Provost Work Groups (PWG) Kick-Off Meeting
Oct 23, 2026

Faculty Success **Student Success** **Program Success**

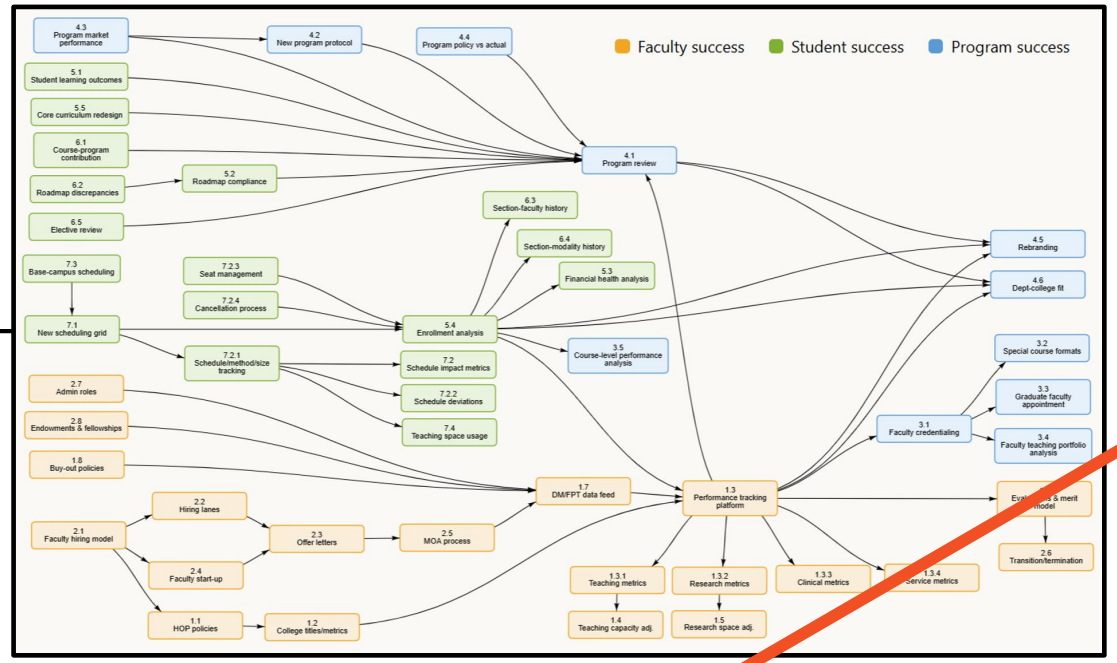






This is today's meeting

This is Dec 4



Institutional priorities

Institutional/Provost Work Groups

College Work Groups

college priorities

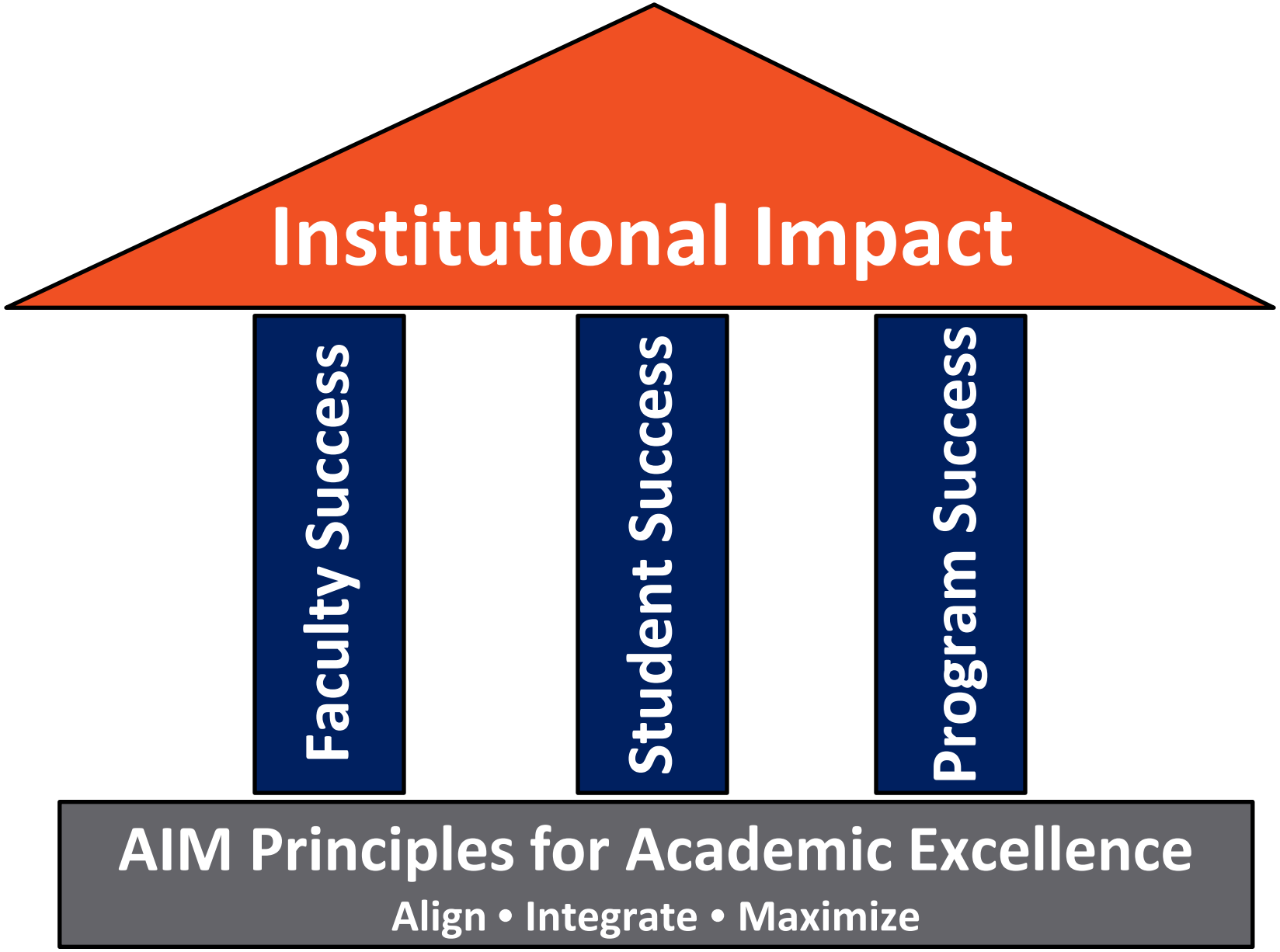
timeline

AY27

AY28

Provost Work Groups

	PROVOST WORK GROUPS		
COLLEGE	**FACULTY SUCCESS**	**STUDENT SUCCESS**	**PROGRAM SUCCESS**
College of Engineering and Computer Science	Thuy Vu	Noe Vargas	Doug Timmer
College of Education and P-16 Integration	Velma Menchaca	Janine Schall	Maria Elena Corbeil
College of Fine Arts	Kurt Martinez	Rebecca Coberly	Eric Deerly
Robert C. Valkar College of Business & Entrepreneurship	Andre Mollick	Jerald Hughes	Christian Sobngwi
School of Social Work	Leticia Villareal Sosa	Heather Vitek	Denise Longoria
College of Sciences	Chris Gabler	Tim Huber	Engil Pereira
College of Liberal Arts (2 representative due to college size)	Louis Falk, Dawid Wladyka	Andrew Fleck, Mi-son Kim	Salvatore Restifo, Ana Pena-Oliva
College of Health Professions	Murat Karabulut	Lin Wang	Rene Gonzalez
Library	Charles Roush	Carlton Nelson	Andrew Portner


Institutional Impact
Faculty Success
Student Success
Program Success
AIM Principles for Academic Excellence
Align • Integrate • Maximize

