UTRGV

THE VALLEY'S UNIVERSITY

Presented by Dr. Saygin



Dr. Can Saygin

Interim Provost and Executive Vice President for Academic Affairs

Senior Vice President for Research

Dean of the Graduate College



The Valley's University

- OPPORTUNITY
- HARD WORK
- POTENTIAL FOR SELF-SUFFICIENCY
- CULTURAL FABRIC



- **Uncover/Create OPPORTUNITY:** Where others see limits, we see possibilities, and we help individuals and communities turn them into success.
- **Celebrate HARD WORK:** We honor the region's work ethic and help our communities build on their own strengths.
- **Enable SELF-SUFFICIENCY:** We invest in ecosystems and life cycles that drive regional self-reliance and economic growth.
- **Weave into CULTURAL FABRIC:** We embrace the region's generous spirit through collaboration and shared success.



RESEARCH MISSION

We will be the Tier-One Research Institution of the Rio Grande Valley.

[Aug 2022…]

RESEARCH PATHWAYS

- Societal Transformations
- Living on the U.S.-Mexico Border
- Human Health
- Technology and Innovation
- Environment and Sustainability
- Space Sciences
- Data Sciences, Analytics, and Security



Research Performance Metrics since FY '22

Annual Metrics	FY22 to FY25 Growth	2025	2022
No. of Proposals Submitted	44%	673	467
Restricted Research Expenditures	92%	$52,532,825	$27,389,198
Total Research Expenditures	71%	$103,670,667	$60,739,921
Federal Research Expenditures	132%	$42,417,597	$18,315,387
No. of Faculty on Proposals	36%	467	343
No. of Faculty with Sponsored Project Expenditures	23%	402	326
No. of Faculty with Restricted Research Expenditures	44%	280	194
Total Requested Amount in Proposals	35%	$521,219,943	$384,882,343

Metrics	2026	2025	2024	2023	2022	2021
1. No. of Proposals Submitted	871	673	612	507	467	426
2. No. of Awards Received	235	212	257	247	263	200
3. Restricted Research Expenditures	$51,610,108	$52,532,825	$42,640,123	$42,412,698	$27,389,198	$24,192,826
4. Total Research Expenditures	$103,846,965	$103,670,667	$86,902,473	$78,777,880	$60,739,921	$54,298,634
5. No. of Faculty on Proposals	520	467	421	359	343	235
6. No. of Faculty on Awards	227	216	223	206	227	170
7. No. of Faculty with Sponsored Project Expenditures	426	402	377	347	326	227
8. No. of Faculty with Restricted Research Expenditures	299	280	240	212	194	118
9. Total Requested Amount	$553,271,971	$521,219,943	$775,186,558	$463,410,647	$384,882,343	$388,319,059
10. Total Funded Amount	$97,109,156	$73,760,720	$199,651,228	$98,789,747	$97,222,150	$254,623,853

Carnegie Research Rankings

American Council on Education (ACE) 2025/2028/2031/…
Metrics and Timeline

Research 1: Very High Research Spending and Doctorate Production

- Spent at least **$50 million** in total R&D in a year, as reported to the NSF HERD Survey

AND

- Awarded at least **70 research/scholarship doctorates** in a year, as reported to IPEDS

Research 2: High Research Spending and Doctorate Production

- Spent at least **$5 million** in total R&D in a year, as reported to the NSF HERD Survey

AND

- Awarded at least **20 research/scholarship doctorates** in a year, as reported to IPEDS

Research Colleges and Universities

- Spent at least **$2.5 million** in total R&D in a year, as reported to the NSF HERD Survey
  - *Does not include institutions designated R1 or R2*

Carnegie R1 Progress



Total Research Expenditures

- FY'24: $ 90.61 million
- FY'25: $108.96 million
- FY'26: $ 107 million (estimated)

3-year average: $102.2 M > 2 x $50 M

Research Doctoral Degrees

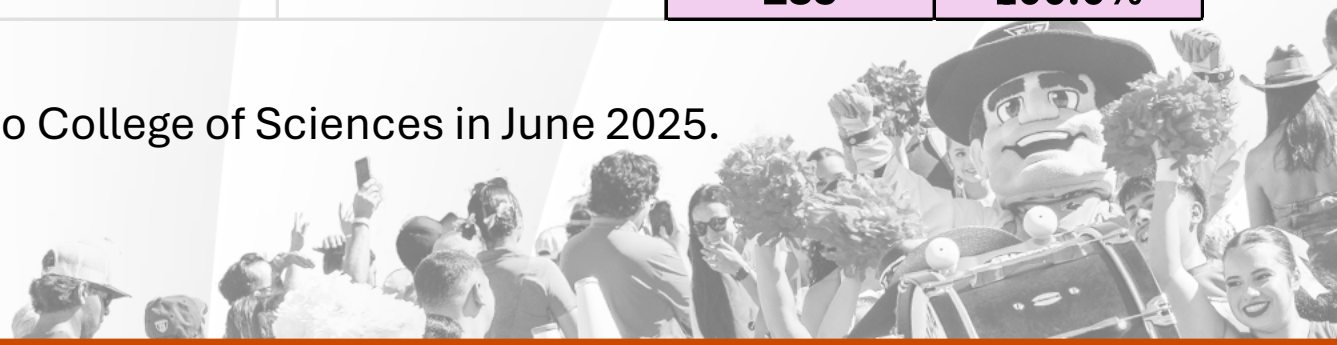
- IPEDS'24: 50 degrees
- IPEDS'25: 55 degrees
- IPEDS'26: 130 degrees
- **3-year ave: 78.33 > 70**



