

ALIGN



INTEGRATE



MAXIMIZE

Advancing Institutional Impact

AN ACADEMIC FRAMEWORK FOR EFFECTIVENESS, EFFICIENCY, AND EXCELLENCE

The University of Texas
Rio Grande Valley

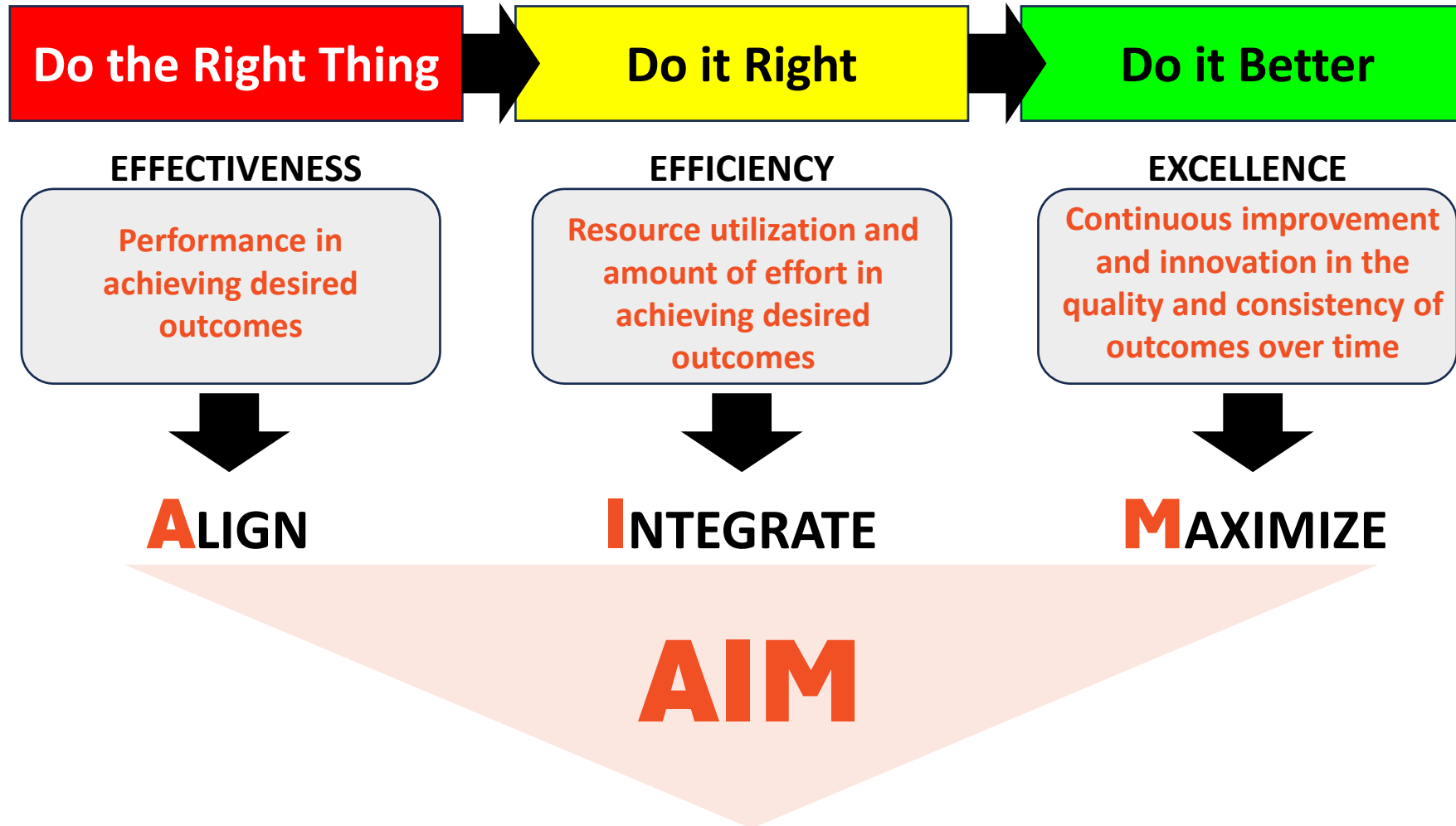
*Office of the Provost &
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ALIGN • INTEGRATE • MAXIMIZE



Alignment

The coordinated effort of ensuring all organizational elements, from strategy and teams to operations and technology, work together toward shared long-term goals.

Alignment minimizes isolated, siloed, and sub-optimal working and enables every unit to actively support the institutional overarching mission.

Alignment is the foundation upon which **Integration** and **Maximization** will be built. Misaligned effort is effort diverted away from students. Alignment is the bridge between strategy and execution, and student success is the destination that bridge must lead to.

Principles for Academic Excellence

Do the Right Thing

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



Principle 1

Faculty Success Enables Student Success

Student Success is our ultimate goal, but it is not achievable without Faculty Success. Faculty appointments, workload expectations, and performance reviews must therefore reinforce one another, working together toward this single aim. 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.



Principle 2

Faculty Expertise Should Align with Department

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



Principle 3

Faculty Credentials Should Match Course and Program Assignments

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



Principle 4

Academic Programs and Structures Should Be Reviewed for Fit and Performance

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. 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.



Principle 5

Curricula Should Be Intentionally Designed for Coherence

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



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



Principle 7

Scheduling Should Optimize the Full Student and Faculty Experience

Course scheduling extends beyond assigning classrooms. It 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.

The Why

The Student: Why We are Here



“Student” is the only element that justifies “our” presence...

