21st century workforce and address local and global challenges, including economic and environmental resilience, sustainability, and health and well-being. (See Appendix H for a list of undergraduate and graduate programs UTRGV expects to develop during the next five to ten years.)
- Increase access to educational programs through the development and implementation of innovative pedagogies and technologies that address distance, language, culture, and scheduling barriers.
- Strategically increase high quality educational opportunities and mentoring programs for pre-K to 12 students to increase college preparedness particularly for STEM, health, and medical fields.
- Create and expand educational programs that incorporate experiential learning opportunities and promote engaged research and creative works through community partnerships.

iv. Sample Metrics

- Number of Doctoral, Master's, and Bachelor's degree programs.
- Percent of graduate students among the total student population.
- Percent of courses offered in hybrid or online format, or through non-traditional scheduling.
- Number of PhDs awarded.
- Number of pre-K to 12 students involved in UTRGV initiatives to increase college preparedness.

C. Research Impacting the Rio Grande Valley and Beyond

i. Executive Summary

UTRGV is positioned to be a model of a distributed research university with a broad base of excellent faculty; a community of primarily Hispanic and first-generation college students (a community that is representative of a significant and growing population in the U.S.); a network of facilities across the RGV; leadership in population health and community engagement; and characteristics of a land-grant, sea-grant, and space-grant institution (although it is not officially designated as such). Consequently, UTRGV is structured to nurture and support its existing faculty and students and to strategically attract and retain scholars and artists who are ready to collaboratively address cultural, scientific, technological, and socioeconomic issues of the region and the world through research, innovations, discoveries, and creative works. This core priority serves as an important complement to several UT System Quantum Leaps, including those related to faculty recruitment and advancement (Winning the Talent War); student success (Student Success); diversity, access, and inclusion (Enhancing Fairness and Opportunity); and key state and national priorities (UT Health Enterprise and UT Network for National Security).

ii. Goal

Increase the number and productivity of faculty and students engaged in research and creative work that improves the lives of people in the RGV and beyond.

iii. Key Initiatives

- Attract and retain scholars engaged in research and creative work that address challenges and generates opportunities for the RGV and beyond.

- Build a research enterprise, including shared equipment infrastructure, research services, graduate programs, and undergraduate research opportunities that empower the generation of knowledge, discoveries, and creativity.

- Organize and streamline professional development programs for scholars to advance their grantsmanship, research, artistic training, and communication skills.

- Increase research opportunities and support structures for UTRGV students to enrich their educational experiences to become the next generation of innovative researchers and entrepreneurs.

iv. Sample Metrics

- Research facilities.

- Research expenditures.

- Peer-reviewed publications, presentations, and creative performances/exhibitions.

- Community-based research partnerships.

D. Health and Medical Education

i. Executive Summary

Being healthy, meaning a state of physical, mental, and social well-being in addition to the absence of illness, is an essential part of human welfare on an individual and societal level. The RGV is home to a unique population that, historically, has had limited access to healthcare, contributing to health inequities and health outcomes below national and state norms. UTRGV is uniquely qualified to serve as a catalyst in transforming the landscape of health and medicine across the region by building a culture of health and well-being through education, research, and mutually beneficial partnerships with educational institutions, surrounding communities, healthcare providers, governmental agencies, and philanthropic organizations. These initiatives will create educational pathways, improve the health of the region, and develop models of healthcare collaboration in direct support of UT System's Quantum Leaps, including the Texas Prospect Initiative and UT Health Care Enterprise.

ii. Goal

Promote a culture of health and well-being for UTRGV and surrounding communities that employs a holistic approach to wellness, health, medical education, training, and research.

iii. Key Initiatives

- Integrate, coordinate, and leverage programs and resources to support activities that enhance health and wellness and increase healthcare delivery to underserved communities.

- Strengthen relationships with academic health programs, health governmental agencies, hospitals, clinics, and biomedical industry.

- Increase research infrastructure and support for opportunities, including for undergraduate and graduate students, related to health, wellness, and medical education.

- Increase access to health and medical education programs at the undergraduate, Master's, and Doctoral levels.

- Establish an interdisciplinary collaborative on population health innovation and improvement.

iv. Sample Metrics

- Faculty, staff, and student participation rates in health promotion programs.
- Number of Bachelor's, Master's, and PhD students enrolled in health and medical degree programs.
- Community-based healthcare partnerships.

E. Community Engagement

i. Executive Summary

The distinct profile of UTRGV as a distributed university in a region of great economic vibrancy, but also great public need, demands that community engagement be embedded in the UTRGV culture. The UT System's Quantum Leaps clearly call for institutions of higher education to adhere to the highest standards of academic excellence while transforming the region they serve. Therefore, we seek to build a strong institutional infrastructure that supports more developed networks and sustainable partnerships. This will allow all units on campus to contribute significantly to a host of initiatives aligned with the Quantum Leaps, including: ensuring that students successfully enter higher education (The Texas Prospect Initiative and Enhancing Fairness and Opportunity); preparing the future leaders of Texas (American Leadership Program); improving the health of Texas (UT Health Care Enterprise); and increasing college retention and graduation rates (Student Success). Community engagement knows no boundaries as it provides opportunities through local, state, federal, and global platforms via engaged scholarship, research, teaching, learning, and creative activities.

ii. Goal

Foster sustainable community-university relationships to enrich scholarship, research, teaching, learning, and creative activities while addressing critical societal issues and contributing to the public good.

iii. Key Initiatives

- Strengthen leadership, capacity, and acknowledgement of community-engaged teaching, learning, and research at all levels.
- Increase and strengthen community and educational outreach programs and opportunities, including student internships and service learning.
- Contribute to community wealth and asset building through partnerships with constituents and local, regional, national, and global agencies, institutions, and organizations.
- Facilitate and advance public discourse around issues of local, regional, national, and global significance.

iv. Sample Metrics

- Number of community outreach programs.
- Student participation in community-based internships and service-learning coursework.
- Partnerships with constituent groups at the local, regional, and national levels.

6. OTHER KEY AREAS OF FOCUS

The Steering Committee and the SPC, with extensive input from the university and external community, identified other key areas of focus, which are intrinsically linked with UTRGV's Mission, Vision, Values, and core priorities.