Research Doctoral Degrees per Program

TYPE	COLLEGE	PROGRAM	FIRST TIME OFFERED	SUM	Program Contribution
EDD	Education and P-16 Integration	Curriculum and Instruction	Fall 2015	117	49.8%
EDD	Education and P-16 Integration	Educational Leadership	Fall 2015	34	14.5%
PhD	Health Professions	Rehabilitation Counseling	Fall 2015	24	10.2%
PhD	Business and Entrepreneurship	Business Administration	Fall 2015	24	10.2%
PhD	Liberal Arts	Clinical Psychology	Fall 2019	7	3.0%
PhD	Sciences	Math & Stat w/Interdisc Appl	Fall 2021	14	6.0%
PhD	Sciences	Physics	Fall 2022	7	3.0%
PhD	School of Medicine	Human Genetics*	Fall 2022	5	2.1%
PhD	Engineering and Computer Science	Materials Science Engineering	Fall 2023	3	1.3%
PhD	Engineering and Computer Science	Computer Science	Fall 2024	0	0.0%
				235	**100.0%**

* Human Genetics moved from School of Medicine to College of Sciences in June 2025.



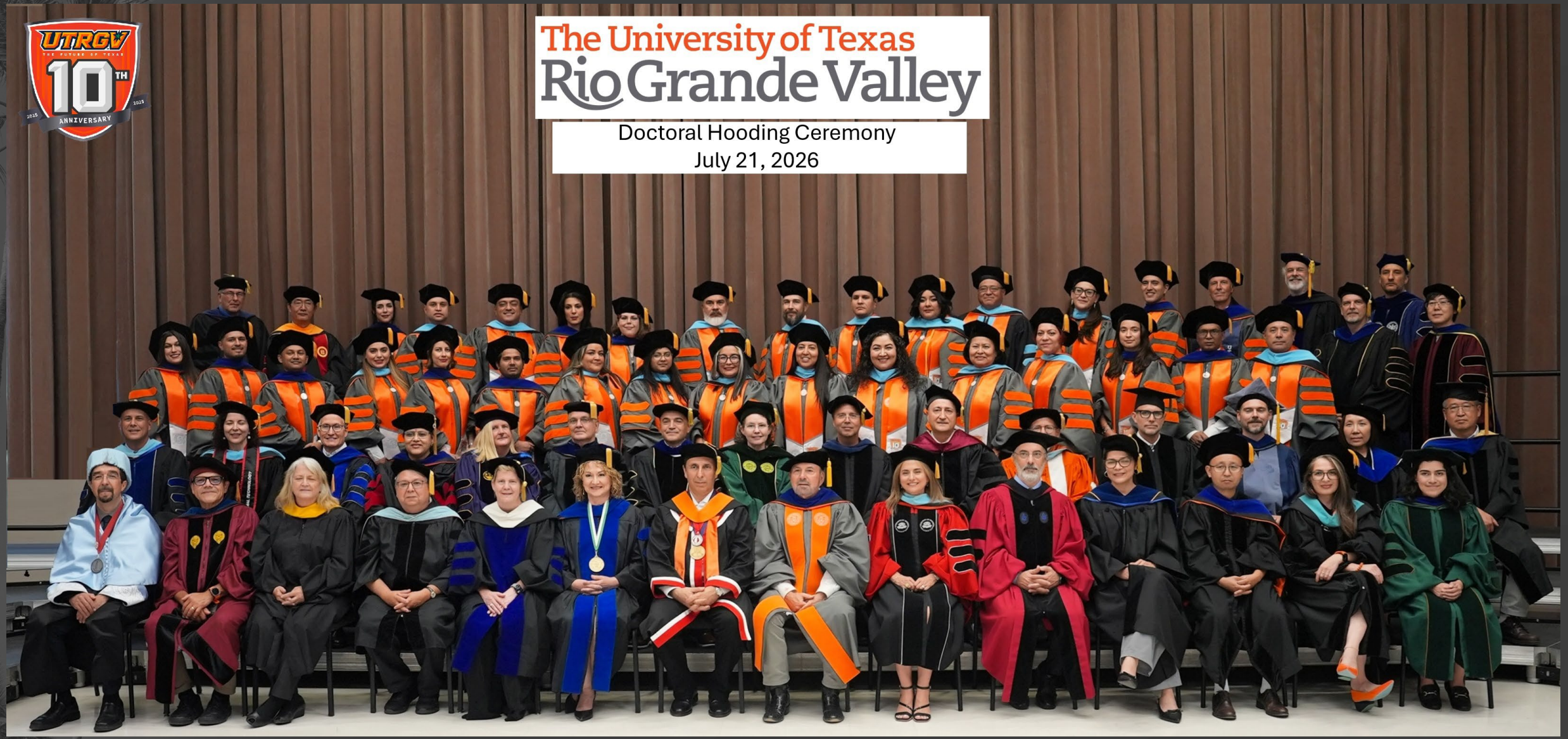
Research Doctoral Degrees per College

College	College Contribution	Degrees Awarded
Education and P-16 Integration	64.3%	151
Health Professions	10.2%	24
Business and Entrepreneurship	10.2%	24
Liberal Arts	3.0%	7
Sciences	8.9%	21
*School of Medicine	2.1%	5
Engineering and Computer Science	1.3%	3
	100.0%	**235**