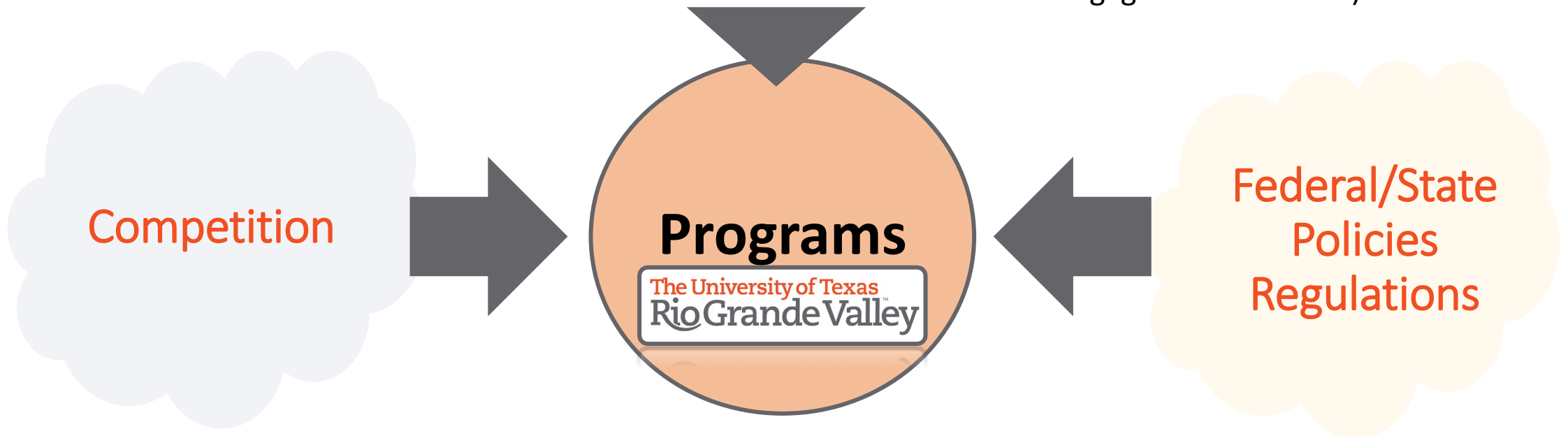
Student Success is the Ultimate Goal

Students: Why are THEY Here?

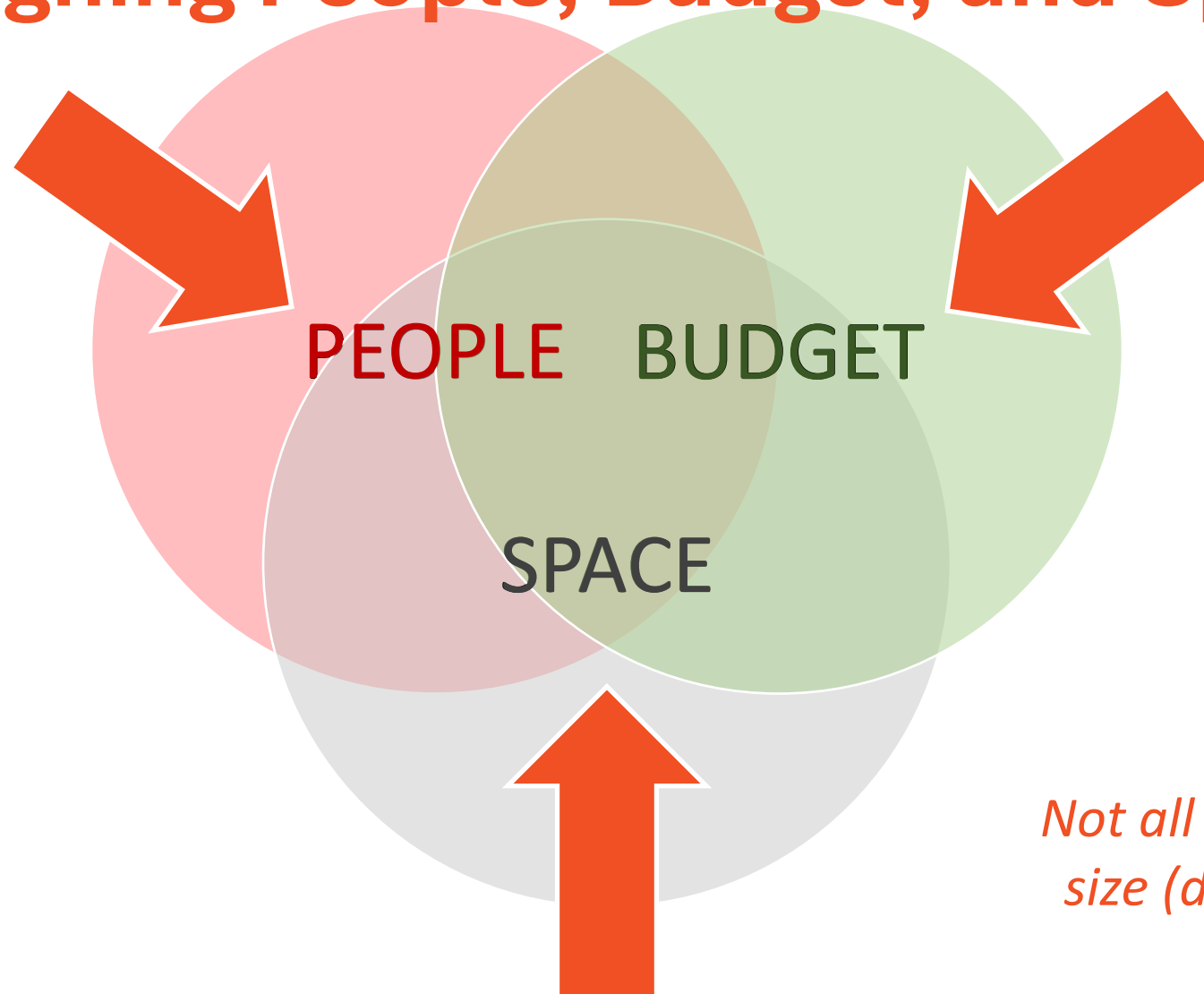
A **program** is not a title or a department; it is the vehicle through which strategic resources become “value-added programs” for our students.