A. Campus Climate and Professional Development and Growth for Faculty and Staff

i. Executive Summary

Fulfilling UTRGV's Mission, Vision, and core priorities will ultimately depend on our ability to recruit, retain, and support excellent and diverse faculty and staff members from the region and beyond. As such, we will invest in the success of our faculty and staff at every stage of their careers, through a variety of initiatives in the areas of recruitment and retention; faculty and leadership development; recognition and rewards; climate and well-being; and engagement and empowerment. These initiatives are in line with UT System's Quantum Leaps of Winning the Talent War, The American Leadership Program, as well as Enhancing Fairness and Opportunity. Our programmatic structure reflects a comprehensive and holistic approach to faculty and staff development to meet the needs at the personal and professional levels. Research has shown that a holistic approach to employee development leads to greater productivity, satisfaction, and retention.

ii. Goal

Cultivate a welcoming, inclusive, and nurturing climate for all faculty and staff.

iii. Key Initiatives

- Increase recruitment and retention of excellent and diverse faculty and staff.
- Enhance professional and leadership development opportunities for faculty, staff, and administrators.
- Strengthen initiatives to recognize and reward faculty and staff excellence.
- Foster a supportive and family-friendly climate and work-life balance.
- Engage and empower faculty and staff through shared governance, accountability, and transparency.

iv. Sample Metrics

- Faculty and staff retention rates.
- Number of faculty and staff participating in professional development programs/trainings.
- Initiatives to recognize and reward faculty and staff excellence.

B. Becoming a B3 Institution: Bilingual, Bicultural & Biliterate

i. Executive Summary

Establishing UTRGV as a bilingual, bicultural, and biliterate university enhances opportunities for student success, builds upon the cultural and linguistic strategic advantages of the region, and cultivates leadership manifest in culturally and historically respectful ways. By building curricula and programming that reflect these strategic advantages, UTRGV embraces the historical and cultural heritage of the region it serves. These initiatives are aligned with UT System's Quantum Leaps of Student Success, The Texas Prospect Initiative, and Enhancing Fairness and Opportunity.

ii. Goal

Build UTRGV as a bilingual, bicultural, and biliterate university.

iii. Key Initiatives

- Support the development of coursework and programs that incorporate bilingual, bicultural, and biliterate (henceforth, "B3") initiatives.
- Incentivize research, scholarship, creative works, and performance that address B3 initiatives.
- Engage faculty in community-based initiatives, including pre-K to 12, to build B3 programs and elevate the value and presence of biculturalism, the Spanish language, and bilingualism by nurturing a robust public discourse.

iv. Sample Metrics

- Percent of courses offered primarily in Spanish or in both Spanish and English.
- B3 programmatic and research/creative-endeavor initiatives at UTRGV.
- B3 programmatic initiatives in pre-K to 12 across the region and the state.

C. Globalization

i. Executive Summary

Globalization is a critical element of student learning and faculty activities and experiences. An internationalized curriculum and robust study abroad programs ensure that all students have opportunities to be exposed to international perspectives and build global awareness. Students who study abroad have improved academic performance upon returning to their home campuses, higher graduation rates, and improved knowledge of cultural practices and contexts compared to other students. Exposure to other cultures also enhances intercultural communication skills. Moreover, international and comparative research provides faculty with opportunities to learn additional theoretical approaches, gather data from a wider set of geographic locations, and test hypotheses in a greater range of environments and social systems. This initiative is in line with UT System's Quantum Leap of Student Success.

ii. Goal

Foster a globally-connected university culture.

iii. Key Initiatives

- Increase global awareness and perspectives on campus.
- Stimulate student learning through the expansion of study abroad opportunities, both programmatically and geographically.
- Support faculty and student research focused on international issues/themes.
- Infuse global perspectives throughout the curriculum.
- Expand global partnerships that align with UTRGV priorities.

iv. Sample Metrics

- Percent of students participating in study abroad and study-away programs.
- Number of international partnerships.
- Percent of international students among the student body.

D. Sustainability

i. Executive Summary

Educating for sustainable development is a powerful tool that provides a coordinated approach in which UTRGV collaborates and partners with the region's major stakeholders to support and strengthen our mutually beneficial initiatives. It is essential that UTRGV takes a prominent role in creating a sustainable society across the RGV. Through institutionalizing sustainability, UTRGV's proposed policies, programs, and initiatives will create global citizens and leaders inculcated with environmental stewardship, social justice, and a forward-looking vision that will accelerate the implementation of sustainable solutions at local and community levels. We will also develop and educate residents of the RGV and Texas about the cutting-edge practices in sustainable higher education, research, and healthcare. These initiatives fit broadly with the UT System Quantum Leaps, particularly Student Success.

ii. Goal

Institutionalize sustainability throughout the university and promote sustainability awareness in the community.

iii. Key Initiatives

- Implement sustainability performance measures and continuous improvement on our campuses to align with best practices.
- Strengthen faculty capacity to infuse sustainability into the curriculum and scholarly initiatives.
- Collaborate with community partners on shared sustainability goals.
- Encourage and support sustainable community–based entrepreneurial initiatives.
- Increase performance with an annual sustainability assessment program in alignment with The Association for the Advancement of Sustainability in Higher Education – Sustainability Tracking, Assessment & Rating System (AASHE-STARS).

iv. Sample Metrics

- AASHE-STARS Rating.
- Number of courses and programs focusing on sustainability or sustainable development.
- Number of community-based partnerships incorporating sustainability initiatives.

7. CRITICAL COMPONENTS TO ENSURE THE SUCCESS OF THE STRATEGIC PLAN

A. Community Participation and Support

Understanding the critical importance of community participation and support for the success of the implementation of the strategic plan, the SPC and its Steering Committee made concerted efforts throughout the entire strategic planning process to collect data, proactively seek input, and frequently communicate how this information was being used with the UTRGV community. Details on the data collection methodology can be found in Section 3 (The Development of the Strategic Plan).

i. Internal and External Stakeholder Groups

As previously discussed, the UTRGV community encompasses a variety of internal and external stakeholder groups across our distributed campuses and geographic region, many of which were represented on the SPC, the Steering Committee, and subcommittees. These groups include the following:

- Faculty (e.g., Faculty Senate, WFN, Faculty Working Groups)
- Staff (e.g., Staff Senate, Staff Focus Groups)
- Students (e.g., SGA, Student Focus Groups, student organizations)
- Academic administrators and other leaders (e.g., AAEC, AALP, RDC, UTRGV Leadership Council)
- External community (e.g., community members, local organizations/agencies, local public officials)
- Alumni

ii. Ongoing Communication

To ensure the successful implementation of the strategic plan, transparency, and accountability, a wide variety of ongoing and two-way communication strategies have been employed and will continue. Examples of ongoing and new communication activities to be implemented after launching the strategic plan include the following:

- The Strategic Planning Review Committee (SPRC, described in Section 9 – Ongoing Review and Assessment of the Strategic Plan) will distribute biannual briefs and a comprehensive annual report. These documents will include summaries, updates, and scorecards on the progress of the implementation of the strategic plan; recommendations for corrective actions will also be included, if needed. Moreover, the comprehensive annual report will present the results of a detailed review of key performance indicators and secondary achievements; it will also provide a basis for updating or extending the strategic plan.