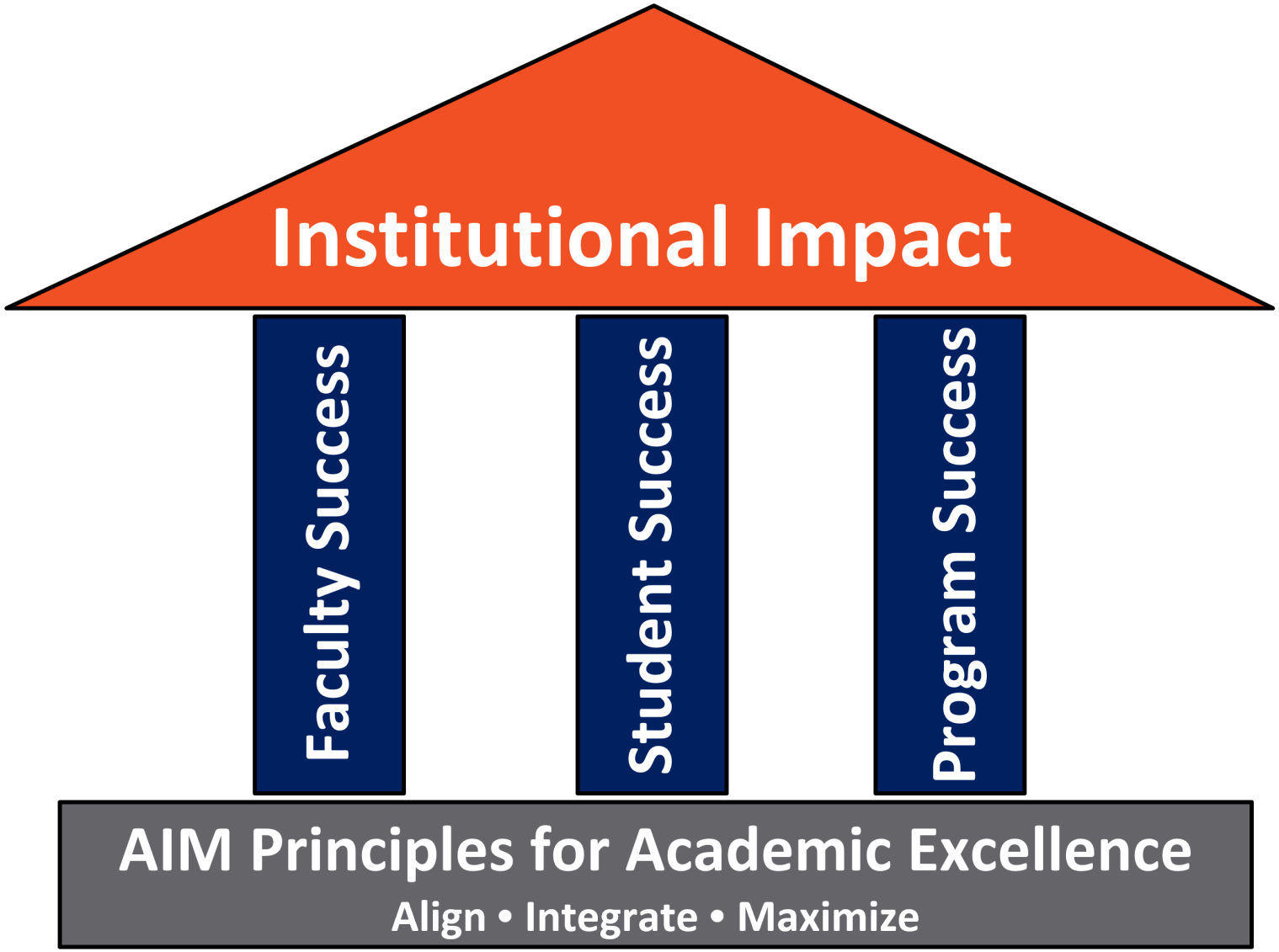
*Human Genetics moved from School of Medicine to College of Sciences in June 2025.



Summer 2026 Doctoral Hooding



Academic Excellence: Success Pillars



Download here…

https://www.utrgv.edu/academicaffairs/about/messages-from-provost/index.htm



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Principles for Academic Excellence

Seven Guiding Principles Aligned with AIM: Align • Integrate • Maximize

These principles guide our decisions and actions to advance faculty success, empower student success, and strengthen institutional impact.

1 — Faculty Success Enables Student Success

Student success is our ultimate goal, but it is not achievable without faculty success. Clear alignment of appointments, workload expectations, and performance reviews builds fairness, accountability, and professional growth, which is the foundation for excellence.

2 — Faculty Expertise Should Align with Department

Academic appointments should reflect the faculty member's disciplinary identity, scholarly expertise, and instructional responsibilities. Alignment enables faculty to contribute at the highest level to students, departments, and the institution.

3 — Faculty Credentials Should Match Course and Program Assignments

Faculty with the right credentials and experience should be assigned to the courses and programs that fit them. Faculty-program fit should be reviewed regularly to ensure courses are delivered in a way that maximizes faculty effectiveness.

