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Welcoming Remarks

UT System Chancellor
Francisco G. Cigarroa, M.D.

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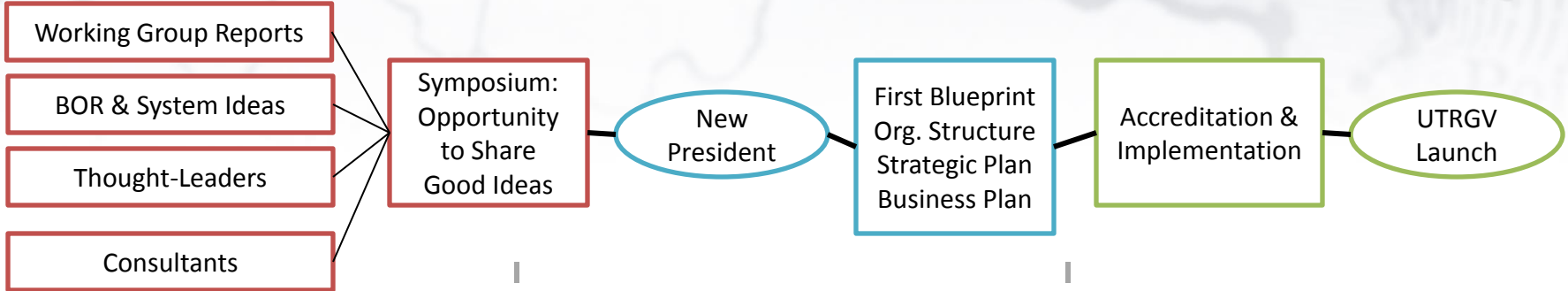RIO GRANDE VALLEY

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Presentation of General Themes from All Working Groups

Julio Leon

Special Advisor to the UT System

UTRGV Planning process

Working Group Reports

BOR & System Ideas

Thought-Leaders

Consultants

Symposium: Opportunity to Share Good Ideas

New President

First Blueprint Org. Structure Strategic Plan Business Plan

Accreditation & Implementation

UTRGV Launch

Phase I:
Organize / Initial Conceptual Design (Sept 2013 to April, 2014)

- BOR approval of Guiding Principles
- Campus working groups – big ideas
- Develop transition structure
- Early planning work on ways to differentiate UTRGV
- BOR initial PUF allocations
- Hiring of Founding Dean of new School of Medicine
- Initiate early implementation activities (e.g., IT)
- UTRGV Spring Symposium to share Ideas
- BOR decision on founding president

Phase II:
Blueprinting / Strategic Planning (April 2014 to Sept. 2014)

- Initiate work on strategic plan (vision, mission, goals, strategies)
- Initiate work on master plan
- Continue work on curricular design and academic programs
- Develop options for new academic and administrative structures
- Finalize and initiate process of transitioning faculty and staff
- Initiate work on branding, marketing, and communications
- Review business model and resource prioritization
- Develop new admissions process and re-design of student lifecycle management process

Phase III:
Accreditation & Implementation (Sept. 2014 to Aug. 2015)

- Implementation of new institutional blueprint
- Continue master planning work
- Secure accreditation
- Implement talent development strategy for faculty and staff
- Launch aggressive marketing and communications campaign
- Enroll inaugural class
- Transition currently enrolled students into new university

- **WORKING GROUP REPORTS**
  - *Grounded on the Guiding Principles*
  - *Promoting Student Success*
  - *Leveraging the use of technology*
  - *Commitment to community engagement*
  - *International and Interdisciplinary*
  - *Promoting efficient use of resources*

AN INNOVATIVE UNIVERSITY FOR THE 21ST CENTURY

- **An Innovative Medical School**

- **Student Life Cycle Management**

- **A Competency-Based Bio-Med Degree Pilot**

- **An Anchor Institution**

- **External Consultant: The Process of Transformation**

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Meantime, In the background:

CURRICULUM CONSOLIDATION:

	UTB/UTPA	UTRGV
Bachelors	95	76 (61)
Masters	69	55 (52)
Doctorates	4	4
TOTALS (2019)	168	135 (117)

Meantime, in the background:

- **Inaugural Class Profile Task Force**
- **Fiber-Optic Infrastructure**
- **Project Management: 900+ Tasks Tracked**
- **Medical School Operations Committee**
- **UTRGV Marketing and Branding Team**

UTRGV Planning process

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Academic Program Working Groups:
Building the University of the 21st Century

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Havidán Rodríguez, Ph.D.
Provost and Vice President for Academic Affairs,
UTPA

Academic Program Working Groups

- Bicultural Studies
- Biomedical Sciences
- Business
- Community and Public Service
- Creative and Performing Arts
- Doctoral Programs
- Education
- Engineering

- Health Professions
- Liberal Arts and Humanities
- Nursing
- Science and Math
- Social Sciences
- Trans-disciplinary
- UTeach

Academic Program Working Groups: Extensive Feedback

- 15 Working Groups

- 146 Participants

- Concrete and detailed guidelines developed

- 2 Major Workshops (October/December, 2013)

- Final Reports Submitted January 31, 2014

- Small group discussions with 9 groups: UTB and UTPA faculty (February)

- Reports posted on UTB/UTPA websites with request for feedback

- Resolutions approved by UTB and UTPA Faculty Senates: Executive Summary of Executive Summaries (April)

- Town Hall meetings at UTB and UTPA (April)

Academic Program Reports

- Excellent Reports

- New, Ambitious, and Innovative Ideas and Programs

- "Dreaming Big" about the New University

- Action Oriented, but Pragmatic

- Grounded on the *Guiding Principles* Approved by UT System Board of Regents

Academic Program Reports

- Reflect the educational, health, social, and economic needs of the Rio Grande Valley and beyond

- Implementation of proposed ideas will result in a great University, addressing some of the most compelling challenges and needs of our region and beyond

- We are poised to create a national model to serve as the gold-standard for institutions of higher education across the country and beyond

Academic Program Reports

"The idea of a bilingual university is exciting, innovative, compelling, and absolutely promising."