- The SPRC and other representatives of stakeholder groups will frequently communicate the progress toward the implementation of the strategic plan and actively seek and utilize input from their constituents, including scheduled meetings, interactive sessions, public forums, and other events, such as media interviews and social media in both English and Spanish.

- The strategic plan and its progress toward implementation, documented through the various reports, will be shared by University Marketing and Communications with the internal and external community through press releases with media outlets and digital marketing on social media. Materials associated with the strategic plan, including the strategic plan itself, biannual briefs, and annual reports will be translated into Spanish.

- The Office of Accreditation and Assessment in collaboration with the Office of Strategic Analysis and Institutional Reporting will maintain the SP website, which will: (1) remain active and be updated regularly with information about the implementation of the strategic plan; (2) post the various assessment reports on the progress toward achieving the goals and enacting the initiatives; (3) continue to be easily accessible by internal and external stakeholders, including through the direct link on the UTRGV homepage; (4) continue soliciting input through its website form and email address, which will be shared with the SPRC; and (5) be translated into Spanish.

iii. Shared Governance

With shared governance as one of our Values, to ensure the successful implementation of the strategic plan, UTRGV stakeholders are expected to:

- Actively participate in its implementation, and continuously engage others in the process.
- Monitor and frequently communicate the progress being made toward achieving the goals and enacting the initiatives.
- Proactively seek and offer solutions for mid-term corrections when necessary.
- Maintain an ongoing engaged and transparent process for all stakeholders to play an interactive role in successfully implementing the strategic plan.
- Ensure that all new programs, initiatives, ventures, and partnerships developed within units are designed and implemented in alignment with UTRGV's strategic plan.

iv. Unit Alignment with UTRGV's Strategic Plan

All units within UTRGV, including programs, departments/schools, colleges, divisions/offices, etc., are expected to develop their own strategic plans, goals, and initiatives, in alignment with UTRGV's strategic plan. Each division/office is responsible for communicating this expectation and ensuring this alignment in all units it oversees.

B. Unifying the Distributed University

As mentioned throughout this strategic plan, UTRGV is a university distributed throughout the RGV. At this time, UTRGV has facilities in Brownsville, Edinburg, Harlingen, McAllen, Rio Grande City, Port Isabel, and South Padre Island, with a significant presence being established in Weslaco. Creating a truly unified university across all campuses and sites is imperative for the successful implementation of the strategic plan and for the future of our institution. UTRGV honors the history, culture, traditions, and symbols of our legacy institutions, but we must develop our own history, culture, and a common identity while ensuring that students, faculty, and staff have the opportunities and resources needed to succeed, regardless of which campus they primarily utilize.

The success of our distributed university is everyone's responsibility, which means developing a welcoming culture that not only recognizes, but cherishes, supports, and encourages diversity in all its dimensions. All UTRGV stakeholders should feel equally comfortable and welcomed at any of our campuses or sites. Ultimately, students who primarily take classes on the Brownsville campus should visit the Edinburg campus, and vice versa, not because they have to, but because they are attracted and want to learn more about that campus. The same can be said for faculty and staff, although, for some, traveling across the RGV may be required in their positions.

Unifying our university requires collective, proactive, and strategic efforts by all administrative units, including faculty, staff, and student organizations and entities (e.g., the Faculty Senate, Staff Senate, SGA, WFN, etc.). These groups are expected to facilitate effective and committed leadership; strategic and ongoing communication; a culture of excellence in service; and support by community and governmental leaders, organizations, and entities. It is also a critical necessity to have fundamental facilities and services at each campus/site; robust and state-of-the-art technology

to bridge distances without requiring travel (such as those noted in the following subsection); and a safe, reliable, and flexible transportation system. With common signage and banners (already underway), the campuses and sites will further establish UTRGV as a unified institution.

Units will be expected to develop concrete strategies and initiatives that address how they will function across the different campuses and sites to ensure cohesion, inclusion, and efficient distribution and utilization of resources. These efforts will be indispensable to create the environment, climate, and culture that will contribute to unifying our distributed university. Likewise, the promulgation of a common Mission, Vision, Values, and core priorities and key initiatives through the implementation of this strategic plan will serve as a fundamental and necessary mechanism to unite UTRGV and develop a shared culture and identity.

C. Robust Information Technology (IT) Infrastructure

Not only do we live in an increasingly connected world, the geographically distributed nature of UTRGV makes a robust IT infrastructure imperative in uniting our campuses and ensuring the success of our students, faculty, staff, and administration. This state-of-the-art technology is essential to minimize IT-related disruptions, which is particularly critical for the effective delivery of online academic and administrative services. Developing and sustaining this IT infrastructure is underway, and involves multiple access points and an optimal mix of technology services and staff to meet the needs of faculty, students, and staff on demand.

Although the overwhelming majority of our students have access to the latest technology, a digital divide still exists, especially among students with limited financial resources. UTRGV will continue to work to address these disparities for our students to succeed and compete in a global digital economy.

UTRGV currently has access to substantial high-speed digital connectivity resources in the RGV to connect and close the distance between the campuses and other locations that form part of our distributed university. By leveraging and extending high-speed connectivity to other community-based locations, UTRGV can meet our IT goals and implement the initiatives that form part of this strategic plan.

D. Intersections with the University Master Plan

The master plan positions UTRGV to be a leader in higher education and a model of academic innovation as the distributed campus of the future. By leveraging the existing campuses as centers of excellence, with enhanced rapid and reliable transit, and state-of-the-art digital connectivity, the accessibility of affordable, high quality education will be maximized. This will enable UTRGV to take a stronger engaged leadership role in solutions-focused research, creative activities, and learning, to positively transform the communities it serves.

i. Student Success

Consistent with the robust IT infrastructure discussed in the previous subsection, the master plan envisions physical and digital upgrades to existing locations that enable highly accessible and networked interactive learning to/from anywhere across the RGV. This network will also be extended to provide hybrid advising and library services. In addition, enhancements to student union and recreation services in Brownsville and Edinburg will improve the student experience on these campuses.