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

INSTITUTIONAL CAPACITY

teaching research clinical service

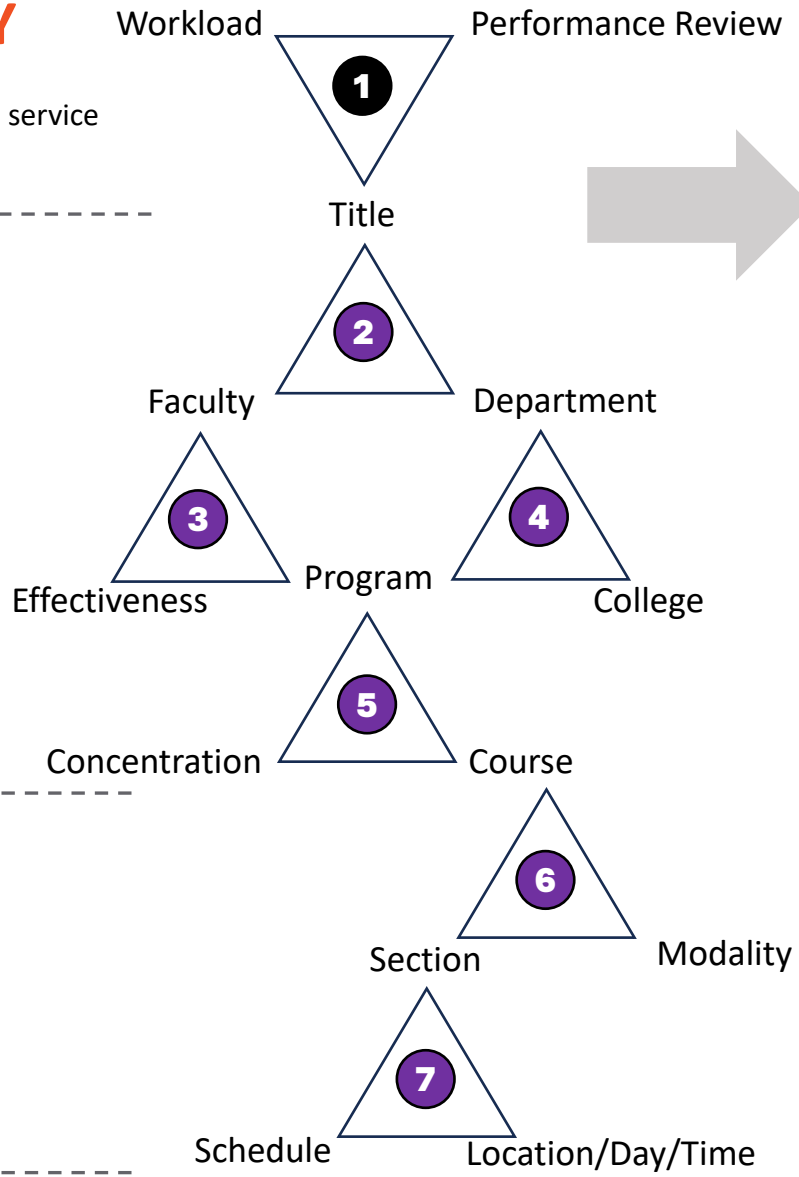
teaching capacity

- 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



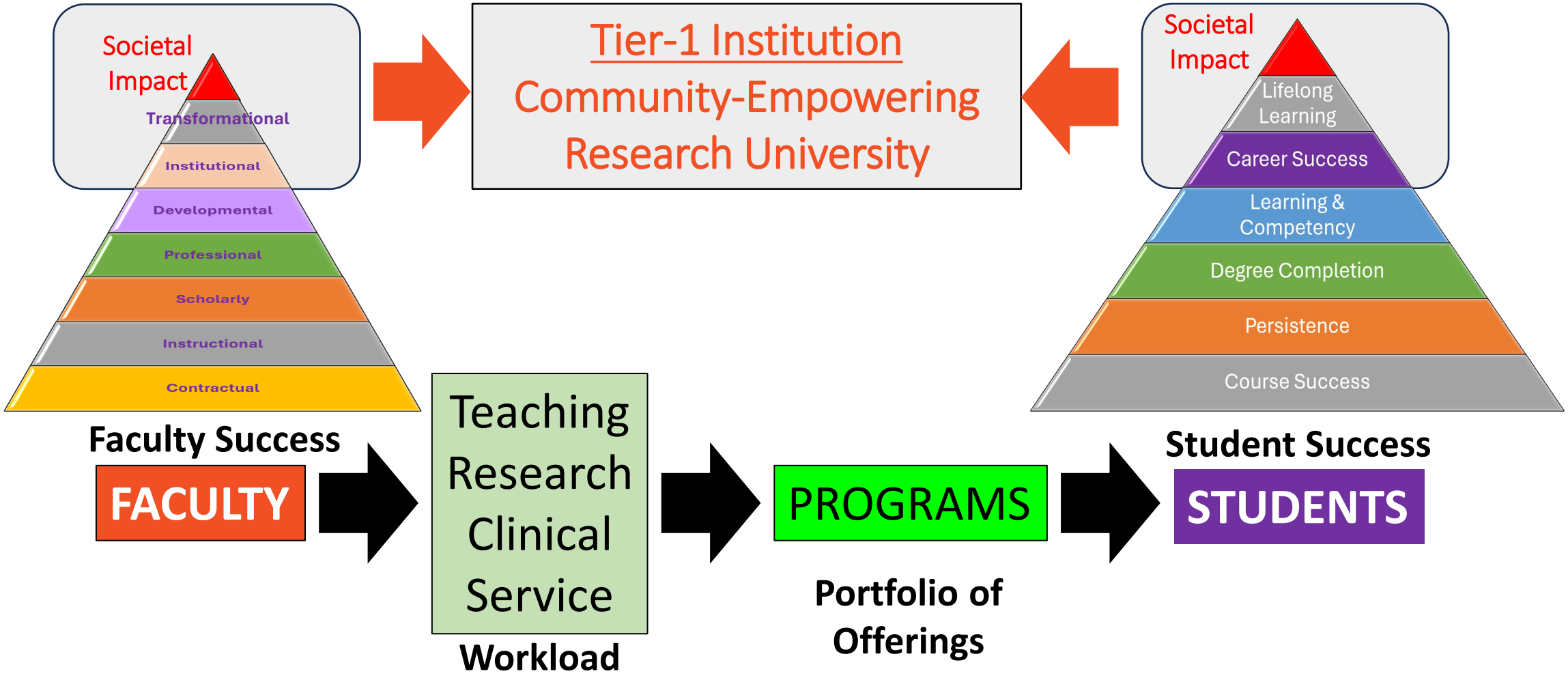
TEACHING CAPACITY

PRODUCT PORTFOLIO

Students

TEACHING DEMAND

THE BIG PICTURE



Why “you”?