"We propose that the University of Texas Rio Grande Valley endorse and establish innovative programs that respond to the past and the present while imagining the future of the Rio Grande Valley and beyond. More specifically, this working group urges UTRGV to include the cultural, linguistic, and geographic assets of the region as integral parts of its formative agenda."

*Bicultural Studies
Working Group*

Academic Program Reports

"The convergence of new and revolutionary technology in conjunction with changing demographics, rapid scientific advances, as well as social and political values can be expected to reshape access and delivery of education and medicine."

Biomedical Science Working Group

Academic Program Reports

"For new programs, the AWGB considered innovative programs at other institutions, the unique characteristics and mission of UTRGV, and national and local demands for the programs."

*Business
Working Group*

Academic Program Reports

"The collaboration of the two campuses will provide for the best synthesis and revision of current degrees and programs, in accordance with the UT mission, into one administrative structure which will be best positioned to encourage innovative projects between the two campuses and the already strong faculty as resources."

Creative & Performing Arts Working Group

Academic Program Reports

"Increased educational attainment...will improve the quality of life of not only the students, but also their immediate and extended families...will formalize a sustainable infrastructure that will improve persistence and encourage excellence, as well as nurture leaders prepared for the challenges that impact the social and economic well-being of the Rio Grande Valley, and more broadly the world. "

Engineering, Computer Sciences, and Technology
Working Group

Academic Program Reports

"The Social Sciences Working Group is pleased to present this final report of our work in planning what we hope will be not only a university for the 21st century, but a university for the Rio Grande Valley, Texas, the Americas and the Gulf of Mexico that brings together the highest quality teaching and research, along with strong community-based programs that serve to expand and deepen the impact of the university on the local community and beyond."

*Social Science
Working Group*

Academic Program Reports

"We have a major responsibility with our Texas borderland Hispanic students to instill a new culture that will prepare them for the technologies, global competitiveness, and cultural trends that will radically alter the way we will live in the RGV and…the world throughout the next decades."

UTeach
Working Group

Academic Program Reports: Emerging Themes

- Strengths of the Local/Regional Community

- Educational Needs of the Region/Nation

- Health and Wellness of the Region and Beyond

- Community Outreach

- Bilingual and Bi-Cultural

- Inter-disciplinary if not Trans-disciplinary

- Globalization

- Sustainability

- Collaboration, Participation, and Engagement

Academic Program Reports

For many of our working groups, UTRGV is not business as usual, but an opportunity to propose new, bold, and innovative programs, which build on the strengths and strong foundations of our institutions and the needs of the region, while acting globally as well.

Academic Program Reports: Dream Big

- Recommendations to Establish (2015 to 2025)

  - 89 Bachelor's

  - 120 Master's

  - 60 Doctoral Programs

  - Groups were told to "dream big," and we know everything is bigger in Texas…

  - It is time to prioritize…and working groups did that as well

Draft College Framework

- Preliminary Draft

- Intended to Generate Discussion

- Not Exhaustive

- Dynamic

- Different Frameworks could have been Developed

- Focused on Academic Colleges & Departments

Draft College Framework
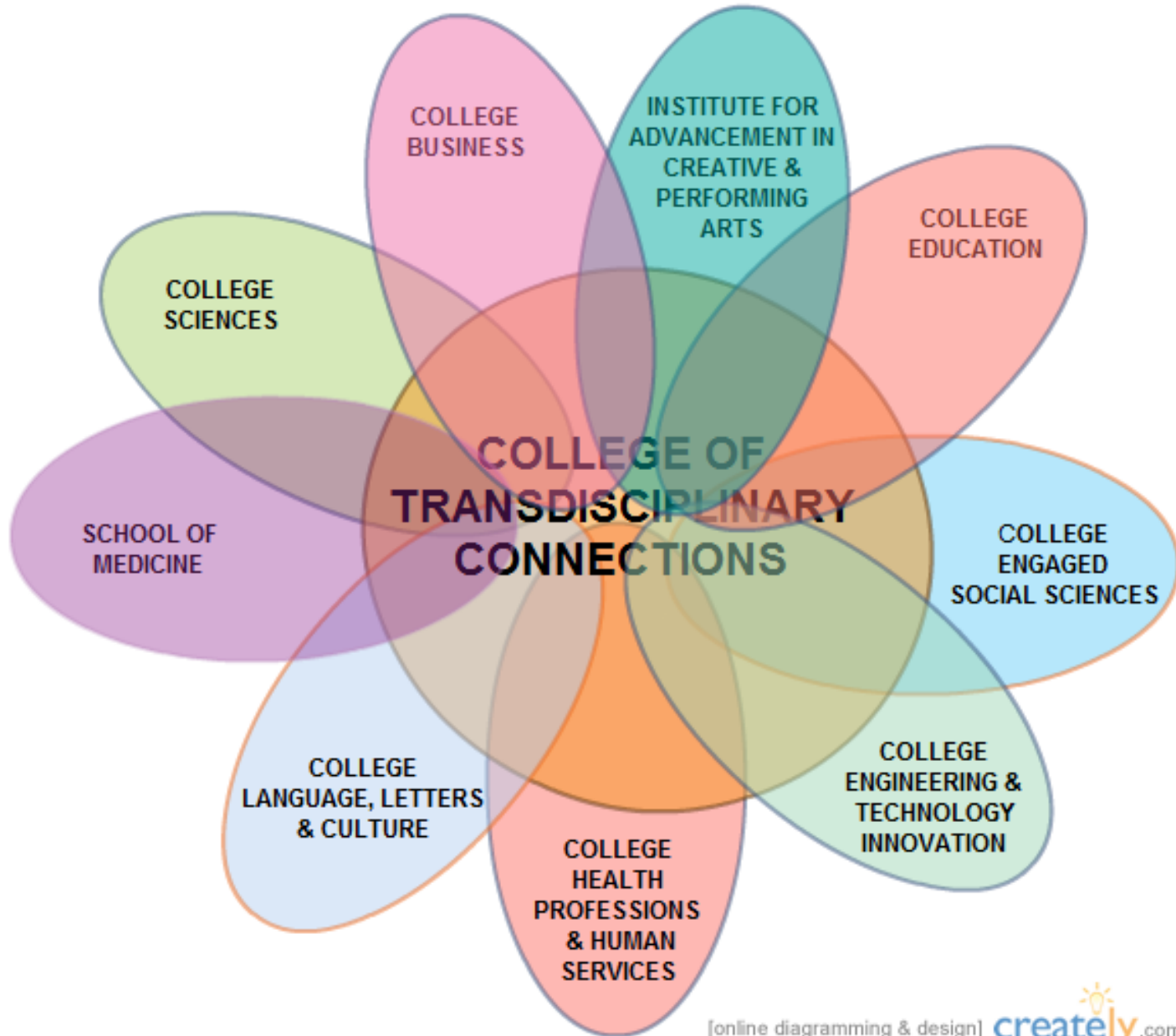
Draft College Framework