ii. Educational Opportunities

Over the next 15 years, the master plan projects enrollment to grow by about 18% every five years. The majority of this growth is anticipated to be in graduate programs. Over the next five years, growth will be absorbed through improvements in utilization, increases in online and hybrid learning, and by expansion in programs in Harlingen. Regional accessibility will be broadened through renovations and improved utilization of academic hubs at Rio Grande City, Weslaco, McAllen, South Padre Island, and Port Isabel.

iii. Research Impacting the Rio Grande Valley and Beyond

The demand for additional research space in the master plan is directly tied to research expenditure benchmarks associated with achieving Emerging Research University status in 10 years, namely $30 million in restricted research expenditures per year. Existing research facilities, together with the new Medical Research Building in McAllen, will cover growth over the next five years. To achieve our goal of becoming an emerging research institution, we project our space needs over the next 10-15 years to be approximately 1.1 million additional gross square footage in labs, offices, and core facility space. This space will be decentralized across the RGV at strategic locations aligned to four themes: (1) Health and Wellness, (2) Innovation, (3) Education, and (4) Environment/Sustainability. Selection of these locations will consider population density, local critical needs, and environmental characteristics.

iv. Health and Medical Education

The master plan envisions a significant expansion of the existing facilities at Harlingen to eventually create a major health sciences campus. Focusing on growth in inter-professional learning and research, it will unite aspects of the School of Medicine with the College of Health Affairs in enhanced classroom, simulation, and lab facilities. Significant expansion over the next five years of the Ambulatory Inter-professional Medical Education (AIME) program, which provides medical services and service learning opportunities in low-income areas of the RGV, along with the new Medical Research Building in McAllen, will enable students, researchers, and practitioners to engage directly in health and wellness programs and initiatives across the region.

v. Community Engagement

The expansion of certain AIME sites to include wider programmatic offerings, together with greater utilization of UTRGV locations beyond the main campuses, provides a network of places that will facilitate increased community outreach, service learning, and partnerships. These "community hubs" will facilitate, enhance, and expand UTRGV's already strong and ongoing commitment to community engagement.

E. Data-Informed Decision Making: The Role, Importance, and Impact of Data

The importance of data-informed decision making was interwoven throughout the strategic planning process. The strategic plan was created and developed through a variety of interactive data-collection and input-solicitation methods (see Section 3 – The Development of the Strategic Plan). It also includes sample quantifiable metrics to assess progress in achieving the Mission, fulfilling the Vision, and reaching the proposed goals. The SPRC (described in Section 9 – Ongoing Review and Assessment of the Strategic Plan) will develop an implementation plan that will, among other items, identify the starting point for each metric and quantify key performance indicators.

Knowing both the starting point and the destination is critical for the UTRGV community to understand the overall direction and steps that should be taken as we move toward fulfillment of our Mission and Vision. As we articulate the five-year goals and initiatives, we will also determine the explicit metrics, establish baselines, and develop a data-collection system to inform revisions in a timely manner. Sources of institutional and financial support will be identified and provided to responsible parties to make informed decisions regarding their programs, units, or initiatives. A successful implementation of the strategic plan is predicated on continued efforts to collect, analyze, and utilize relevant data for informed decision-making.

8. ALIGNMENT OF THE STRATEGIC PLAN WITH FISCAL POLICIES AND BUDGET PLANNING

Fiscal policies and budgetary issues represent common challenges across all strategic planning processes in public and private institutions, organizations, entities, and so forth. However, dwindling public resources allocated to institutions of higher education throughout the U.S. represents a particular challenge. UTRGV is no exception; achieving our Mission and fulfilling our Vision require strategically allocating institutional financial support.

UTRGV will follow a hybrid approach in setting aside specific funding solely for strategic initiatives, and fund other initiatives through a general account of institutional resources. In coordination with UTRGV's senior leadership team (led by the President), some of the most pressing strategic initiatives will be included in UTRGV's budget. Others will be funded through resources already allocated to complementary institutional priorities. All departments/ schools, colleges, and other academic and administrative units will be asked to clearly identify resources and funding opportunities that are necessary to implement initiatives linked to UTRGV's core priorities and other key areas of focus.

9. ONGOING REVIEW AND ASSESSMENT OF THE STRATEGIC PLAN

A. Assessment, Implementation, and the Strategic Planning Review Committee

A key expectation set forth in the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the systematic assessment of the institutional Mission, goals, and expected outcomes articulated through the strategic plan (Core Requirement 2.5). UTRGV is firmly committed to this principle, as we believe that institutionalizing such a process not only results in continuous improvement, but it also provides measurable evidence of our progress toward successfully implementing our strategic plan (including achieving our Mission and fulfilling our Vision); indicates when mid-course corrections are necessary; and creates opportunities for ongoing and engaged two-way communication with UTRGV stakeholders.

At the time of finalizing our inaugural strategic plan, we started its initial operationalization through creating the SPRC mentioned in Section 7.A. (Community Participation and Support), which will be responsible for outlining a five-year implementation plan and assessment process to identify action steps; timelines; key performance indicators (KPIs) based on the sample metrics and other milestones; necessary institutional and financial resources; and members of an implementation team, comprised of individuals or offices responsible for overseeing the corresponding components and initiatives. The UTRGV Provost and Executive Vice President for Academic Affairs (or designee) will serve as Chair of the SPRC, which will consist of members representing faculty, administrators, staff, students, and the community.

The goals, initiatives, and action steps will be prioritized and balanced over the five-year implementation and assessment timeframe, with the allocation of institutional resources following the framework discussed in the previous section (Section 8 – Alignment of the Strategic Plan with Fiscal Policies and Budget Planning). Moreover, the SPRC will work closely with stakeholders to evaluate and report the progress to determine any necessary mid-course revisions to successfully achieve our Mission and fulfill our Vision.

The Office of Accreditation and Assessment, in coordination with Strategic Analysis and Institutional Reporting where appropriate, will be responsible for coordinating and assisting with ongoing assessment activities, such as scheduling meetings; documenting activities; preparing reports relevant to the progress of the implementation of the strategic plan; collecting data as requested by the SPRC; and maintaining the strategic plan website.

B. Review Timing and Progress Reports

As indicated in Section 7.A. (Community Participation and Support), there will be multiple opportunities to evaluate and report on the progress of the implementation plan. These reports will summarize key findings, recommendations, successes, and challenges, including relevant contextual considerations. Data collected will inform the need for intervention or support for goals and initiatives that are not on track to meeting targets. They will also provide opportunities to revise goals and initiatives of the strategic plan, if deemed necessary. Finally, these reports will provide a basis for updating or extending the strategic plan. The authority to approve an updated version of the strategic plan will rest with the Provost and Executive Vice President of Academic Affairs in consultation with UTRGV's President.