4 — Academic Programs and Structures Should Be Reviewed for Fit and Performance

Programs should be monitored and reviewed regularly against accreditation, learning effectiveness, and financial health metrics. Departments and colleges should exist because they create the strongest environment for program excellence, not simply due to history.

5 — Curricula Should Be Intentionally Designed for Coherence

Courses should collectively support concentrations, and concentrations should strengthen the overall program. Every course should clearly contribute to student learning outcomes, timely graduation, career preparation, and long-term career success.

6 — Course Delivery Should Be Driven by Demand and Effectiveness

The number of course sections and their delivery modality should be driven by actual student demand and learning effectiveness grounded in pedagogical principles, not by default, convenience, or precedent. Instructional capacity should match real student need, without waste of space, time, or effort.

7 — Scheduling Should Optimize the Full Student and Faculty Experience

Course scheduling extends beyond assigning classrooms. It requires coordinating locations, modalities, transportation, days, and times to improve utilization, reduce conflicts, minimize travel, increase faculty productivity, and shorten time-to-degree.

Student-Centered
Our decisions start and end with student success.

Integrity & Fairness
We ensure transparency, equity, and accountability in everything we do.

Evidence-Informed
We use data, research, and insight to drive better outcomes.

Continuous Improvement
We review, learn, and adapt to elevate quality and performance.

Collaboration
We achieve more together across units and disciplines.



UTRGV™ | *A Community-Empowering Research University*



Academic Year 2026–2027



Faculty Success Enables Student Success:

- Faculty appointments, workload expectations, and performance reviews must reinforce one another, working together toward “success”.
- Every faculty member should be able to see a direct line from their assigned responsibilities to the standards by which they are evaluated.
- When that line is clear, it builds fairness, accountability, and professional growth; this is the foundation on which faculty success, and in turn student success, is built.

Student Success is our ultimate goal, but it is not achievable without Faculty Success.





Faculty Expertise Should Align with Department:

- When appointment and department are properly aligned, faculty are positioned to contribute at the highest level to their students, their departments, and the institution as a whole.

Academic appointments should reflect the faculty member's disciplinary identity, scholarly expertise, and instructional responsibilities.



Faculty Credentials Should Match Course & Program Assignments:

- Faculty-Program fit should be reviewed regularly to ensure courses are delivered in a way that maximizes faculty effectiveness.

Faculty with the right credentials and experience should be assigned to the courses and academic programs that fit them.





Academic Programs and Structures Should Be Reviewed for Fit and Performance:

- Programs should be housed within organizational structures that best support collaboration, innovation, and responsiveness to workforce needs.
- Departments and colleges should exist because they create the strongest environment for program excellence, not simply because of historical organization.

Academic programs should be monitored and reviewed on a regular basis, against accreditation requirements, learning effectiveness indicators, and financial health metrics, frequently enough to allow timely intervention for quality improvement.



Curricula Should Be Intentionally Designed for Coherence:

- Every course should clearly contribute to student learning outcomes, timely graduation, career preparation, and long-term career success.

Courses should be intentionally designed to collectively support concentrations, and concentrations should collectively strengthen the overall program.





Course Delivery Should Be Driven by Demand and Effectiveness:

- Institutional teaching capacity, in the right form, should match real student need without wasting space, time, or effort.

The number of course sections and their delivery modality should be driven by actual student demand and learning effectiveness grounded in pedagogical principles, not by default, convenience, or precedent.



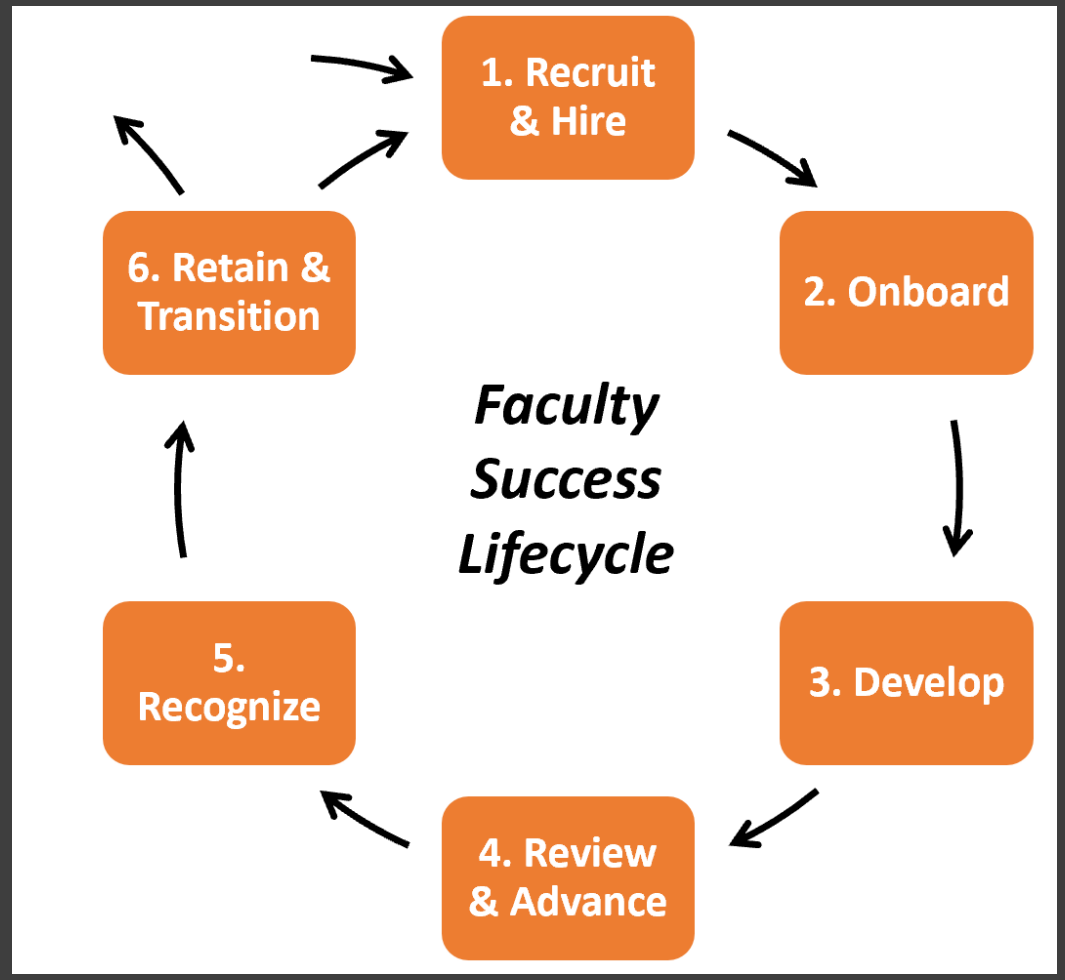
Scheduling Should Optimize the Full Student and Faculty Experience:

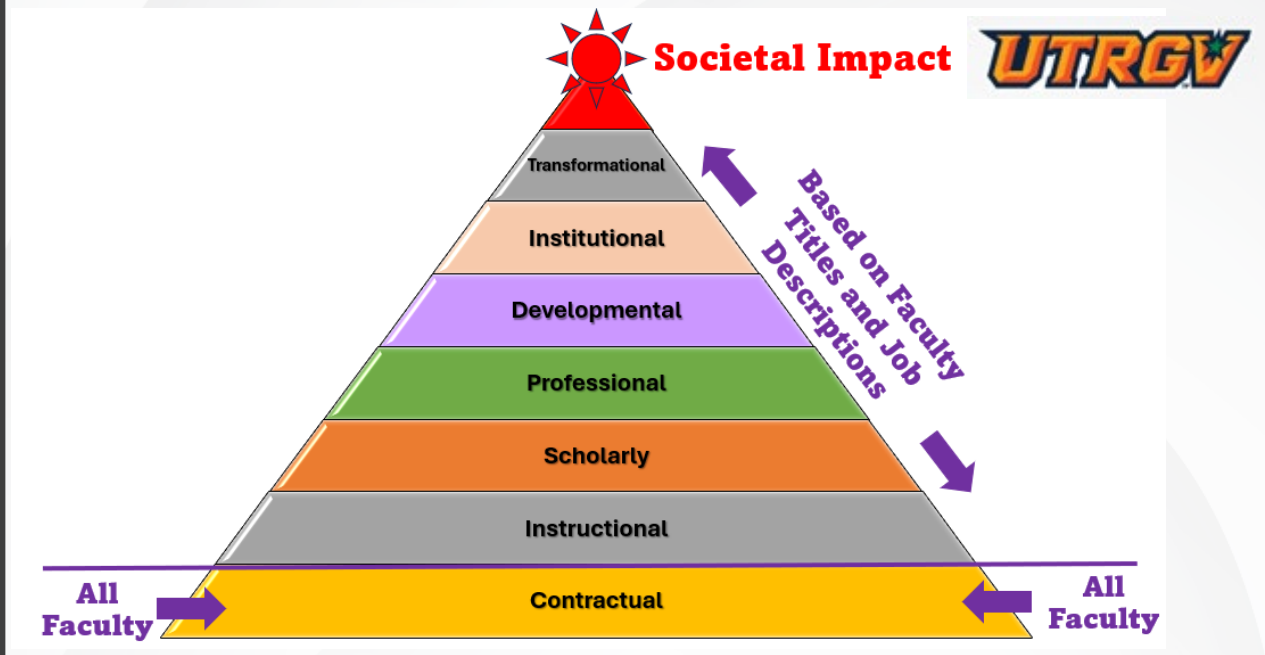
- Course scheduling requires coordinating campus locations, instructional modalities, transportation, days, and times to improve classroom utilization, reduce scheduling conflicts, minimize student travel, increase faculty productivity, and shorten time-to-degree.

Course scheduling extends beyond assigning classrooms.