University College was not included in the Academic Colleges, but this is a critical unit that will be instrumental for the success of UTRGV students

Draft College Framework

- Did not focus on geographic location of programs or centers

- Received recommendations for current and new programs and centers

  - These will be developed as we move forward and have a basic academic framework/structure to build on

Draft College Framework: Other Recommendations

- Establish a College of Nursing

- **College** for Advancement in Creating and Performing Arts (**_not_** an Institute)

- Establish two Colleges of X

- Another structure for the Trans-disciplinary College

Final College Framework: Approval Process

- Working Group Reports

- Feedback Received from Small Group Interactions

- External Higher Education Consultants

- Discussions, Review, and Approval by the UTRGV President

- Review and Approval by:

  - UT System

  - Board of Regents

  - THECB

UTRGV Undergraduate Degree Components

Joint Taskforce from UTPA and UTB curriculum committees drafted guidelines forming the framework for the undergraduate degree; approved by UT System

- **The Guidelines Prioritize**:
    - Excellent Student Preparation
    - Student Success at UTRGV
    - Timely Completion of Degree

- **Selected Guidelines Include**:
    - Easing Student Transition
    - Core Curriculum Structure
    - Minimum of 42 Advanced Hours
    - Capstone Experience for all Graduates
    - Adherence to the Texas Common Course Numbering System

UTRGV Degree Program Inventory

- Includes all current degrees at UTPA or UTB except for a small number being phased-out or that had very few students enrolled

- Consolidation of CIP codes or degree titles of duplicated programs

- Approval by Board of Regents in May, and THECB in July

- Timing is critical to begin accepting Fall 2015 applications in September 2014

UTRGV Degree Programs: Tentative Timeline

- Faculty process led by guidelines approved by UT System

- May 31st: Identify admissions, curriculum, and exit requirements

- Summer 2014: Administrative compilation of degree plans and coursework

- July 2014: Admissions criteria for each graduate program approved by Board of Regents

- Fall 2014: Joint Curriculum Committees will review and approve degree plans

- Spring 2015: Approval of all degree plans by UT System and THECB

UTRGV Proposed Doctoral Programs

- Academic Program Working Groups proposed 58 new doctoral programs recommended to be implemented over the next 10 years

- Doctoral Program Working Group was charged with developing a framework to prioritize the proposed doctoral programs

  o Evaluation Criteria:

    ❖ Regional Need

    ❖ Signature Programs Representing UTRGV Guiding Principles

    ❖ Immediate Opportunity based on Available Resources and Strengths

Accreditation Timeline

- **SACSCOC Accreditation**

  o December 2014: Notification of Consolidation

  o March 2015: Submission of Substantive Change Prospectus

  o June 2015: Action by SACSCOC Board

  o Fall 2015: Substantive Change Site Visit

Accreditation Timeline

- **Academic Programs: Other Accreditations**

  o Each accrediting agency is being contacted regarding the process to ensure accreditation continues uninterrupted to UTRGV

  o September 2014 – August 2015: Programs Submit Required Documentation

  o September 2015 – May 2016

    ❖ Site visits, where required

Positive and Inspiring Aspects of the Working Groups

"The main aspects of our work that have been positive and inspirational are the collegiality and focus our group has experienced."

*Health Professions
Working Group*

Positive and Inspiring Aspects of the Working Groups

"I think the synergy that develops whenever a diverse group of scholars/administrators come together is important in and of itself. Given our charge to think in a trans-disciplinary mode, we need our diverse interests and area expertise to rattle us out of our academic boxes."

*Doctoral Programs
Working Group*

Positive and Inspiring Aspects of the Working Groups

"We have focused on recognizing the strengths of our geographic area and building on those strengths. In general, the outcome of our work came from a genuine synergy and dynamic interaction among the members of our group."

Education
Working Group

Positive and Inspiring Aspects of the Working Groups

"Our work has been characterized by collegiality, fruitful proposals, and thoughtful debate all within the context of a serious commitment to the humanities."