10. APPENDIX

A. Guiding Principles for UTRGV

The following list includes the Guiding Principles established by the UT System Board of Regents in July 2013 for the purpose of providing direction for the design and planning for the new institution that became UTRGV.

- Fully integrate next generation technology and customized learning to increase affordability and maximize student success.
- Promote access to postsecondary education to a diverse student body to become one of the largest and most successful Hispanic-serving institutions in the U.S.A.
- Employ the highest quality faculty members and staff who pursue global excellence in teaching, research, healthcare and service.
- Streamline academic and administrative programs and re-design processes to increase productivity and promote a student- and service-centered mode of operation.
- Promote arts and humanities programs to produce state, national and world leaders who are bi-cultural, bi-lingual and bi-literate.
- Develop programmatic strengths in the areas of science, technology, engineering, mathematics, and health.
- Develop a Medical School of the first class, with outstanding undergraduate and graduate medical education, public health, health professional degrees and clinical research, to improve the health of the community.
- Become a global leader in higher education, health education, bio-medical research, emerging technology and preparing students to be lifelong learners.
- Pursue applied and translational research to address critical local, state, national, and global needs.
- Building on the excellent economic activity and strength of the State of Texas and benefit from the State's leadership in the world.
- Provide a leadership role in fostering economic and community partnerships to help solve local, state, national, and global problems.
- Promote innovation and knowledge discovery with business and industry that will lead to job growth and improvements in the quality of the region's workforce.
- Build a hub for inventions and intellectual property that will lead to economic and community prosperity and an improved quality of life for the region, the State, the nation and our world.
- Serve as a "Gateway to the Americas" by cultivating partnerships with global leaders in education, health, research and other strategic, high-growth industries.
- Leverage the size, strength, and excellence of The University of Texas System and its fifteen outstanding institutions to shorten the time it takes to achieve these goals.

B. UT System Quantum Leaps

The following list includes brief descriptions of the UT System Quantum Leaps. For more detailed descriptions, see http://www.utsystem.edu/offices/chancellor/chancellors-vision-university-texas-system.

- The Texas Prospect Initiative – To increase the number of students entering the college pipeline who are prepared for success in college and beyond through unprecedented collaboration and new partnerships.
- The American Leadership Program – To build the state's and nation's next generation of leaders, from students through senior administrators.
- Winning the Talent War – To make an unparalleled investment in pursuit of the next generation of outstanding faculty.
- Enhancing Fairness and Opportunity – To drive equal opportunity and fairness in hiring and promotion processes.
- The UT Health Care Enterprise – To improve the health of Texas.
- Leading the Brain Health Revolution – To understand, prevent, treat and cure the diseases of the brain.
- The UT Network for National Security – To establish the UT System as a leader in national security.
- UT System Expansion in Houston – To broaden access to more of Texas' brightest students while taking advantage of the talent and expertise of the state's most populous and international city.
- Student Success – To double-down on efforts to improve student success across all UT System institutions.

C. Strategic Planning Committee Members

The following includes the members and alternates appointed to serve on the SPC. Despite the designation, the alternates were involved in all activities of the SPC. Additional participants were added throughout the process, including in the subcommittees (see Appendix E).

Member	Title	Representing Unit
Havidán Rodríguez, Chair	Provost & Executive Vice President for Academic Affairs	Academic Affairs
Michael Aldape	Director of Special Programs	Staff
Rick Anderson – Since Sept. 1, 2016; & Martin (Marty) Baylor – Through Aug. 31, 2016	Executive Vice President for Finance and Administration	Finance and Administration
Janna Arney	Deputy President	Operations and Chief of Staff
John Blangero (Alt.)	Professor, School of Medicine, Research	Faculty Senate
Susan Brown	Assistant Vice President, Strategic Analysis and Institutional Reporting	Strategic Analysis and Institutional Reporting
Robert Cantu	Executive Director, Auxiliary Business Services	Staff
Kathleen Carter	Associate University Librarian, School of Medicine	Staff
Kelly Cronin	Vice President for Advancement	Advancement
Kristin Croyle	Vice President for Student Success	Student Success
Li Ding	Student	SGA
Rebecca Gadson	Interim Associate Vice President for Student Life and Dean of Students	Dean of Students
Patrick Gonzales	Associate Vice President and University Spokesman	University Marketing and Communications
Veronica Gonzales	Vice President for Governmental and Community Relations	Governmental & Community Relations
Jeff Graham	Chief Information Officer	Information Technology
Parwinder Grewal	Dean of the College of Sciences	College of Sciences
Sally Frausto Guerra	Realtor - Coldwell Banker	Community Representative
Fred Rusteberg – Through Apr. 6, 2016	Former President and CEO of IBC Bank-Brownsville	Community Representative
Daniel Hunter-Holly (Alt.)	Associate Professor, Music	Faculty Senate
Michael James (Alt.)	Chief Human Resources Officer	Human Resources
Chris King	Athletics Director	Athletics
Mark Kaswan	Assistant Professor, Political Science	Faculty Senate

Jill Kurth	Academic & Planning Strategies / Core Leadership Team	CannonDesign
Javier Kypuros	Professor, Mechanical Engineering	College of Engineering and Computer Science
Laura Lara	UT System Senior Project Manager	Facilities, Planning and Construction
Michael Lehker	Dean of the College of Health Affairs	College of Health Affairs
Steven Lieberman	Interim Dean of the School of Medicine	School of Medicine
Barry Linger (Alt.)	Assistant Vice President for Accreditation Effectiveness	School of Medicine
Elena Macias	Associate Professor, School of Art	College of Fine Arts
Theresa Maldonado	Former Senior Vice President for Research, Innovation and Economic Development	Research, Innovation and Economic Development
Farrah Manthei (Alt.)	Senior Associate Athletic Director for Student Services	Athletics
Linda Matthews	Professor, Management	Faculty Senate
Jennifer McGehee-Valdez (Alt.)	Director of Public Relations	Marketing and Communications
Patricia McHatton	Dean of the College of Education and P16 Integration	College of Education and P16 Integration
Jacquelyn Michel (Alt.)	Assistant Vice President for Research Translation	Research, Innovation and Economic Development
Marie T. Mora	Professor, Economics	Women's Faculty Network
Tony Ogburn	Professor, School of Medicine, Obstetrics & Gynecology	Faculty Senate
Nicolas Pereyra (Alt.)	Associate Professor, Physics	Faculty Senate
Isai Ramirez (Alt.)	Associate Chief Information Officer Business Relations	Information Technology
Laura Saenz	Associate Provost for Accreditation and Assessment	Accreditation and Assessment
SJ Sethi (Alt.)	Deputy Assistant Vice President for Strategic Analysis and Institutional Reporting	Strategic Analysis and Institutional Reporting
Paul Sharpe (Alt.)	University Librarian	Staff
Eric Silva	Student	SGA
Lisa Smith	Executive Assistant to the Provost and EVP for Academic Affairs	Academic Affairs
Karina Stiles-Cox	Lecturer, Writing and Language Studies	Women's Faculty Network
Mark Whiteley	Academic & School of Medicine Planner / Project Leadership Team	CannonDesign
Nina Young	Assistant Provost and Chief of Staff	Academic Affairs

D. Strategic Planning Steering Committee Members

The following includes the members of the Steering Committee, along with the divisions/units they represented.