A **program** can be academic (a degree or certificate), scholarly (a research initiative), developmental (an advising or student-support initiative), or experiential (a student-life or engagement initiative).

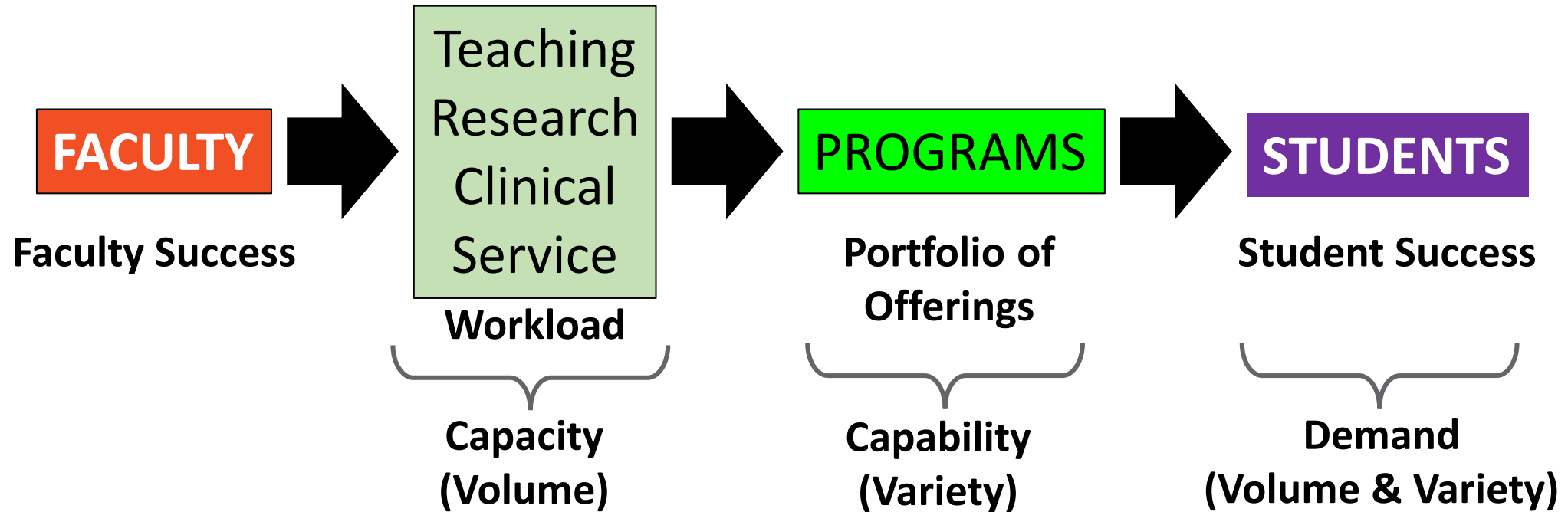


Delivering PROGRAMS by Aligning People, Budget, and Space



*Not all circles are the same
size (different diameters)*

Value Stream



- Faculty are the principal "value creators" in the educational enterprise. When faculty have the necessary **capacity** (manageable workload), **capability** (professional expertise), **resources** (technology, support, development), and **well-being** (engagement and sustainability), they are better able to teach, mentor, innovate, and inspire students.

- Thus, investing in faculty success is not merely an employee satisfaction initiative, I strongly believe it is requirement for student success and institutional impact.

Student Success is not possible without Faculty Success...

Student Success

Student success is the process through which learners achieve their academic goals, develop the knowledge, skills, agency, and well-being needed to thrive throughout life, attain meaningful careers, and contribute positively to their communities and society.