Liberal Arts and Humanities Working Group

Thanks to all Faculty and Staff Actively Engaged in this Process

- All Members of the Working Groups

- Alan Artibise

- Janna Arney

- Cynthia Brown

- Kristin Croyle

- Melba Sotelo, Yvonne Garza, Maria de Jesus Yanez

- Marcy de León and Lisa Smith

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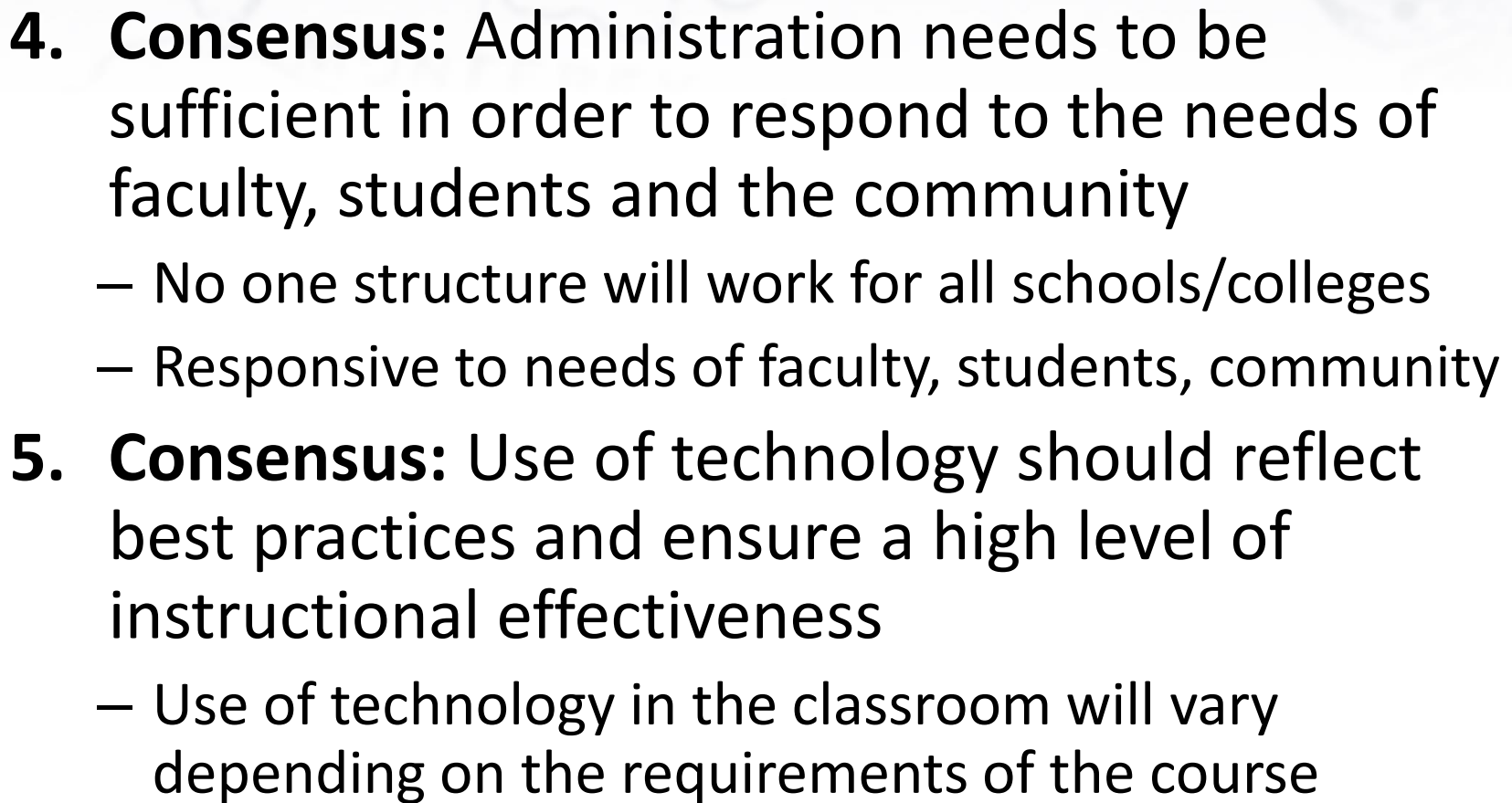# RIO GRANDE VALLEY

Faculty Summary

Mark Kaswan, Assistant Professor of Government, UTB

UTB/UTPA Faculty Senate Resolutions

- Called for meeting of academic working group co-chairs to **identify areas of common interest and common concern** in the working group reports

- 10 co-chairs (or representatives) from 9 working groups met in March
  - All co-chairs had an opportunity to review and comment on the final product

Executive Summary of WG Reports

1. **Consensus:** Existing programs should be retained within existing disciplines
   - Not a rejection of innovation and transdisciplinary teaching and research
   - Organic development based on existing programs

2. **Consensus:** Strong support for community engagement

3. **Consensus:** Strong support for bilingual/ bicultural/biliterate programs
   - Integral part of community engagement

4. **Consensus:** Administration needs to be sufficient in order to respond to the needs of faculty, students and the community

 – No one structure will work for all schools/colleges

 – Responsive to needs of faculty, students, community

5. **Consensus:** Use of technology should reflect best practices and ensure a high level of instructional effectiveness

 – Use of technology in the classroom will vary depending on the requirements of the course

6. **Consensus:** UTRGV will be **one university** and all faculty and students must be seen as equal members of the university community

7. **Consensus:** a robust, easily-accessible transportation system that enables students and faculty to move between campuses is essential

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Academic Administration Working Groups General Themes

Janna Arney

Associate Provost for Faculty and Academic Affairs

UTB

14 Working Groups

- Academic Assessment
- Academic Policies
- Academic Support Services
- Core Curriculum
- Distance Education*
- Faculty Affairs
- Faculty Governance
- Library