- Havidán Rodríguez (Chair), Provost and Executive Vice President of Academic Affairs
- Michael Aldape, Director of Special Programs, Staff
- Kristin Croyle, Vice President for Student Success, Student Success
- Mark Kaswan, Assistant Professor of Political Science, Faculty Senate
- Theresa Maldonado, Former Senior Vice President for Research, Innovation and Economic Development, Research, Innovation & Economic Development
- Linda Matthews, Professor of Management, Faculty Senate
- Patricia McHatton, Dean of the College of Education and P-16 Integration, Colleges
- Marie T. Mora, Professor of Economics, Women's Faculty Network
- Lisa Smith, Executive Assistant to the Provost, Academic Affairs

E. Strategic Planning Subcommittees

The following includes the list of the 15 subcommittees, along with their members. The asterisks (*) identify the Chairs and Co-Chairs of the subcommittees. The reference to being outside of the SPC indicates individuals who were added as subject experts.

1. Vision, Mission, Values

- Marie T. Mora*
- Alberto Adame (Outside SPC)
- Michael Aldape
- Roberto Cantu
- Mark Kaswan
- Linda Matthews
- Denisse Molina Castro (Outside SPC)

2. Uniting the Distributed Campuses: One University

- Linda Matthews*
- Michael Aldape
- Patrick Gonzales
- Mark Kaswan
- Jackie Michel

3. Student Success

- Kristin Croyle*
- Mark Andersen (Outside SPC)
- Maria Elena Corbeil (Outside SPC)
- Rebecca Gadson
- Nicolas Pereyra
- Laura Saenz
- Eric Silva

4. Investing in Our Future: Faculty and Staff Growth and Development

- Ala Qubbaj (Outside SPC)*
- Elizabeth Heise (Outside SPC)
- Mike James
- Marie T. Mora
- Nina Young

5. Expanding Educational Opportunities

- Parwinder Grewal*
- Janna Arney
- Li Ding
- Mark Kaswan
- Michael Lehker
- Marie T. Mora
- Tony Ogburn
- Dora Saavedra (Outside SPC)

6. Research/Scholarship/Creative Activities

- Theresa Maldonado*
- Marie T. Mora*
- Parwinder Grewal
- Andreas Holzenburg (Outside SPC)
- Daniel Hunter-Holly
- Karen Lozano (Outside SPC)
- Patricia McHatton
- John Vandeberg (Outside SPC)

7. Community Engagement

- Veronica Gonzales*
- Irv Downing (Outside SPC)
- Sally Fraustro Guerra
- Elena Macias
- Cris Trejo (Outside SPC)

8. IT Infrastructure

- Jeff Graham*
- Rene Corbeil (Outside SPC)
- Juan Iglesias
- Jennifer McGehee-Valdez
- Isai Ramirez
- Bin Wang (Outside SPC)

9. Space Utilization: Master Plan

- Marty Baylor* (Through August 31, 2016)
- Cynthia Brown (Outside SPC)
- Susan Brown
- Kelly Cronin
- David Hicks (Outside SPC)
- Theresa Maldonado

10. Bilingual, Bicultural, Biliterate

- Patricia McHatton*
- Alberto Dávila (Outside SPC)
- Jose Davila (Outside SPC)
- Dania Lopez Garcia (Outside SPC)
- Francisco Guajardo (Outside SPC)
- Ricky Rodriguez
- Amy Weimer (Outside SPC)

11. Globalization

- Dennis Hart (Outside SPC)*
- John Blangero
- Miryam Espinosa-Dulanto (Outside SPC)
- Paul Sharpe
- Karina Stiles-Cox

12. Athletics

- Chris King*
- Barry Linger
- Farrah Manthei
- Paul Sale (Outside SPC)

13. Health and Wellness

- Lisa Smith*
- Wesley Harden (Outside SPC)
- Michael James
- Michael Lehker
- Bruce Reed (Outside SPC)
- Sylvia Saenz (Outside SPC)