... and this is our job

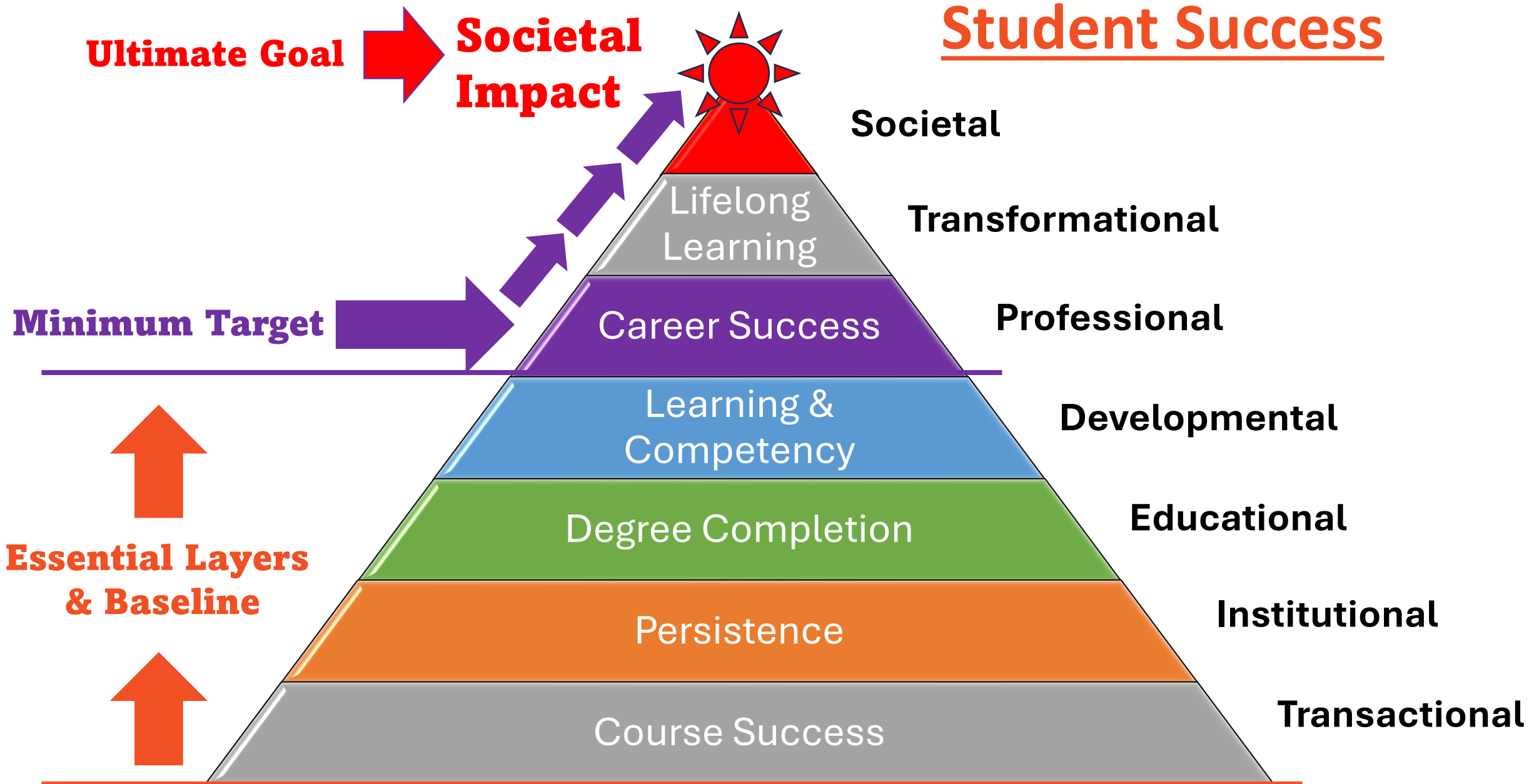
Faculty Success

Faculty success is the ability of faculty members to thrive personally and professionally while effectively teaching, mentoring, discovering (R&D), innovating, and serving in ways that maximize student success, advance institutional excellence, and create lasting societal impact.

... and this is a prerequisite to Student Success

Student Success... what does it mean for you?

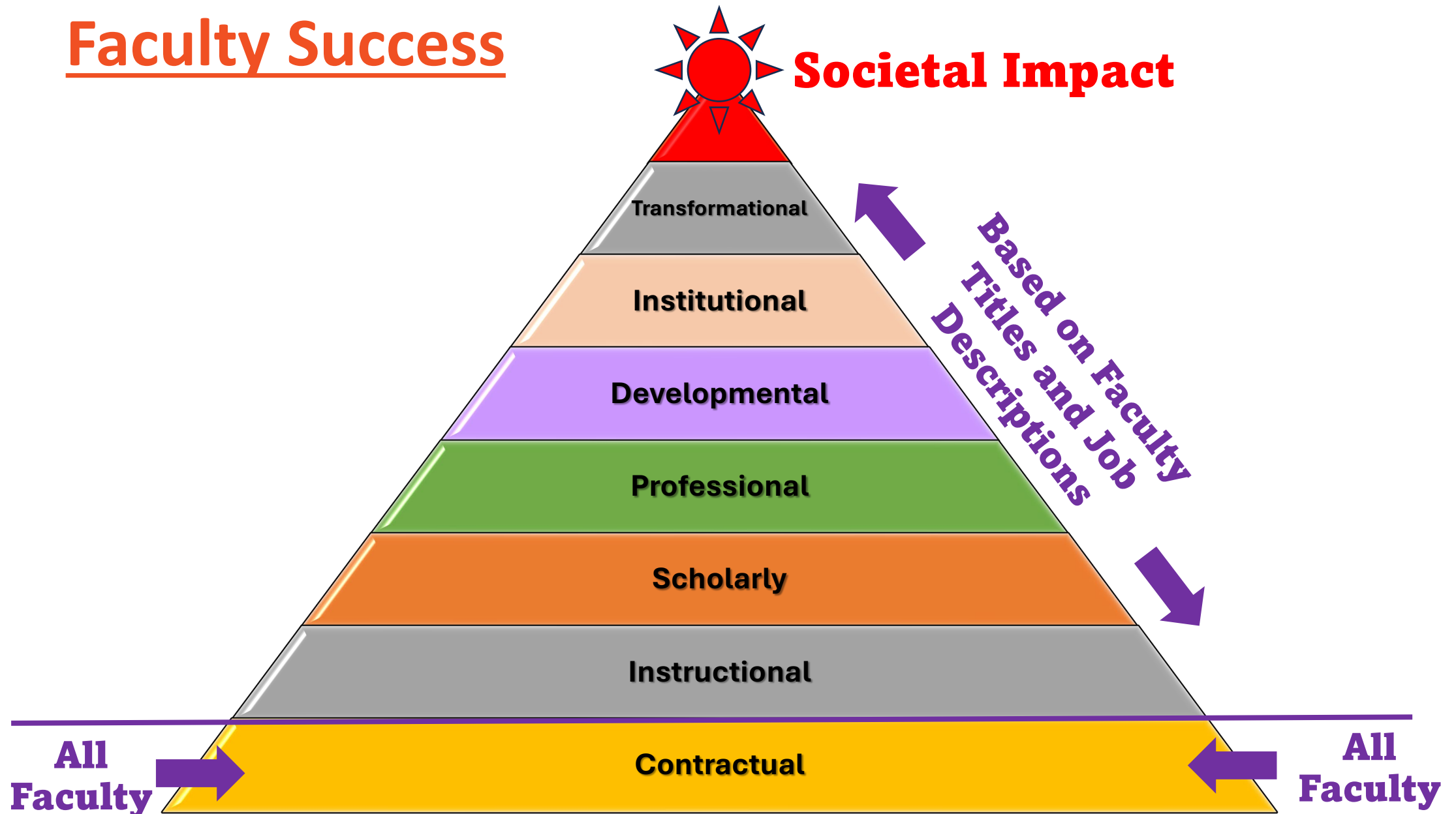
Transactional	➡	Did the student pass?
Institutional	➡	Did the student stay and graduate?
Educational	➡	Did the student learn?
Developmental	➡	Did the student grow?
Professional	➡	Can the student contribute to a career?
Transformational	➡	Has education changed the student's life?
Societal	➡	Does the student's success benefit others and society?