- Graduate Enrollment and Admissions Policies
- International Programs and Global Initiatives
- Other Accreditation and Institutional Effectiveness
- SACS-COC Accreditation
- Sponsored Research, Grants, and Contracts*
- Student Engagement and Experiential Learning*

Academic Assessment

- Create an authentic culture of assessment that is not only required but incentivized

- Create a "one-stop-shop" to serve colleges, programs and faculty

- Create a permanent infrastructure to support assessment with standing committees to address core curriculum review, student learning outcomes (SLOs) review, and academic program review

- Expand SLO assessment to all co-curricular events, initiatives, programs, and activities designed or developed to benefit students (e.g., student organizations, residence life, and orientation) as a complement to the assessment work of Academic Affairs
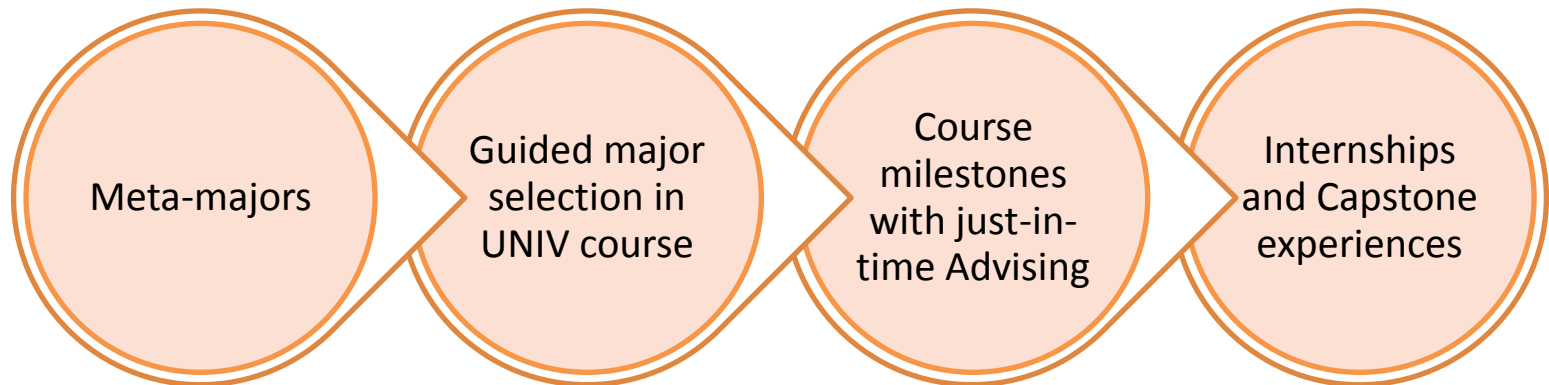
Academic Policies

- Group undergraduate students into "time" cohorts, like morning, afternoon, late afternoon, and evening rather the traditional shared course sequence cohorts

- Offer shortened semester lengths (7.5 weeks, 5 weeks) with stacked classes within a long semester

- Install seamless transfer arrangements (effective articulation agreements) with all Valley community colleges

- Register students for an entire year of study rather than semester by semester

- Streamline the granting of credit for non-traditional learning (by exam, previous learning, military training, etc.)

Academic Support Services

- Formalize the First Year Transition to the University with
  - a three stage orientation
  - a required common first year course such as UNIV 1301 Learning Framework
  - an individualized advising and mentoring

- Adopt a split advising model for beyond the first year - "declared and prepared"

- Establish a Multilingual University Writing Program – all levels

- Strengthen first year math selection and support

- Centralize tutoring and academic support

- Adopt cutting edge technology solutions

Academic Support Services

- Student Life Cycle Support

Meta-majors → Guided major selection in UNIV course → Course milestones with just-in-time Advising → Internships and Capstone experiences

Core Curriculum

- Offer integrative and experiential coursework

- Require a writing intensive course within the major that builds on the writing intensive sequence within the core (the first-year writing sequence)

- Require a capstone course within the major to pull together learning across the undergraduate career and assist with core and major assessment

- Require courses with "flags" that fulfill the guiding principle focused on creating a bilingual and bicultural university

Faculty Affairs and Development

- Establish a centralized, unified Office of Faculty Affairs that will support faculty, including contingent faculty, through every stage of their careers, from recruitment to retirement

- Provide holistic programming and services in five essential areas:

  - Faculty recruitment and diversity

  - Faculty development, support, and advancement

  - Faculty policies, compliance, and shared governance

  - Recognition and awards

  - Climate and well-being

- Extend the role of an Ombudsman to all RGV campuses

Faculty Governance

- Develop a faculty handbook/faculty code of conduct

- Identify the best structure for an integrated faculty senate with inclusive faculty representation

- Identify the best structure for incorporating representations of the medical school faculty

- Increase communications and information-sharing between all policy stakeholders

- Develop a three-tiered system of (1) policies, (2) procedures, and (3) guidelines

- Develop a transparent budgeting process in which faculty plan an active role

Graduate Enrollment Management and Admission Policies

- Use technology and internet-based marketing to recruit graduate students to UTRGV

- Create a Graduate Student Success Center to retain enrolled students

- Incorporate international admissions and support functions into the Graduate School for graduate students admitted to UTRGV, with a special emphasis on potential students from Latin America.

International Programs and Global Initiatives

- Establish an International Student One-Stop Shop

- Establish a Global Village Residence – a community to support and engage international students, scholars, visitors as well as local students, staff, and faculty

- Expand the Center for Latin American Studies

- Develop a bridge program for international students who are academically prepared but do not meet the required language proficiency standards

Library Infrastructure and Support Services

- Rethink current print collection shelf space to create new, high-tech collaborative study and teaching spaces

- Eliminate duplicated electronic resources

- Increase the presence of librarians in online courses

- Centralize and outsource some of the behind-the-scenes functional areas such as collection development, acquisitions, interlibrary loans, and cataloging that can be performed in one location

- Provide self-checkout systems to reserve study rooms, pay fines, and circulate books, laptops, tablets, e-readers.