Expected Outcome from These Exercises

professional growth and leadership maturity

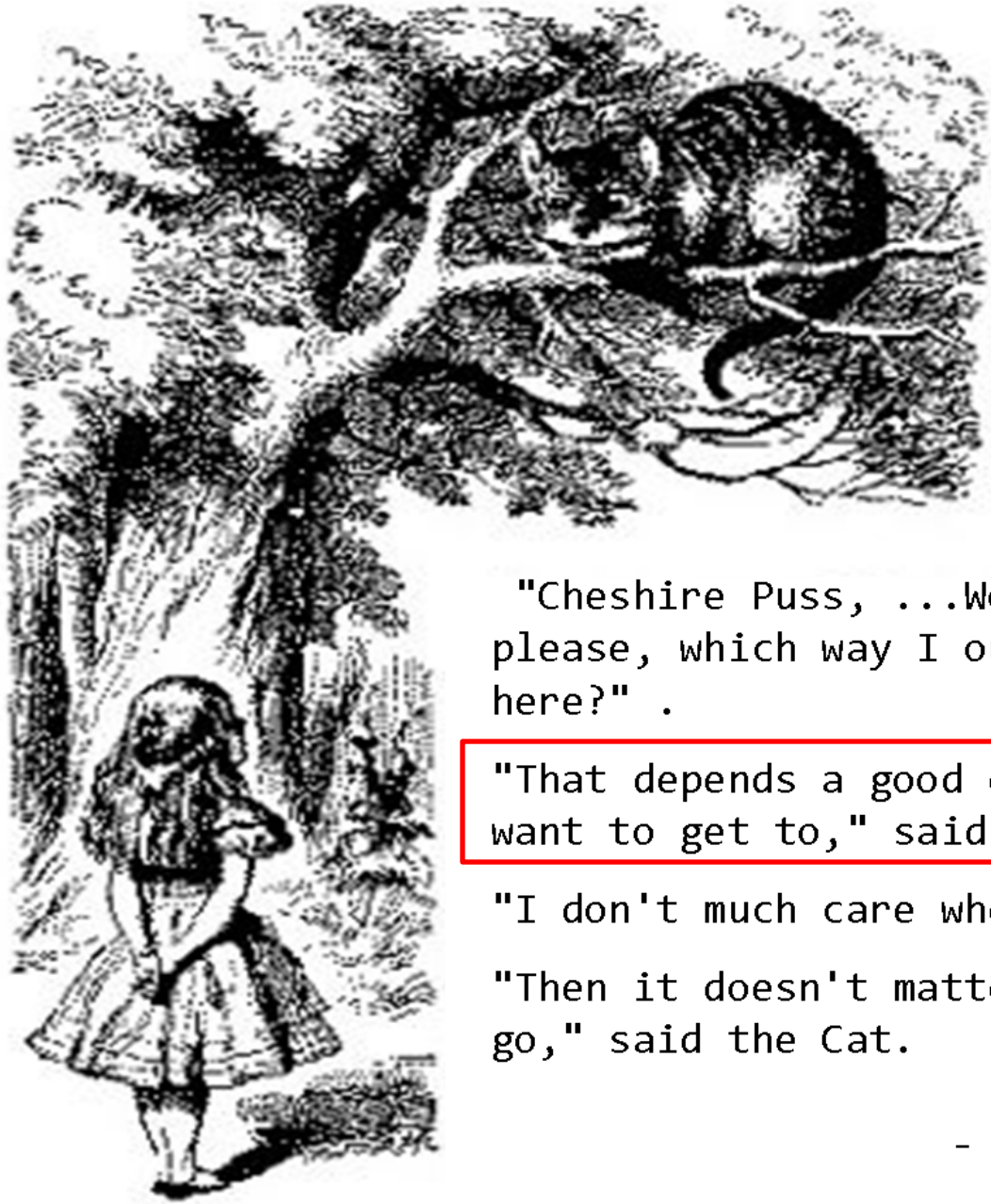
LEVEL 5 Root Cause Hunters – They have the drive, patience, and power to identify and remove (or facilitate removal of) root causes

LEVEL 4 Root Cause Finders – they know "why" but can't eliminate them. Give them resources, authority, and time.