How do you define Faculty Success?

- Contractual ➡ Did the faculty member fulfill assigned duties?
- Instructional ➡ Did they teach effectively?
- Scholarly ➡ Did they produce meaningful research?
- Professional ➡ Did they grow and advance in their career?
- Developmental ➡ Did they mentor and develop students?
- Institutional ➡ Did they contribute to the university's mission?
- Transformational ➡ Did they improve the lives of students and colleagues?
- Societal ➡ Did their work create lasting value for society?

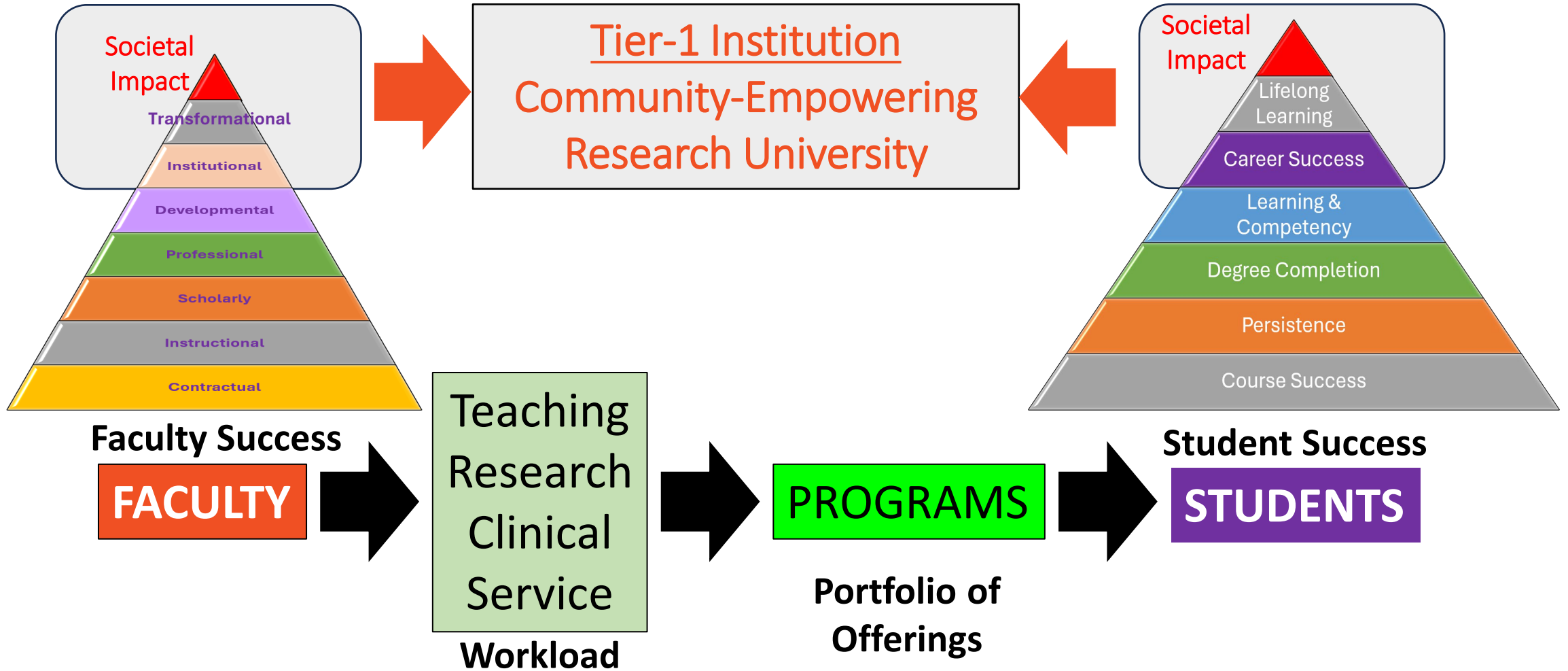
Faculty Success



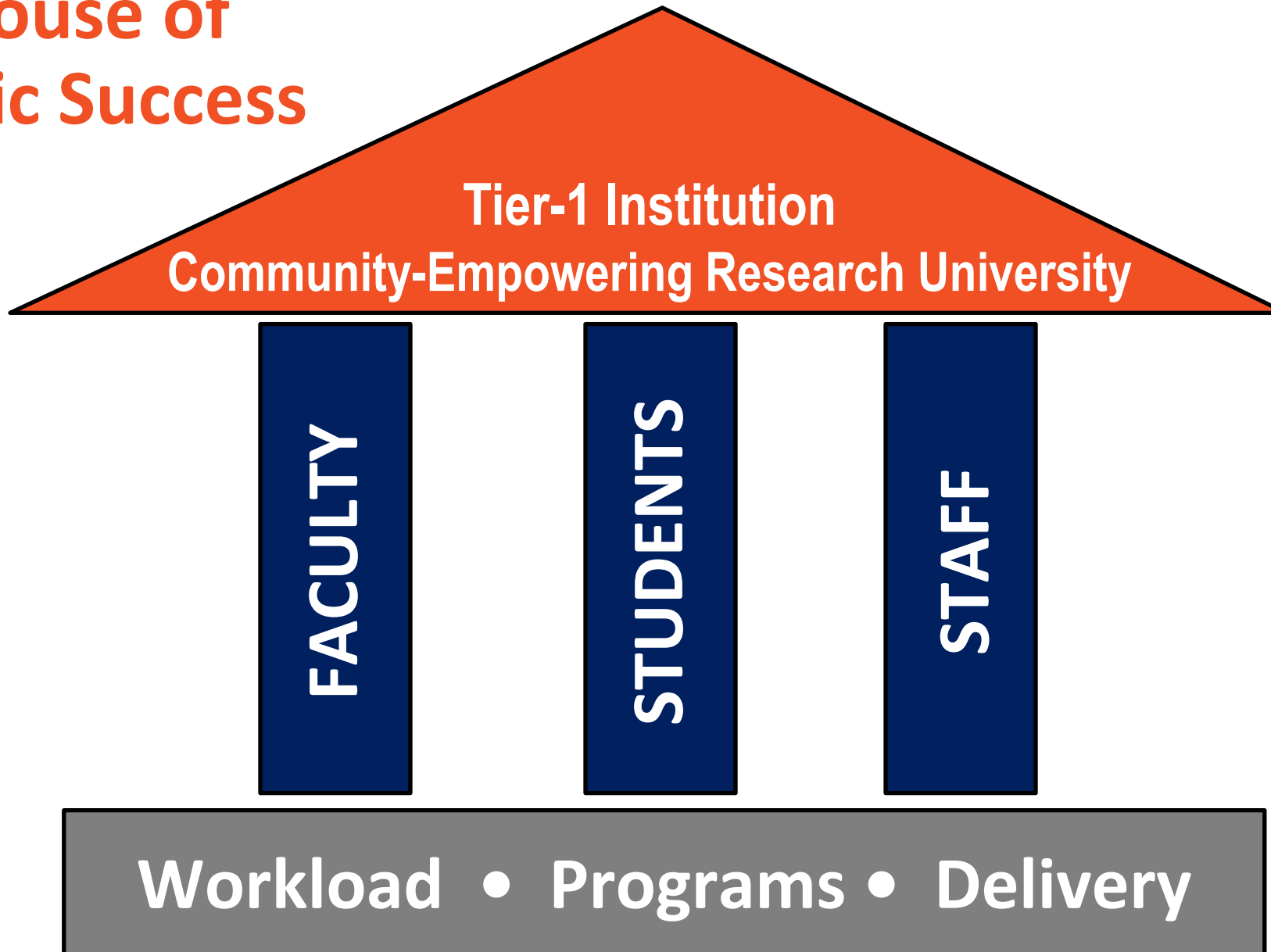
FACULTY DEVELOPMENT for FACULTY SUCCESS

- **Reskilling Pathways:** Structured opportunities for faculty to build expertise in emerging fields, such as AI, data science, advanced technologies, health informatics, aligned to where new programs are heading.
- **Time to Retool:** Course buy-outs, sabbaticals, or reassigned time dedicated to curriculum redesign and skill-building, elimination of non-value added “service” assignments, not squeezed on top of a full workload.
- **Funded Development:** Seed funding, stipends, or professional development grants tied directly to program growth areas, not just individual initiatives.
- **Mentorship and Peer Learning:** Faculty who have already made a transition into new methods, technology, or fields supporting colleagues doing the same.
- **Recognition in Evaluation:** Contribution to institutional needs through faculty development counts toward promotion, tenure, and performance review (this is real work, not something done on the side).