SACS-COC, Other Accreditations and Institutional Effectiveness

- Create a "one-stop-shop" for institutional data, assessment, planning, policies, course evaluations, administrator evaluations, special projects, internal/external surveys, etc.

- Implement dashboard to place data at the fingertips of the institution's stakeholders

- Conduct Student Learning Outcomes (SLOs) for student support administrative units

- Require all non-academic units conduct program reviews

THANK YOU

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Distance Education Working Group Report

Edgar Gonzalez
Director of the Center for Learning,
UTPA

Working Group Members

☐ Co-chairs (Co-Fs)

Francisco García, Edgar González

☐ Group Members

Luis Aspitia, Jose Dávila, Leticia De Leon, Diana Dominguez, Rebecca Mitchell, Sam Pan, Kumar Raman, Sandy Sánchez

Working Group Philosophy

Aims to provide a set of recommendations for a framework that leverages **next generation technologies** and **customized learning** in order to **expand access to education** opportunities from the Rio Grande Valley to the rest of the Americas. The recommended framework will rely on a solid institutional foundation that fosters the implementation of **best practices** in distance education, **partner with local and international communities**, leverage **innovative educational trends**, and support faculty and students with **state-of-the-art technology and infrastructure**. All this will promote **academic rigor**, **teaching excellence**, and **research innovation** for all disciplines involved in distance learning.

Recommendations

❑Establish institution-wide guidelines and continuous improvement programs that will foster the implementation of best practices and promote exemplary academic rigor in distance education across all disciplines

❑Support faculty and students with appropriate and innovative infrastructure that will sustain a comprehensive academic support unit that focuses on facilitating excellence in online teaching and learning

Recommendations

❑ Partner with local, national, and international communities to expand access to quality education, address community needs, and fulfill industry demands through community outreach initiatives, continuing education, and specialization programs

❑ Leverage innovative educational trends such as immersive simulations, gamification, adaptive learning, competency-based approach to teaching/learning, MOOCs, etc.

❑ Create a distance education research clearinghouse that encourages evidenced-based research and informs practices in online teaching and learning for all disciplines involved in distance learning

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Sponsored Research and Grants & Contracts

Sadiq Shah

Vice Provost for Research & Sponsored Projects,
UTPA

Working Group

Co-Chairs:

Sadiq Shah - UTPA

Luis Colom - UTB

Members:

Jude Benavides - UTB

Emilio Garrido-Sanabria - UTB

Karen Martirosyan - UTB

Pamela Paulson - UTB

Ahmed Touhami - UTB

Graham Toal - UTPA

Done Mele - UTPA

Noreen Glover - UTPA

Dorina Chipara - UTPA

Felipe Salinas - UTPA

Philosophy / Framework

To better position the University of Texas - Rio Grande Valley to become an **emerging research university**

Recommendations

- Required Actions for UTRGV

- Infrastructure of Services

- Strategies for Research Growth

New Opportunities

- Biomedical Sciences and Biomedical Engineering
- Interdisciplinary New Materials & Application Research
- Interdisciplinary Neuroscience Research Cluster
- Cyber-infrastructure Collaborative Platform
- Shared Thematic Research Facilities
- Idea Incubation & Technology Commercialization Collaboratory

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Student Engagement and Experiential Learning

Ethel Cantu

Associate Vice President for Academic Affairs, UTB

Philosophy

Develop students as scholars who, in partnership with faculty, produce, disseminate, and apply knowledge in the service of public good.

High quality experiential learning for ALL students

A university level experiential learning requirement through designated courses and co-curricular experiences within all majors

- a signature feature of all UTRGV degrees

Experiential Learning Framework

1) Anchored in classroom and curricular experiences,

2) led by faculty who oversee the student learning experiences, and

3) built so students experience a number of cumulative and experiential learning activities throughout their curricula.

Bookends

A common course for all first year students in which experiential learning can be introduced

A capstone course within all majors with a significant experiential learning component appropriate to the major

Faculty Involvement

High quality faculty development for experiential learning activities

Experiential Education Academy (NSEE)

- five foundational workshops in assessment, fundamentals, legal issues, best practices and reflection and

- one elective workshop

Faculty Recognition

Formal recognition in personnel actions for faculty involvement in experiential learning activities

- must be considered important for promotion and tenure

Student Recognition

Official recognition of student experiential learning on

- the transcript with course designations as *SL, UR, SA*

- and a robust co-curricular transcript for volunteer work, club/organization involvement, leadership

Administrative Structure

Central unit in Academic Affairs

- Oversee and support experiential learning
- Involve faculty in design of curricular experiential learning
- Provide faculty and student development opportunities
- Collaborate across divisions to coordinate activities and leverage resources
- Coordinate assessment and reporting

Synergy

- Faculty Senates Executive Summary of working group reports recognized very strong interest in community engagement
  - recommended support for faculty to engage in community-based learning and research

Synergy

- Academic Programs
  - Guidelines include at least one capstone experience for all UTRGV undergraduate degrees
    - Fieldwork
    - Undergraduate research
    - Service learning
    - Other experiential education

Synergy

- Community Outreach and Engagement report supports university-community partnerships to enhance research and learning
  - UTRGV can transform the region through engaged scholarship
    - Address critical societal issues
    - Contribute to the public good

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…. a premier Engaged University with community engagement at the core of its academic mission….