LEVEL 3 Symptom Fighters – hard workers; good intentions; training needed; effective but not efficient since they cannot eliminate symptoms (keep coming back); quick burn out and blame others

LEVEL 2 Symptom Manipulators – spinners; work around symptoms to maximize personal benefit or to avoid blame/embarrassment

LEVEL 1 Symptom Numbness – absence of operational awareness; no operational sensation; work without caring about results



What is your **purpose**?

"Cheshire Puss, ...Would you tell me, please, which way I ought to go from here?" .

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where -" said Alice.

"Then it doesn't matter which way you go," said the Cat.

- Lewis Carroll

Who: **Sir Ernest Shackleton**

What: **British Imperial Trans-Antarctic**

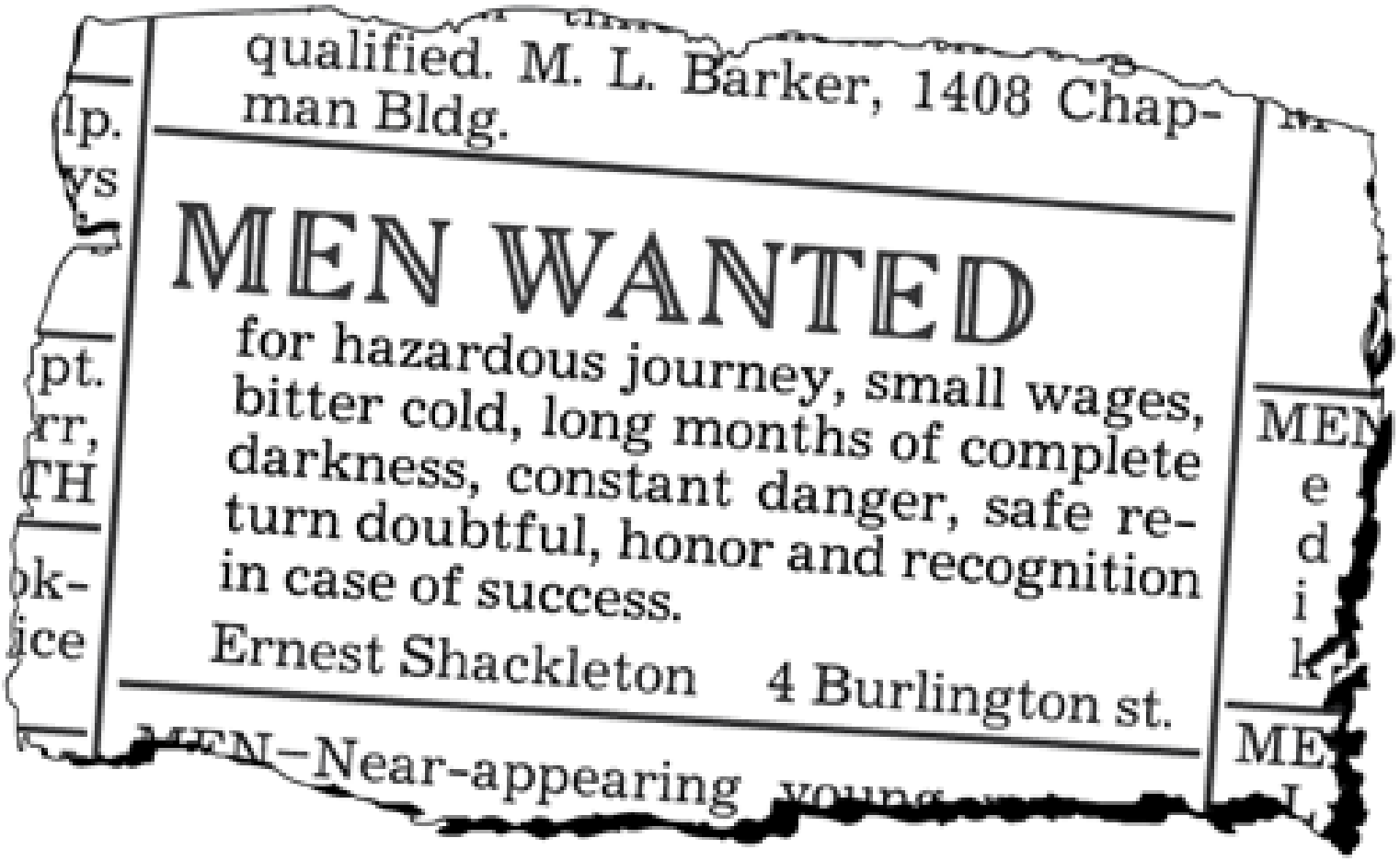
When: **1914**

Ship: **Endurance**

Goal: **First crossing of the Antarctic continent…**

- "*Men wanted for hazardous journey. Small wages. Bitter cold. Long months of complete darkness. Constant danger. Safe return doubtful. Honor and recognition in case of success. —Ernest Shackleton.*"

Would you apply for the job?



qualified. M. L. Barker, 1408 Chapman Bldg.

MEN WANTED

for hazardous journey, small wages, bitter cold, long months of complete darkness, constant danger, safe return doubtful, honor and recognition in case of success.

Ernest Shackleton 4 Burlington st.

MEN—Near-appearing young

5,000 people applied… 28 were hired.