THE BIG PICTURE



The House of Academic Success



The What

INSTITUTIONAL CAPACITY

● teaching ● research ● clinical ● service



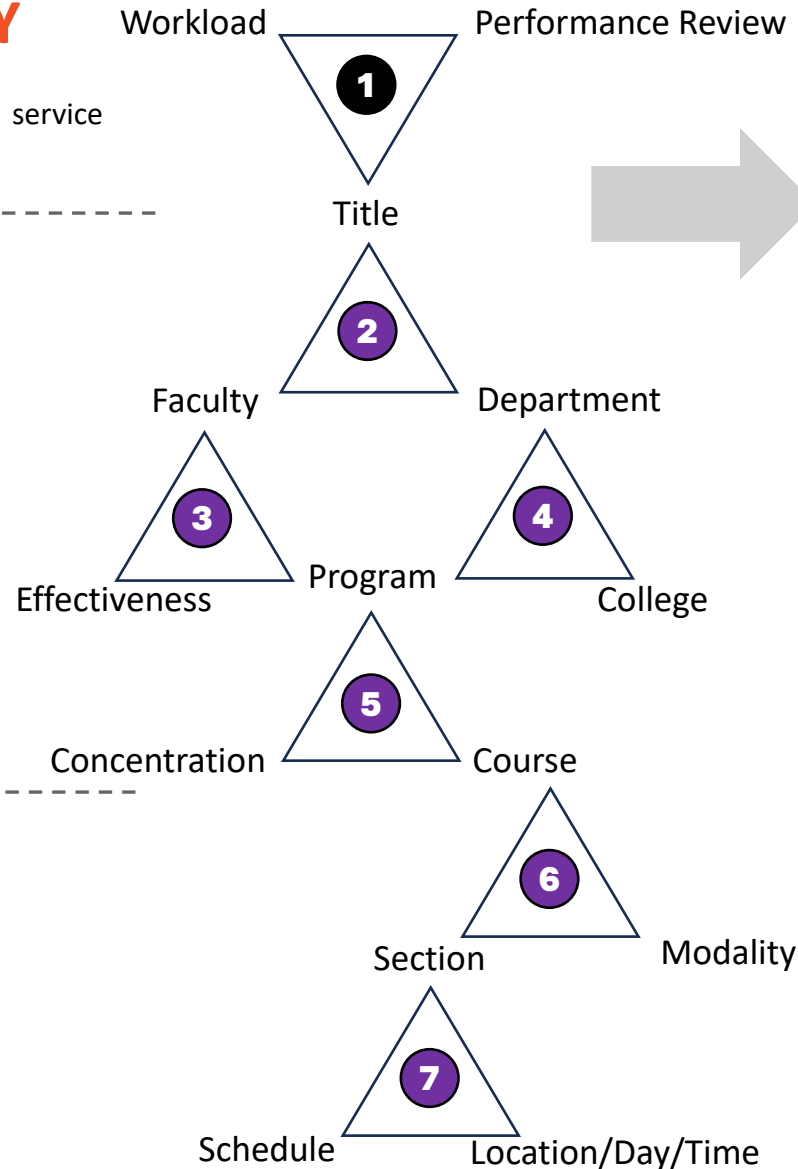
teaching capacity

- Program Inventory (variety)
- Program Bill-of-Materials
- Resource Capability
- Quality Assurance
- Quality Control
- Financial Health
- Program Development & (Re)Design

Course Scheduling

- Faculty
- Section
- Modality
- Location
- Day
- Time

Schedule Execution & Delivery



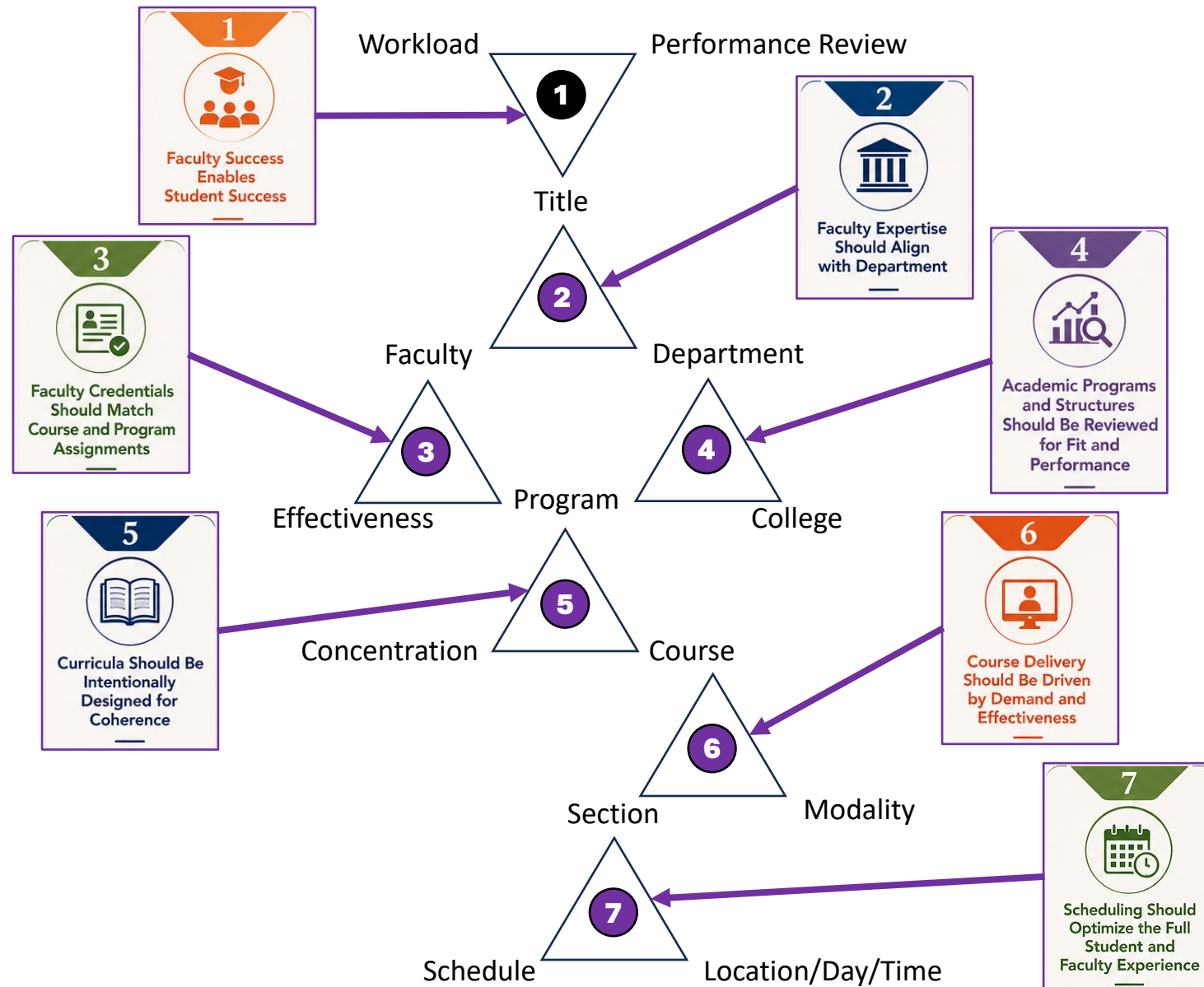
TEACHING
CAPACITY

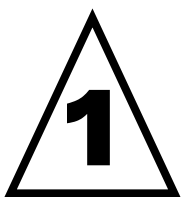
PRODUCT
PORTFOLIO

TEACHING
DEMAND

Students

From Principles to Triangles to Initiatives





Principle 1. Faculty Success Enables Student Success

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Triangle 1: Title • Workload • Performance Review