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Operations Administration Working Groups: General Themes

Martin Baylor
Vice President for Business Affairs, UTPA

15 Working Groups

- **Personnel (HR) Polices, Procedures & Hiring Practices**
- **Campus Security**
- **IT Processes, Procedures & Infrastructure**
- **University Advancement**
- **Athletics**
- **Community Engagement & Outreach**
- **Student Support Services**

- Auxiliary Enterprises
- Business Plan Development
- Business Processes
- Audit and Compliance
- Campus Mater Planning, Physical Resources & Transportation Linkages
- Change Management
- Enrollment Management
- Startup Activities

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Create Something Grand

To Infinity, and Beyond…

Top 10 Themes

1) Responsibility…Commitment

2) Service Excellence

3) Supporting the Rio Grande Valley

4) Engaged/Partnerships/Collaborations

5) Continuous Improvement

6) Data Driven

7) Seamless Service Delivery

8) Student Success

9) Automation

10) Effective & Efficient/Best Practices

Specific Working Group Recommendations

- **Innovative tuition & fee model**

- **Develop world-leading and renowned think-tank focused on local issues**

- **Student success**

- **Develop a hotel and conference center**

- **Offer performance based pay incentives**

Specific Working Group Recommendations

- **Continuous auditing/continuous management monitoring**
- **Utilize SCALE-UP**
  - Student Centered Active Learning Environment for Undergraduate Programs
- **Create a robust communication program**
- **Develop an HR service delivery organizational structure**

New University
Student Survey

- **To assess student perspectives on elements and services at UTB and UTPA**

- **To study the gap between "importance of" and "satisfaction with" elements and services as rated by students at UTB and UTPA**

Student Survey Response Rate

Campus	# of Respondents	Response Rate
UTB	966	11.3%
UTPA	2,097	10.5%
Total	**3,063**	**10.7%**

Top 5 [elements](#) showing the largest gap between Importance and Satisfaction

UTB - Element	Importance (Mean Score)	Satisfaction (Mean Score)	Gap
Availability of courses needed for graduation	4.86	3.02	1.84
Attracting higher achieving students	4.50	3.31	1.19
Quality of classroom technology	4.69	3.52	1.17
Quality of lab facilities	4.70	3.54	1.16
Strong student-faculty relationships	4.68	3.59	1.09

UTPA - Element	Importance (Mean Score)	Satisfaction (Mean Score)	Gap
Availability of courses needed for graduation	4.75	3.35	1.40
Attracting higher achieving students	4.54	3.55	0.99
Quality of lab facilities	4.68	3.75	0.93
Strong student-faculty relationships	4.65	3.77	0.88
Quality of classroom facilities	4.63	3.76	0.87

Top 5 **services** showing the largest gap between Importance and Satisfaction

UTB – Service	Importance (Mean Score)	Satisfaction (Mean Score)	Gap
Access to computer labs	4.83	3.42	1.41
On campus dining	4.36	3.02	1.34
Academic advising	4.72	3.43	1.29
Financial aid	4.83	3.68	1.15
Career services	4.65	3.52	1.13

UTPA - Service	Importance (Mean Score)	Satisfaction (Mean Score)	Gap
Academic advising	4.71	3.83	0.88
Access to Wi-Fi	4.81	3.96	0.85
Financial aid	4.79	4.02	0.77
Univ shuttles between multiple campuses	4.67	3.92	0.75
Career services	4.68	3.94	0.74

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IT Processes, Procedures and Infrastructure

Isai Ramirez
Associate Chief Information Officer,
UTB

Workgroup Members

- Co-chairs:
  - Isai Ramirez, Frank Zecca

- Group Members:
  - Luis Calderon, Sergio Chavez, Christopher Cohen, Stephen Crown, Orlando Gomez, Fitra Khan, Kumar Raman, Anil Singh, Anne Toal, Joe Voje

VISION FOR IT AT UTRGV

The IT organization will deliver an *integrated* technology environment that enables customized and engaged *learning*, expands *access* to information and services and supports *innovative research*

ENABLE CUSTOMIZED LEARNING

- Provide the technical infrastructure to support innovative teaching methods

- Support the first competency-based program of study at UT System

- Utilize mobile apps tailored to educational needs

- Explore advanced interactive displays that are intuitive to use with touch and motion sensors

HEALTH AND RESEARCH

- Leverage infrastructure already in place, which has a capacity to transmit enormous quantities of data equivalent to *millions of HD movies every hour*

- Utilize this unprecedented quantity of high-speed fiber optic lines to facilitate health and research applications
  - Telemedicine
  - Medical services in remote locations

EXPANDING ACCESS

- Make the *location irrelevant* to a student's ability to learn and obtain a degree

- Utilize the power and flexibility of technology to reach all *learners in marginalized and underserved areas*

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Enrollment Management Working Group

Maggie Hinojosa
Senior VP for Enrollment Services, UTPA
& Nikkie Hodgson
Executive Director, Enrollment Services, UTB

Committee Membership

- Dr. Nikkie Hodgson, UTB Co-Chair

- Dr. Maggie Hinojosa, UTPA Co-Chair

- Yolanda De La Riva, UTB

- Debbie Gilchrist, UTPA

- Dr. Tim Huber, UTPA

- Samantha Lopez, UTB

- Carlo Tamayo, UTB

- Heather Olague, UTB

- Elaine Rivera, UTPA

- Kelly Shannon, UTPA

Reporting Contacts: Dr. Martha Cantu and Dr. Sylvia Leal

UTRGV – Prepare in the Cloud

- **Portal**
  - Early College Planning
  - Bi-lingual Student/Parent/Counselor
  - Middle School Students
    - Higher education awareness
    - Career Planning/Exploration Tool
  - Admissions and Document Tracking
  - Outreach enrollment initiatives beginning in middle school