The Team



https://www.history.com/news/shackleton-endurance-survival


GREENLAND
(Denmark)
ALASKA
(U.S.A.)
Nunavut Territory
C A N A D A
UNITED STATES OF AMERICA
MEXICO
NORTH
PACIFIC OCEAN
NORTH
ATLANTIC OCEAN
SOUTH
ATLANTIC OCEAN
SOUTH PACIFIC OCEAN
INDIAN OCEAN
NORTH PACIFIC OCEAN
S O U T H E R N O C E A N
RUSSIAN FEDERATION
KAZAKHSTAN
MONGOLIA
CHINA
JAPAN
INDIA
AUSTRALIA
INDONESIA
NEW ZEALAND
BRAZIL
ARGENTINA
CHILE
PERU
COLOMBIA
VENEZUELA
BOLIVIA
Weddell Sea
A N T A R C T I C A

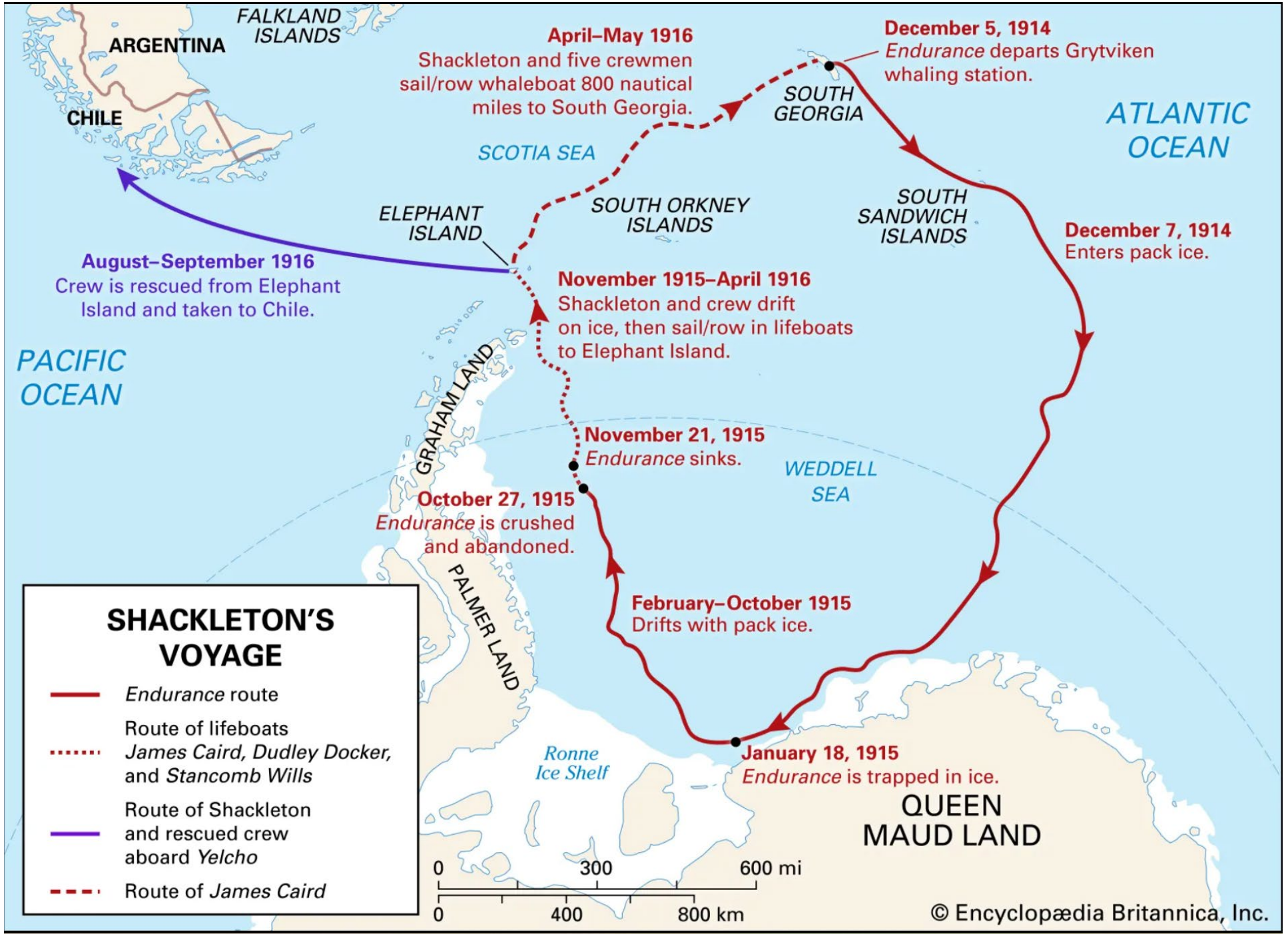
Timeline of Initial Events

- 5 December 1914 - Endurance departed from South Georgia for the Weddell Sea.
- 19 January 1915 - Endurance became frozen fast in an ice floe.
- 24 February 1915 - Endurance became a winter station.
- 24 October 1915 - Water began pouring in. They abandoned the ship.
- 21 November 1915 - The wreck finally slipped beneath the surface.

9 months… Stuck in ice…

What would you do?

1) As a crew member 2) As Shackleton


ARGENTINA
CHILE
FALKLAND ISLANDS
April–May 1916
Shackleton and five crewmen sail/row whaleboat 800 nautical miles to South Georgia.
December 5, 1914
Endurance departs Grytviken whaling station.
SOUTH GEORGIA
ATLANTIC OCEAN
SCOTIA SEA
SOUTH ORKNEY ISLANDS
SOUTH SANDWICH ISLANDS
ELEPHANT ISLAND
December 7, 1914
Enters pack ice.
August–September 1916
Crew is rescued from Elephant Island and taken to Chile.
November 1915–April 1916
Shackleton and crew drift on ice, then sail/row in lifeboats to Elephant Island.
PACIFIC OCEAN
GRAHAM LAND
November 21, 1915
Endurance sinks.
WEDDELL SEA
October 27, 1915
Endurance is crushed and abandoned.
PALMER LAND
February–October 1915
Drifts with pack ice.
SHACKLETON'S VOYAGE
Endurance route
Route of lifeboats James Caird, Dudley Docker, and Stancomb Wills
Route of Shackleton and rescued crew aboard Yelcho
Route of James Caird
Ronne Ice Shelf
January 18, 1915
Endurance is trapped in ice.
QUEEN MAUD LAND
0 300 600 mi
0 400 800 km
© Encyclopædia Britannica, Inc.





Launching the 'James Caird,' Shackleton and five others setting out for relief to South Georgia, April 24, 1916.