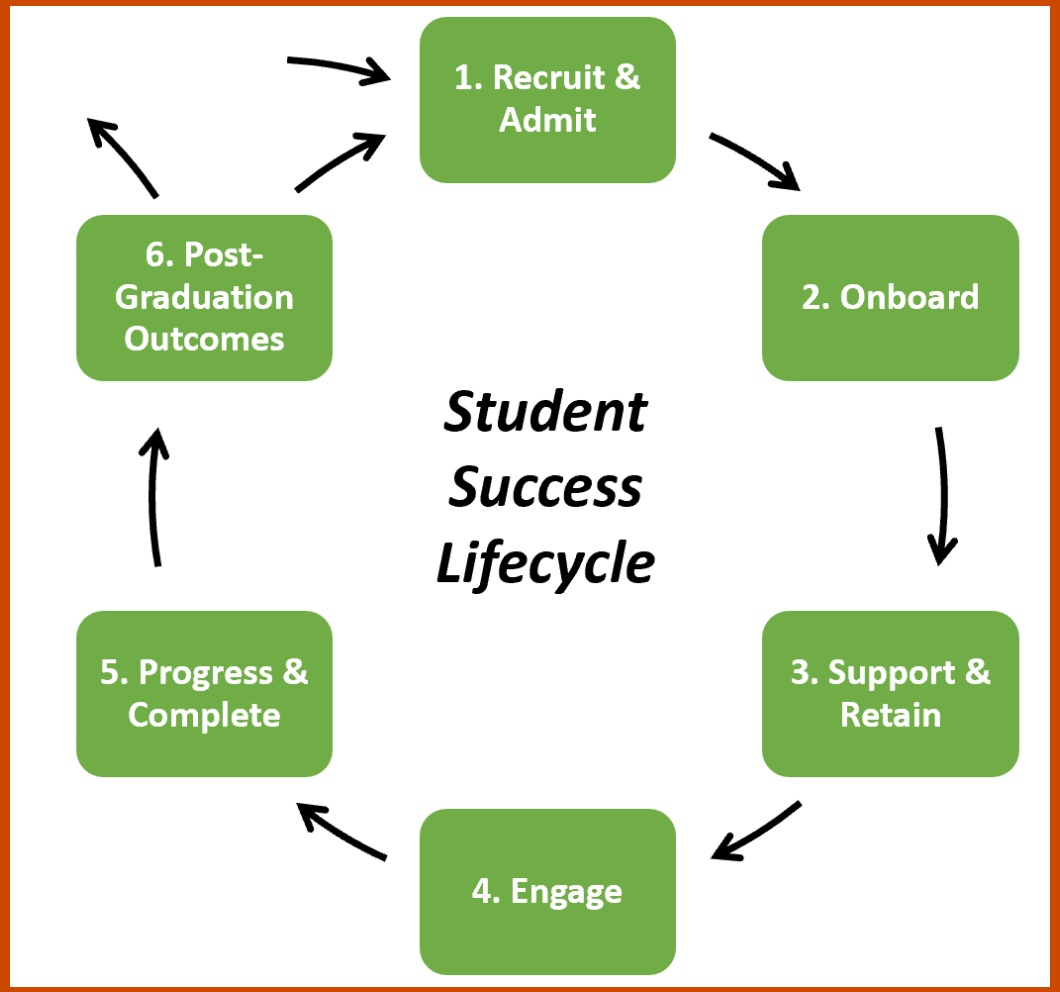
Faculty Success Lifecycle

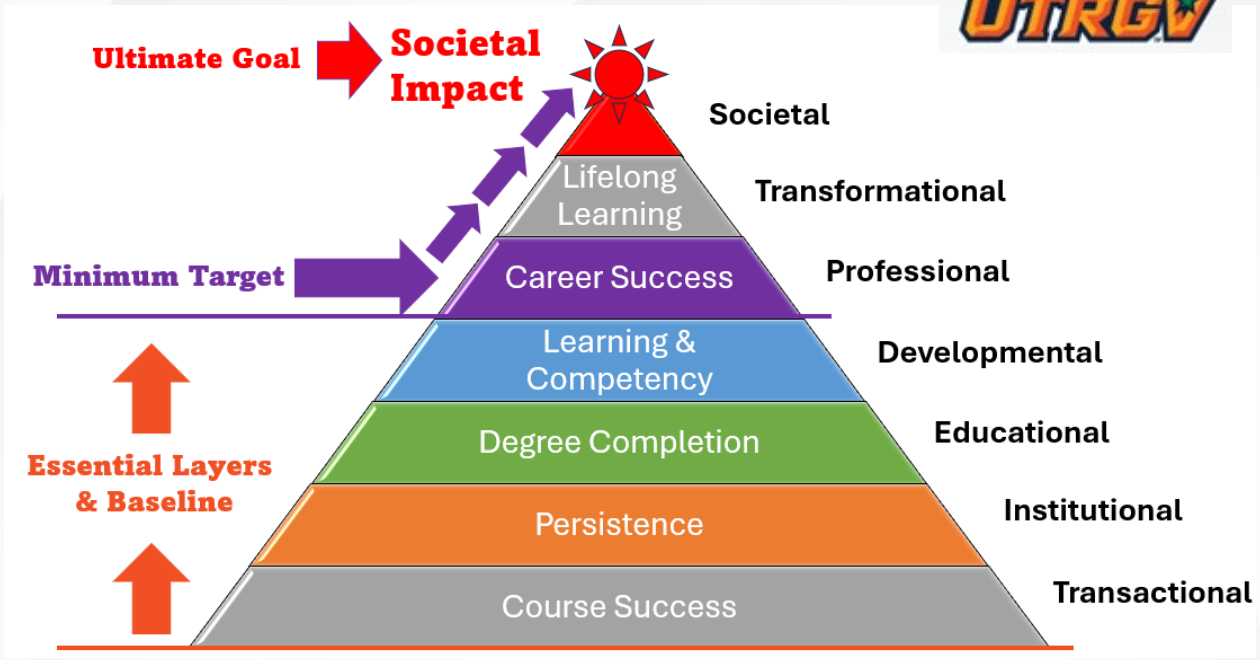




Stage	Focus	Illustrative Activities
1. Recruit & Hire	Building the faculty base	Workforce/position planning, search committees, competitive offers, diverse candidate pipelines
2. Onboard	Setting new faculty up to succeed	New-faculty orientation, mentoring assignments, workload clarity, startup resources
3. Develop	Growing capability over a career	Teaching development, research/creative support, leadership pipelines, grant support
4. Review & Advance	Recognizing demonstrated performance	Annual performance review, merit process, promotion & tenure, post-tenure review
5. Recognize	Celebrating excellence	Internal awards, nominations for external/national awards, endowed positions
6. Retain & Transition	Sustaining and closing careers well	Retention strategies, succession planning, phased retirement, emeritus status