- **Tuition savings account**
  - Students/Parents can begin a university savings account in middle school
  - Account would be with UTRGV
  - Discounted tuition at the start of enrolling at UTRGV

- **In the cloud documents**
  - 100% electronic submission
  - Paperless initiatives
  - Building UTRGV ePortfolio for enrollment
  - Begin indexing College Application documents in middle school
  - Virtual One-Step Process
  - H.S. Senior Year Click n' Go

The Debt-Free Degree

- **Graduate Debt Free**
  - UTRGV will seek to eliminate or significantly reduce the dependency on student loans
  - All students will be required to establish a personal education plan that factors in career path assessment and potential income for their selected career
  - A close tie between the intended career salary and loan repayment responsibilities would be addressed through financial literacy initiatives
  - Financial Aid Packages
    - scholarships, grants, student employment, and institutional funds FIRST prior to loans.

The Debt-Free Degree

- **Student Money Management Center**
  - Financial Literacy
  - Personal Education Plan
  - Tie between career path & cost of attendance
  - Conservative budgeting and borrowing
  - Repayment responsibility awareness
- **Decrease Time to Degree**
  - Curriculum Partnership Program – Close alignment between prior college hours and degree plan
  - Early skills testing and focused advising for prior college hours to receive an undergraduate degree in 2-3 years.

The Global Initiative

Recruitment

Marketing

Joint Agreements

Community Centers

La Promesa: Our 4-year Pledge

Holistic Admission

Bi-lingual Student Service Centers

Graduation Achievement Office

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Business Processes

Rosemary Martinez
Vice President for Business Affairs,
UTB

Working Groups

- Personnel Polices, Procedures & Hiring Practices
- Campus Security
- IT Processes, Procedures & Infrastructure
- University Advancement
- Athletics
- Community Engagement & Outreach
- Student Support Services
- Startup Activities

- Auxiliary Enterprises
- Business Plan Development
- **Business Processes**
- Audit and Compliance
- Campus Mater Planning, Physical Resources & Transportation Linkages
- Change Management
- Enrollment Management
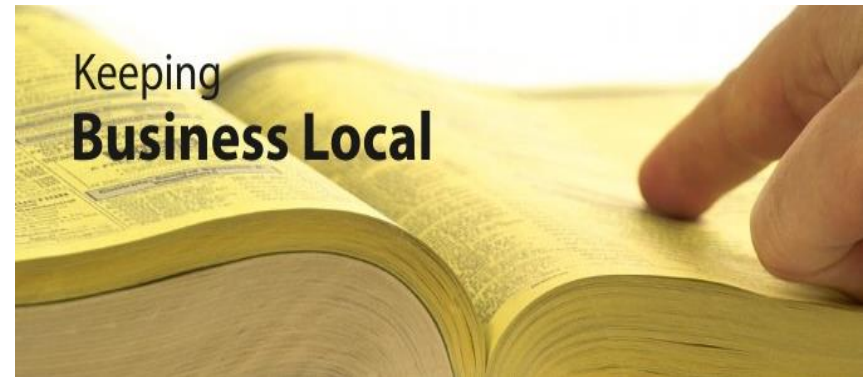
Business Processes

1. **Focus spending in the Rio Grande Valley**
2. Implement Business Service Centers across the RGV
3. Create an electronic business environment
4. Promote excellence in customer service through training
5. Identify medical school infrastructure for business processes
6. Endorse environment of continuous Improvement

Focus Spending in the Rio Grande Valley

Goal: Encourage and educate vendors to conduct business with UTRGV

- Develop spend potential of $500M that could turnover in the economy 3-5 times
- Connect internships with expansion of local vendors
- Create scholarship opportunities with local vendors
- Evaluate business development opportunities for students to address university vendor needs

Keeping
Business Local

Business Processes

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Implement Business Service Centers Across the RGV

Goal: Provide business services access to all university constituents

- Develop distributed service centers without duplicating services
- Reorganize transactional functions to deliver cost-effective, flexible, and reliable services to customers
- Utilize existing assets and resources
- Provide employees with professional development
- Organize effort to allow for business continuity

Business Processes

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Create an Electronic Business Environment

Goal: Integrate next generation technology into business processes

- Expand use of technology to manage business processes and workflow
- Use software that provides business intelligence
- Implement technology that is supported by smart phones and or devices preferred by students
- Disburse all payments to students, employees, and vendors electronically
- Implement strategies to digitize all processes and related documents

Business Processes

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Create Excellence in Customer Service Through Training

Goal: Develop a comprehensive training program for internal and external users that emphasizes superior customer service

- Identify best practices model for training
- Transition to a customer focused business environment
- Develop plan to communicate the new culture for customer service
- Include students in training program
- Provide work opportunities for students to give them valuable on the job experience

Business Processes

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3. Create an electronic business environment
4. Promote excellence in customer service through training
5. **Identify medical school infrastructure for business processes**
6. Endorse environment of continuous Improvement

Identify Medical School Infrastructure for Business Process

Goal: Establish business processes for the medical school in the same format as those used for the academic activities

- Conduct business electronically
- Emphasize superior customer service
- Use same ERP for medical school business
- Evaluate any other medical school needs

Business Processes

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5. Identify medical school infrastructure for business processes
6. **Endorse environment of continuous Improvement**

Endorse Environment for Continuous Improvement

Goal: Identify initiatives and tools for end-users and service providers to evaluate and enhance business processes

- Create environment for continual improvement
- Communicate the new culture to all employees and stakeholders
- Implement feedback and evaluation format for business processes
- Explore use of LEAN Process (Six Sigma)

Business Processes

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6. **Endorse environment of continuous Improvement**