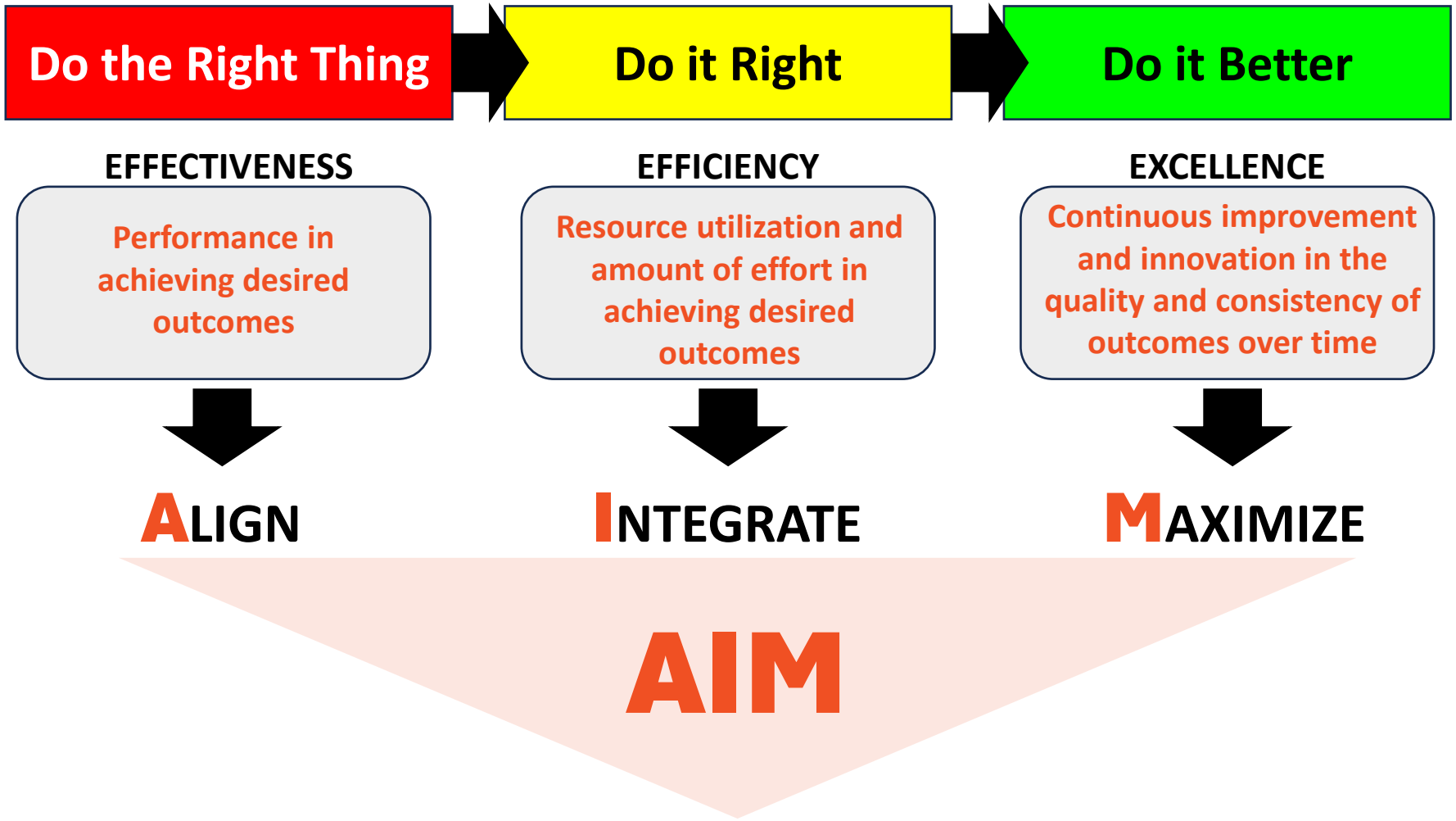
The scene on Elephant Island when, at the fourth attempt, Sir Ernest Shackleton succeeded in reaching the island and getting off the 22 men whom he had left there when he set off on his journey of 750 miles to South Georgia in a little boat to get help.

Trust is an accelerator…

- Self Confidence
- Risk
- Presence of Alternatives
- Delegation
- Motivation/Intent/Attitude versus Capability/Skills and Capacity
- Intent – Action – Outcome – Credibility
- Building/Shattering/Restoring Trust

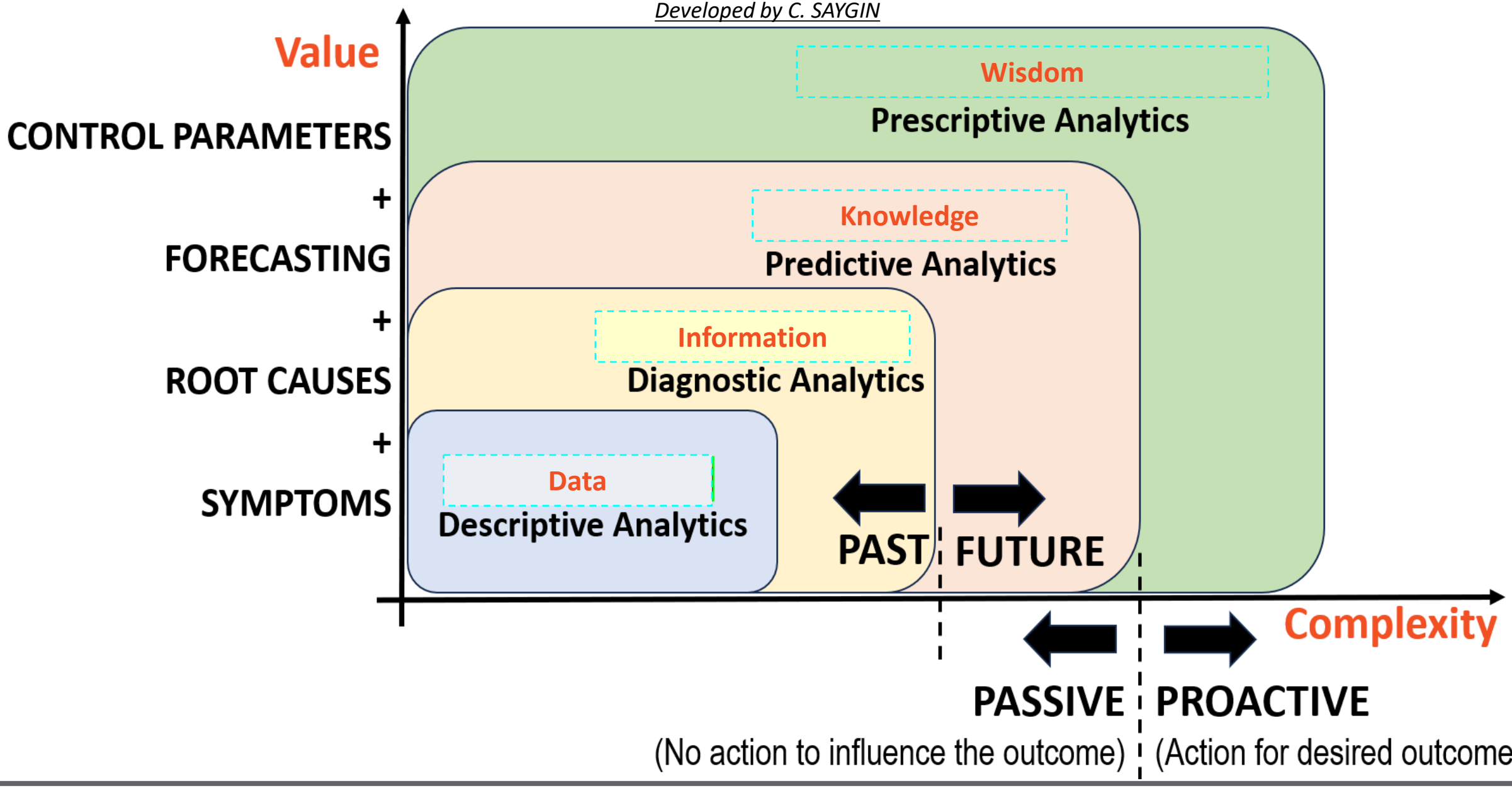
We judge others based on behavior (skills based) or outcome (results) and we judge ourselves based on our intent.