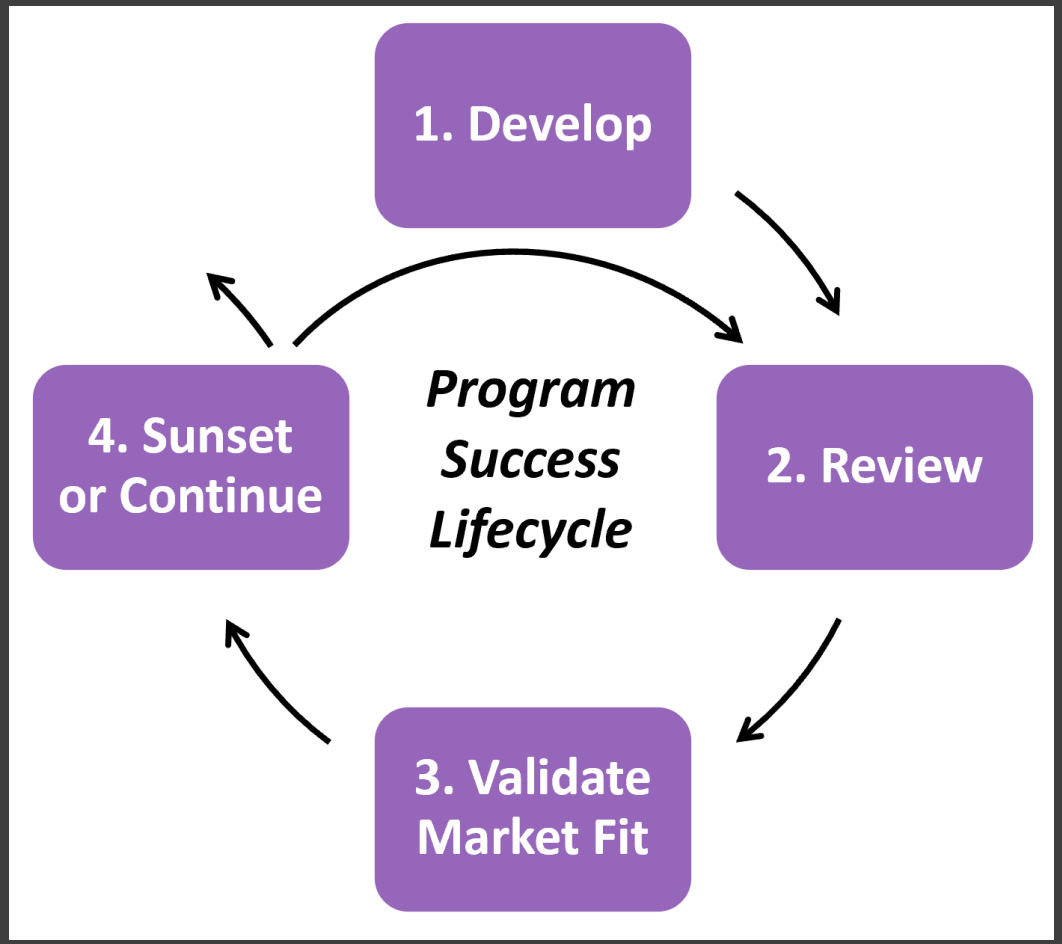
Student Success Lifecycle





Stage	Focus	Illustrative Activities
1. Recruit & Admit	Building the student pipeline	Recruitment strategy, admissions criteria, scholarships, articulation agreements
2. Onboard	Getting students off to a strong start	Orientation, first-year experience, advising assignment, financial aid literacy
3. Support & Retain	Keeping students on track	Academic advising, tutoring, early-alert systems, mental-health & wellness support
4. Engage	Deepening the learning experience	Undergraduate research, internships, service learning, study abroad, HIPs
5. Progress & Complete	Moving students to the finish line	Degree-audit monitoring, bottleneck-course management, graduation initiatives
6. Post-Graduation Outcomes	Proving the value of the degree	Employment/graduate-school placement, licensure pass rates, alumni engagement