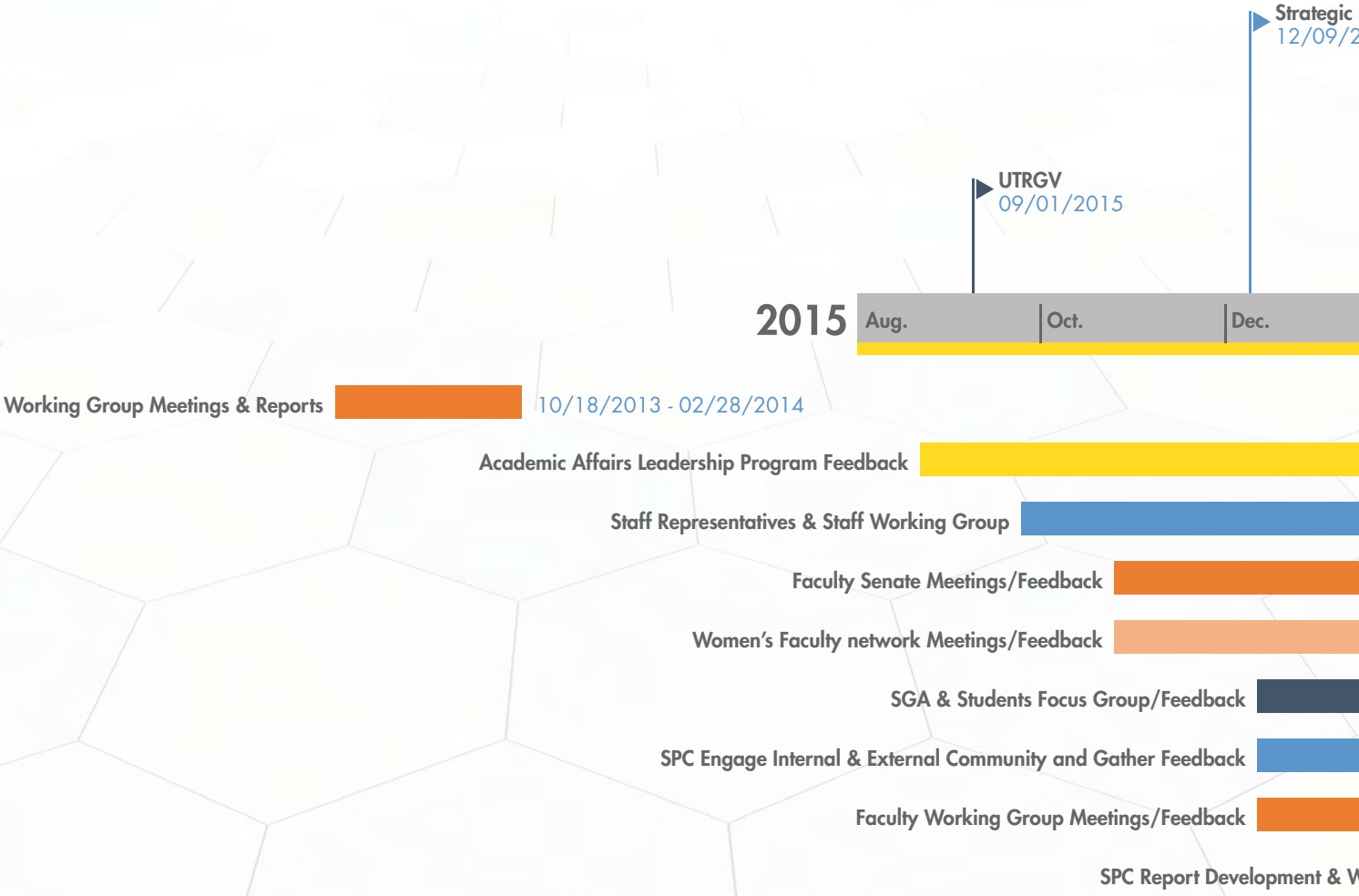
14. Sustainability

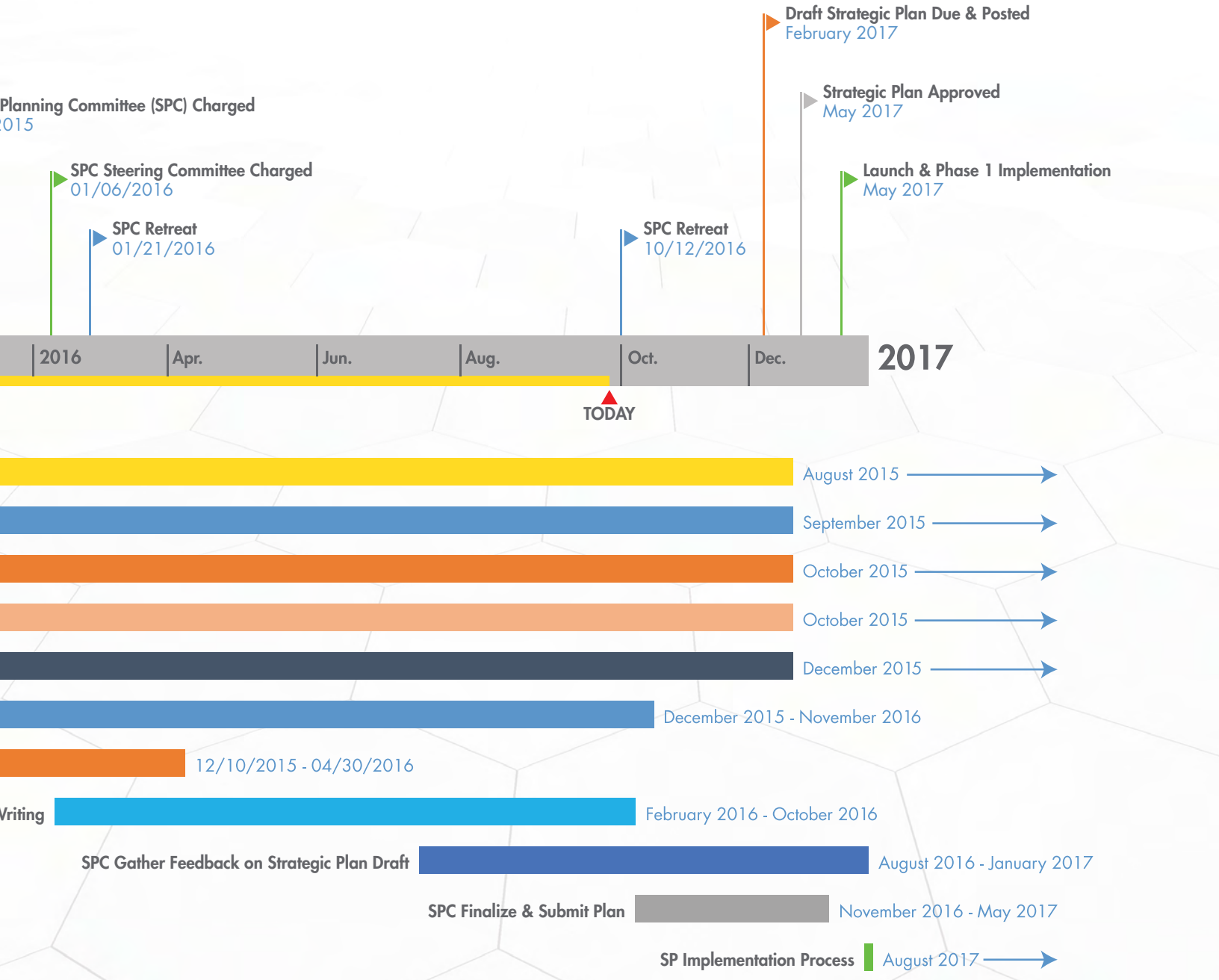
- Marianella Franklin (Outside SPC)*
- Marty Baylor (Through August 31, 2016)
- Robert Cantu
- Alexis Racelis (Outside SPC)
- Owen Temby (Outside SPC)

15. Benchmarking/Data Analysis

- Susan Brown*
- Kristin Croyle
- Maggie Hinojosa (Outside SPC)
- Theresa Maldonado
- SJ Sethi

F. Timeline


Strategic
12/09/2
UTRGV
09/01/2015
2015
Aug.
Oct.
Dec.
Working Group Meetings & Reports
10/18/2013 - 02/28/2014
Academic Affairs Leadership Program Feedback
Staff Representatives & Staff Working Group
Faculty Senate Meetings/Feedback
Women's Faculty network Meetings/Feedback
SGA & Students Focus Group/Feedback
SPC Engage Internal & External Community and Gather Feedback
Faculty Working Group Meetings/Feedback
SPC Report Development & W