ALIGN • INTEGRATE • MAXIMIZE



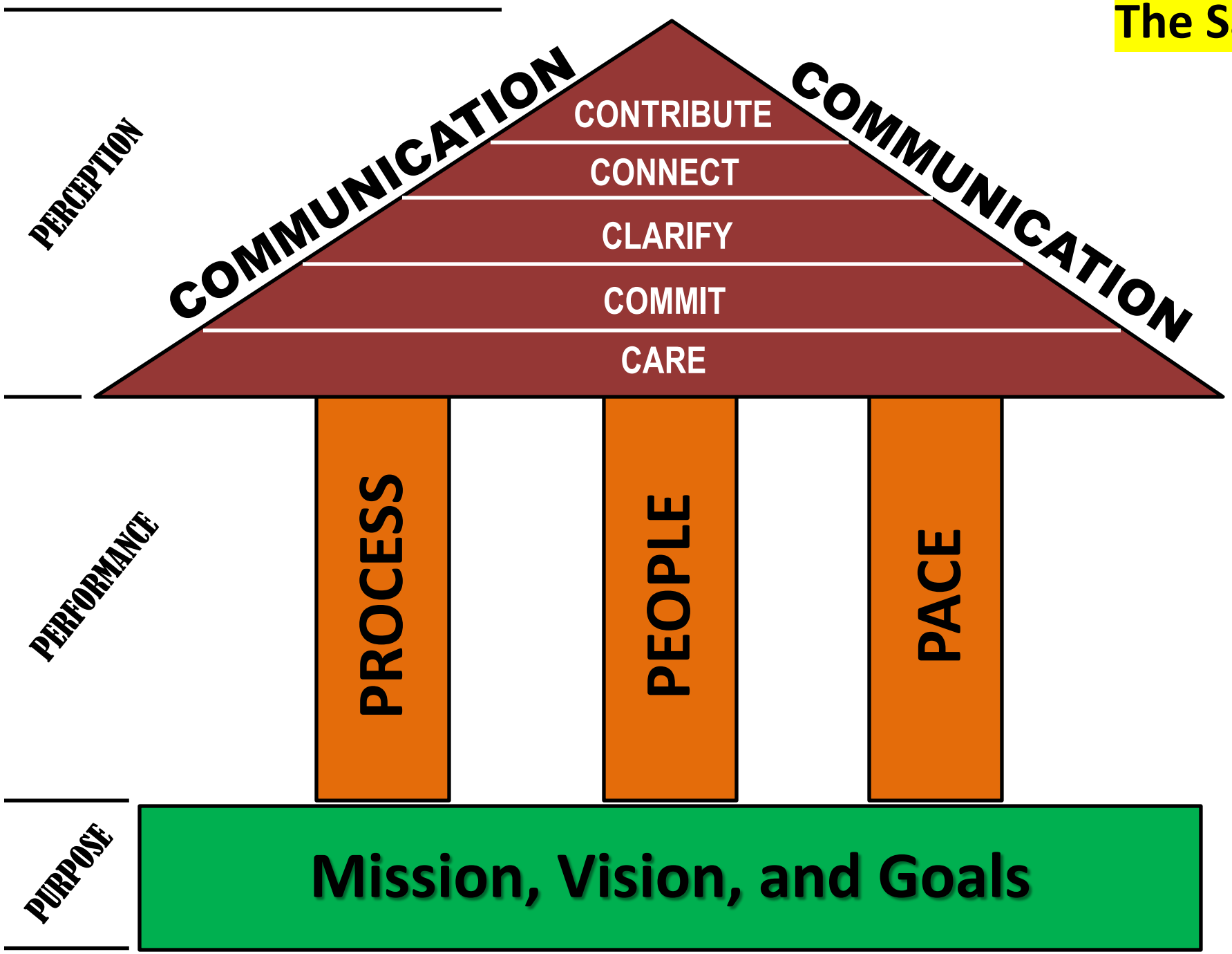
From Metrics to Dashboards

Developed by C. SAYGIN



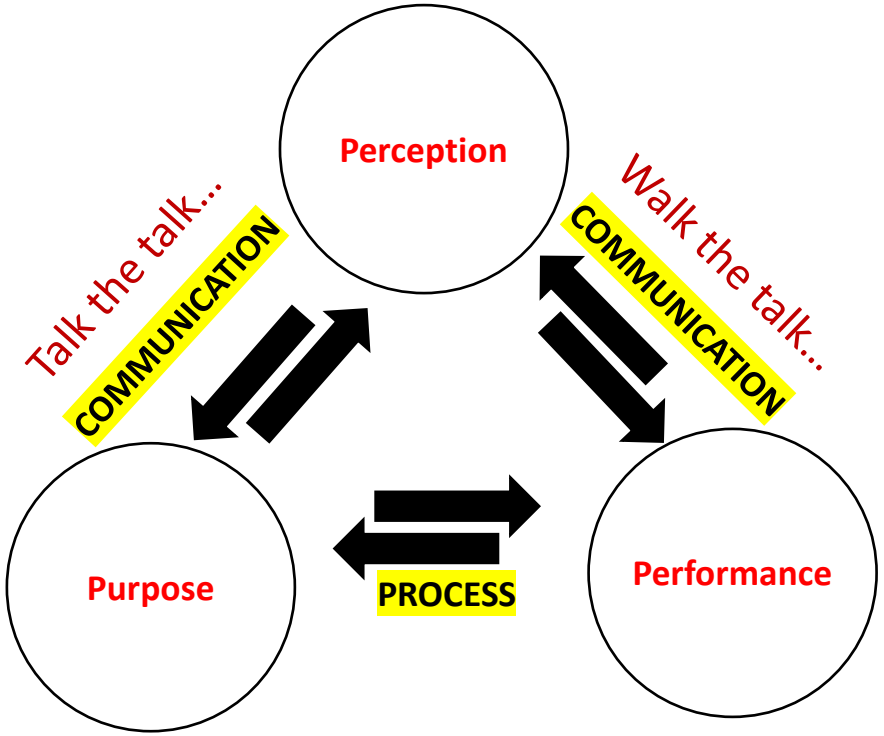
Advancing Institutional Impact - Dr. Can Saygin – AY2026-2027
AN ACADEMIC FRAMEWORK FOR EFFECTIVENESS, EFFICIENCY, AND EXCELLENCE

The Saygin House



3P Alignment Tools: Bridging the Gaps

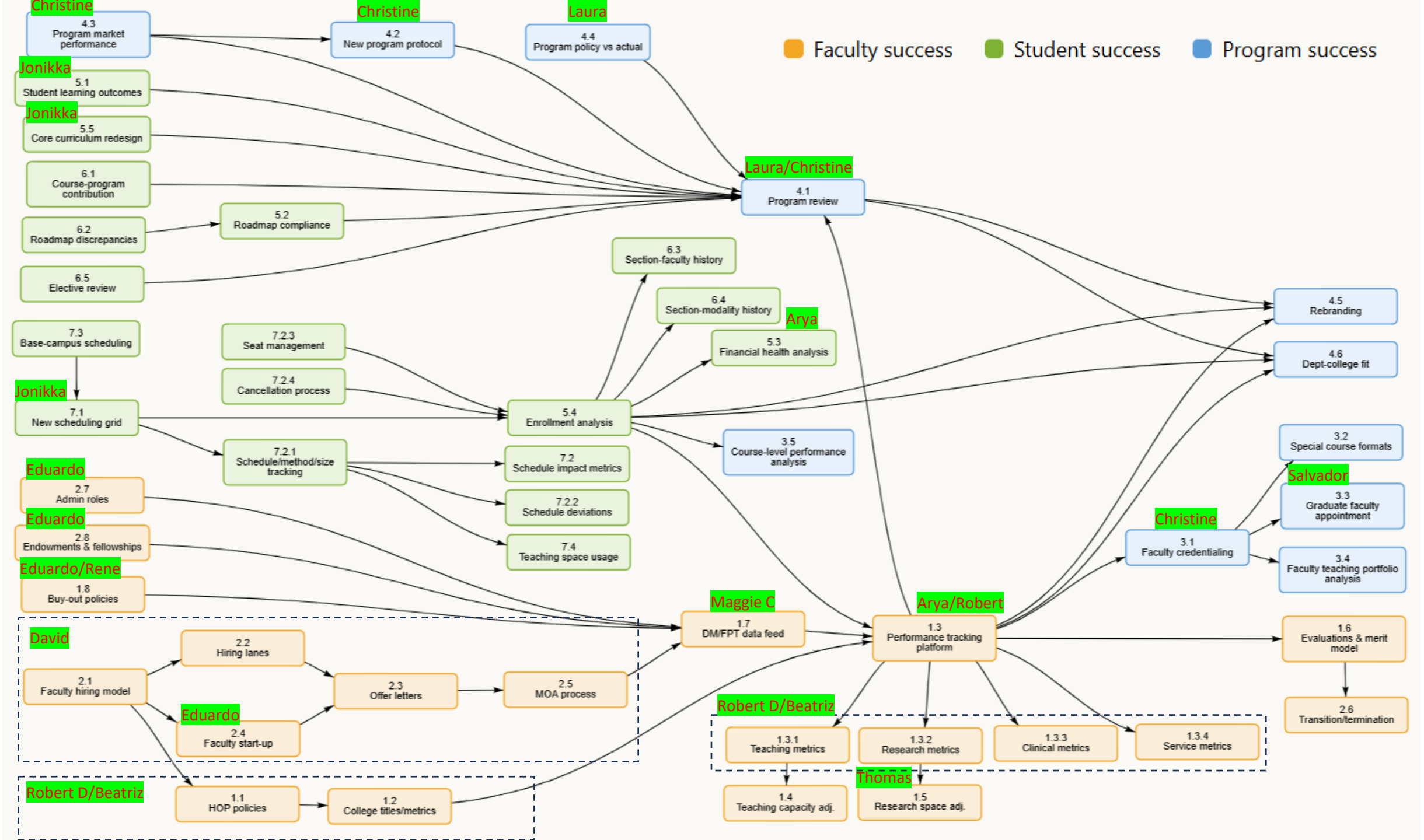
All three Ps must work together



COMMUNICATION

Written, Verbal vs Non-Verbal Body Language, Intentional vs Unintentional,
General vs Customized, Dashboards/Reports,…

What to say, When to say, How to say


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

NEXT MEETING

Provost Work Groups (PWG) #2

- 11:00am-2:00pm Friday, Dec 4 in Brownsville

Individual PWGs – Faculty Success PWG (R Dearth), Student Success (J Charlton), Program Success (L Saenz & C Shupala) – are expected to schedule their own individual meetings.