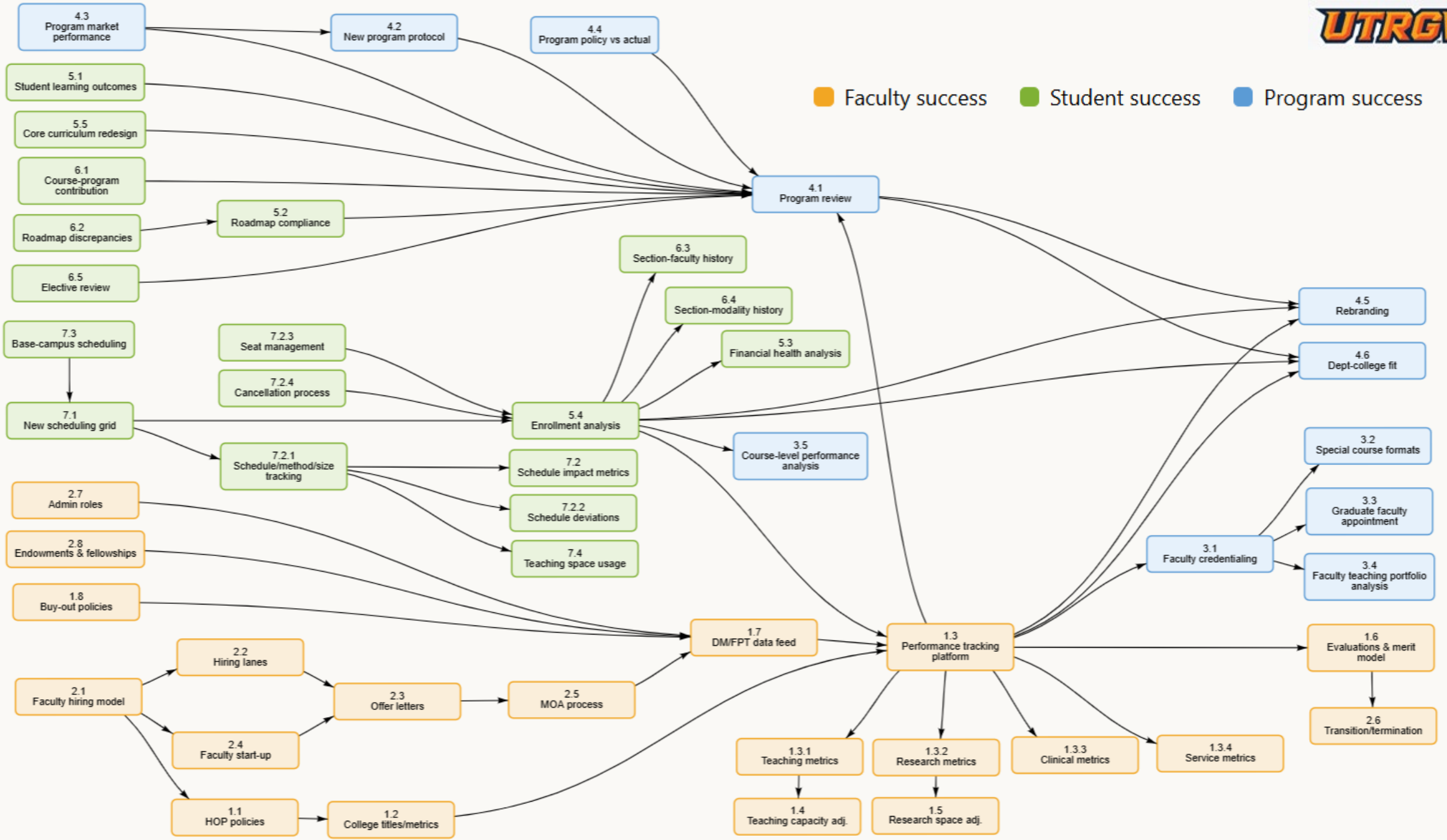
Program Success Lifecycle



A degree should hold enduring value in the marketplace while opening pathways for lifelong professional growth.

Stage	Focus	Illustrative Activities
1. Develop	Launching programs that meet demand	Market/needs analysis, curriculum design, THECB/SACSCOC approval, resource planning
2. Review	Keeping programs current and rigorous	Periodic program review, specialized accreditation, curriculum-currency audits
3. Validate Market Fit	Proving programs deliver career value	Labor-market alignment, employer/advisory-board feedback, graduate outcome tracking
4. Sunset or Continue	Retiring programs responsibly	Teach-out plans, student transition support, faculty/resource reallocation




Faculty success
Student success
Program success
4.3 Program market performance
4.2 New program protocol
4.4 Program policy vs actual
5.1 Student learning outcomes
5.5 Core curriculum redesign
6.1 Course-program contribution
6.2 Roadmap discrepancies
5.2 Roadmap compliance
6.5 Elective review
4.1 Program review
6.3 Section-faculty history
6.4 Section-modality history
5.3 Financial health analysis
4.5 Rebranding
4.6 Dept-college fit
7.3 Base-campus scheduling
7.2.3 Seat management
7.2.4 Cancellation process
7.1 New scheduling grid
5.4 Enrollment analysis
7.2.1 Schedule/method/size tracking
7.2 Schedule impact metrics
7.2.2 Schedule deviations
7.4 Teaching space usage
3.5 Course-level performance analysis
3.2 Special course formats
3.3 Graduate faculty appointment
3.1 Faculty credentialing
3.4 Faculty teaching portfolio analysis
2.7 Admin roles
2.8 Endowments & fellowships
1.8 Buy-out policies
1.7 DM/FPT data feed
1.3 Performance tracking platform
1.6 Evaluations & merit model
2.2 Hiring lanes
2.1 Faculty hiring model
2.3 Offer letters
2.5 MOA process
2.6 Transition/termination
2.4 Faculty start-up
1.3.1 Teaching metrics
1.3.2 Research metrics
1.3.3 Clinical metrics
1.3.4 Service metrics
1.1 HOP policies
1.2 College titles/metrics
1.4 Teaching capacity adj.
1.5 Research space adj.

THANK YOU!