- 1.1 HOP Policies (UTS/UTRGV, jointly with Health Affairs)
- 1.2 For each college, discipline-specific Titles/Metrics/Targets, compiled into an Annual Performance “Work Plan” as part of College Policies
- 1.3 Activity-Based Performance Tracking (A digital platform)
 - 1.3.1 Teaching Performance & Student Metrics
 - 1.3.2 Research Performance Metrics
 - 1.3.3 Clinical Performance Metrics
 - 1.3.4 Service Performance Metrics
- 1.4 Annual Faculty Teaching Capacity Adjustment, based on prior AY's performance
- 1.5 Annual Faculty “Research Space” Adjustment, based on prior AY's research performance
- 1.6 Annual Evaluations and Merit Raise Model
- 1.7 Data Feed: Digital Measures/FPT alignment with institutional data
- 1.8 Buy-Out Policies: course and time buy-out



Principle 2. Faculty Expertise Should Align with Department

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

Triangle 2: Faculty • Title • Department

- 2.1 Faculty Hiring Model: demand versus capacity
- 2.2 Faculty Hiring “Lanes”: Traditional Tenure-Track/Tenured; Lecturer/Teaching; Research Faculty
- 2.3 Faculty Offer Letters: development, resource allocation (start-up), routing, and approval
- 2.4 Faculty Start-Up: resource allocation, timeline of use, performance and resource-usage tracking
- 2.5 Memorandum of Appointment (MOA) annual process: renewals and non-renewals
- 2.6 Faculty Termination Process
- 2.7 Faculty Administrative Roles: validation of need, compensation model, and annual review (e.g., Associate Deans, Chairs, Associate Chairs)
- 2.8 Faculty Endowments and Fellowships (with Institutional Advancement): appointments & terms, expectations, performance monitoring



Principle 3. Faculty Credentials Should Match Course and Program Assignments

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

Triangle 3: Faculty • Effectiveness • Program

3.1 Faculty Credentialing for Teaching

3.2 Special Course Formats and Arrangements: approval, faculty credentialing, and faculty workload

3.3 Graduate Faculty Appointment: Faculty expertise matched to Masters and Doctoral programs

3.4 Faculty-Course Teaching Portfolio Analysis: type of courses (required, elective, core), frequency of teaching, type of modalities, enrollment trends,

3.5 Faculty Teaching Performance Analysis: variance across sections, per course, per faculty, across multiple semesters, student evaluation

4

Principle 4. Academic Programs and Structures Should Be Reviewed for Fit and Performance

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. 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.

Triangle 4: Program • Department • College

- 4.1 Program Review and Continuous Improvement: review frequency, metrics (beyond compliance), revenue vs. cost analysis, continue/improve/sunset decisions
- 4.2 New Program: development protocol, timelines, and approval process
- 4.3 Program “Performance” in the market: job placement, salary, career longevity
- 4.4 Program Policies and Requirements: theoretical/planned versus actuals, policies not followed/waived
- 4.5 Rebranding of existing programs, departments, and colleges for modernization with minimal new resources, targeting activities with higher revenue potential
- 4.6 Department-College “fit”: strategic moves of departments/ faculty fully or partially with dual appointments, creation of new departments, new colleges.



Principle 5. Curricula Should Be Intentionally Designed for Coherence

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

Triangle 5: Program • Concentration • Course

5.1 Student Learning Outcomes

5.2 Compliance with Roadmaps: substitutions/waivers, planned-not-offered courses, not-planned/offered courses, overrides at both undergrad and graduate levels

5.3 Curricular Financial Health Analysis (Section/Course/Concentration/Program/College: Red-Green \$ status)

5.4 Program-Concentration-Course: historical enrollment (seat) analysis for optimization, continue/sunset/revise decisions (utilize 5.3 financial metrics)

5.5 Core Curriculum as a “Program”: reducing from 42 to 30 hours (fewer course choices/alternatives, standardized syllabi per course, AI literacy)

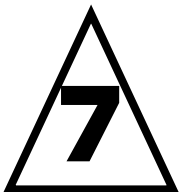


Principle 6. Course Delivery Should Be Driven by Demand and Effectiveness

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

Triangle 6: Course • Section • Modality

- 6.1 Review of Course-to-Programs contribution in terms of required, elective
- 6.2 Discrepancies among course rotations, program of study, and roadmaps
- 6.3 Historical analysis of section-enrollment-faculty patterns and metrics (utilize 3.4 faculty teaching portfolio)
- 6.4 Historical analysis of section-modality-faculty patterns and metrics (utilize 3.4 faculty teaching portfolio)
- 6.5 Elective Course Review: continue/improve/sunset (volume & variety per program)



Principle 7. Scheduling Should Optimize the Full Student and Faculty Experience

Course scheduling extends beyond assigning classrooms. It 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.

Triangle 7: Section • Schedule • Location/Day/Time

7.1 Student-Centered Course Scheduling: new scheduling grid for Fall 2027

7.2 Schedule Impact Metrics (student, space, faculty, travel, time)

7.2.1 Schedule type, instruction method, and section size

7.2.2 Deviations from planned versus actual

7.2.3 Section demand-capacity: “seat” management

7.2.4 Course cancellation process and metrics

7.3 “Base Campus”– driven scheduling models: faculty and student perspectives

7.4 Teaching Space Usage: space category (THECB code: classroom, laboratory, computer lab,...), space metrics, capacity usage rate (students/room per day)

The How

We will do it together

ALIGN



INTEGRATE



MAXIMIZE

So, let's begin...

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Rio Grande Valley

*Office of the Provost &
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