Draft Strategic Plan Due & Posted
February 2017
Strategic Plan Approved
May 2017
Launch & Phase 1 Implementation
May 2017
Planning Committee (SPC) Charged
2015
SPC Steering Committee Charged
01/06/2016
SPC Retreat
01/21/2016
SPC Retreat
10/12/2016
2016
Apr.
Jun.
Aug.
Oct.
Dec.
2017
TODAY
August 2015
September 2015
October 2015
October 2015
December 2015
December 2015 - November 2016
12/10/2015 - 04/30/2016
Writing
February 2016 - October 2016
SPC Gather Feedback on Strategic Plan Draft
August 2016 - January 2017
SPC Finalize & Submit Plan
November 2016 - May 2017
SP Implementation Process
August 2017

G. UTRGV's Peer and Aspirational Institutions: Metrics and Identification Process

i. UTRGV's Peer and Aspirational Institutions

Identifying UTRGV's peer and aspirational institutions was one of our early institutional initiatives. This process involved gathering information from the Integrated Postsecondary Education Data System (IPEDS), the National Science Foundation (NSF), Carnegie Foundation, and the Hispanic Association of Colleges and Universities (HACU) to determine the best fit of universities for this purpose. Current peers are those institutions to which UTRGV should be compared during the timespan of this strategic plan (i.e., over the next five years), and aspirational peers are those institutions with the type of metrics UTRGV envisions having five years or more in the future.

The metrics initially considered included those related to the characteristics of students, faculty, and research at UTRGV. Additional measures representing unique aspects of UTRGV's provisional Mission statement, demographics, and structure were added at the suggestion of the SPC.

The institutions identified as the current and aspirational peers of UTRGV include the following:

UTRGV Peer Institutions

- East Carolina University
- Florida Atlantic University
- Florida International University
- University of Missouri-Kansas City
- The University of Texas at El Paso
- The University of Texas at San Antonio

UTRGV Aspirational Institutions

- University of California - Riverside
- University of Central Florida
- University of Louisville
- University of New Mexico
- Wayne State University

All these institutions have medical schools except for The University of Texas at El Paso and The University of Texas at San Antonio. The latter two were included as peer institutions in light of other inherently similar characteristics with UTRGV along with the newness of UTRGV's School of Medicine.

ii. Metrics to Identify the Peer and Aspirational Institutions

IPEDS data were used to select universities with the following Carnegie Classifications: Master's Large, Doctoral/Research (medium, high, and very high), medical schools, and other health profession schools. The first selection cut included only institutions offering doctoral or professional practice degrees. The second step removed institutions with the Carnegie Classification of Master's Large and those with an enrollment less than 15,000. To account for the new medical school, the list was then matched to the Association of American Medical Colleges (AAMC). To narrow the list further, we performed a cluster analysis using the following IPEDS data elements: total enrollment, total full-time instructional staff, average salary of full-time instructional professors, undergraduate enrollment as a percent of total enrollment, full-time enrollment as a percent of total enrollment, percent of undergraduate students receiving Pell Grants, percent of degrees awarded at the undergraduate, master's, and doctoral levels, percent of underrepresented minorities among total enrollment, and operational revenues per full-time student equivalent.

UTRGV also contracted the Huron Consultant Group to conduct a UTRGV faculty salary analysis relative to faculty salaries at peer institutions based on rank and discipline. The study included salaries for current UTRGV tenured and tenure-track faculty. In coordination with the Office of the Provost, Huron identified several criteria for selecting peer institutions, which included size, institutional focus, and public/private status. After reviewing a comprehensive list of institutions, Huron and the Office of the Provost selected a set of 27 comparable institutions based on the following common characteristics:

- Public institutions
- Basic Carnegie Classification: Doctoral Research-Higher Research Activity
- Undergraduate Programs with High Graduate Program Co-existence
- Graduate Programs - Comprehensive. (Institutions that award research doctoral degrees in the humanities, social sciences, and STEM fields were included.)
- 13 of the 27 have medical and/or veterinary schools
- Selectivity was not a primary variable for excluding institutions from the peer set, although this set included "selective" and "more selective" institutions
- Average enrollment of approximately 21,000, in line with UTRGV's undergraduate population

The Huron comparable-institutions set was matched with the aforementioned internal UTRGV cluster analysis. The corresponding institutions were placed into two categories based on the Carnegie Classifications of Doctoral/ Research Universities; those with "high research activity" were considered for the list of current peers, and those with "very high research activity" were considered for aspirational peers.

The next steps included determining how closely each institution matched UTRGV based on Fall 2015 characteristics, and assigning weights to each of the measures (contact the Office of Strategic Analysis and Institutional Reporting for details). A list of the initial selections was then taken to the SPC for input; the SPC suggested including measures reflecting Hispanic Serving Institutions and community engagement. Moreover, given the newness of the UTRGV School of Medicine, it was determined that not all the current peers must have a medical school.

H. Undergraduate and Graduate Programs Expected at UTRGV

The following contains a preliminary list of undergraduate and graduate programs UTRGV expects to develop during the next 5 to 10 years.

Program Proposals:

- BS in Addiction Studies
- BS in Biochemistry and Molecular Biology
- BS in Energy Engineering
- BS in Environmental Engineering
- BS in Health Services
- BS in Hospitality and Tourism Management
- BS in Industrial Engineering
- BS in Nutritional Science
- BS in Statistics
- BS in Sustainable Agriculture and Food Systems

- MA in Political Science
- MS in Addiction Studies
- MS in Biomedical Engineering
- MS in Civil Engineering
- MS in Construction Engineering
- MS in Cyber Security
- MS in Dietetics
- MS in Energy Engineering
- MS in Industrial Engineering
- MS in Materials Engineering

- PhD in Applied Materials and Interfaces
- PhD in Bilingual Education
- PhD in Cellular, Molecular & Biological Sciences
- PhD in Clinical Psychology
- PhD in Computer Science
- PhD in Critical Infrastructure Engineering
- PhD in Earth, Environmental & Marine Sciences
- PhD in Interdisciplinary Mathematical and Statistical Sciences
- PhD in Manufacturing and Engineering Innovation
- PhD in Physics

- Doctor of Nursing Practice
- Doctor of Occupational Therapy
- Doctor of Optometry
- Doctor of Pharmacy
- Doctor of Physical Therapy