UTRGV OFFICE OF FACULTY AFFAIRS

ISSUE NUMBER 02

# OPERATIONAL ANNUAL REPORT

# 2025 2026





# Table of Contents


**03**

**FACULTY AFFAIRS**

1.1 Customer Satisfaction

**08**

**FACULTY SYSTEMS**

2.1 Watermark Faculty Success

2.2 Watermark Course Evaluations & Surveys

2.3 Simple Syllabus

**14**

**FACULTY DEVELOPMENT**

3.1 New Faculty Academy

3.2 External Partnerships

3.3 Leadership Development

**36**

**FACULTY AWARDS & RECOGNITION**




# UTRGV OFFICE OF FACULTY AFFAIRS: MEET THE TEAM 2025-2026



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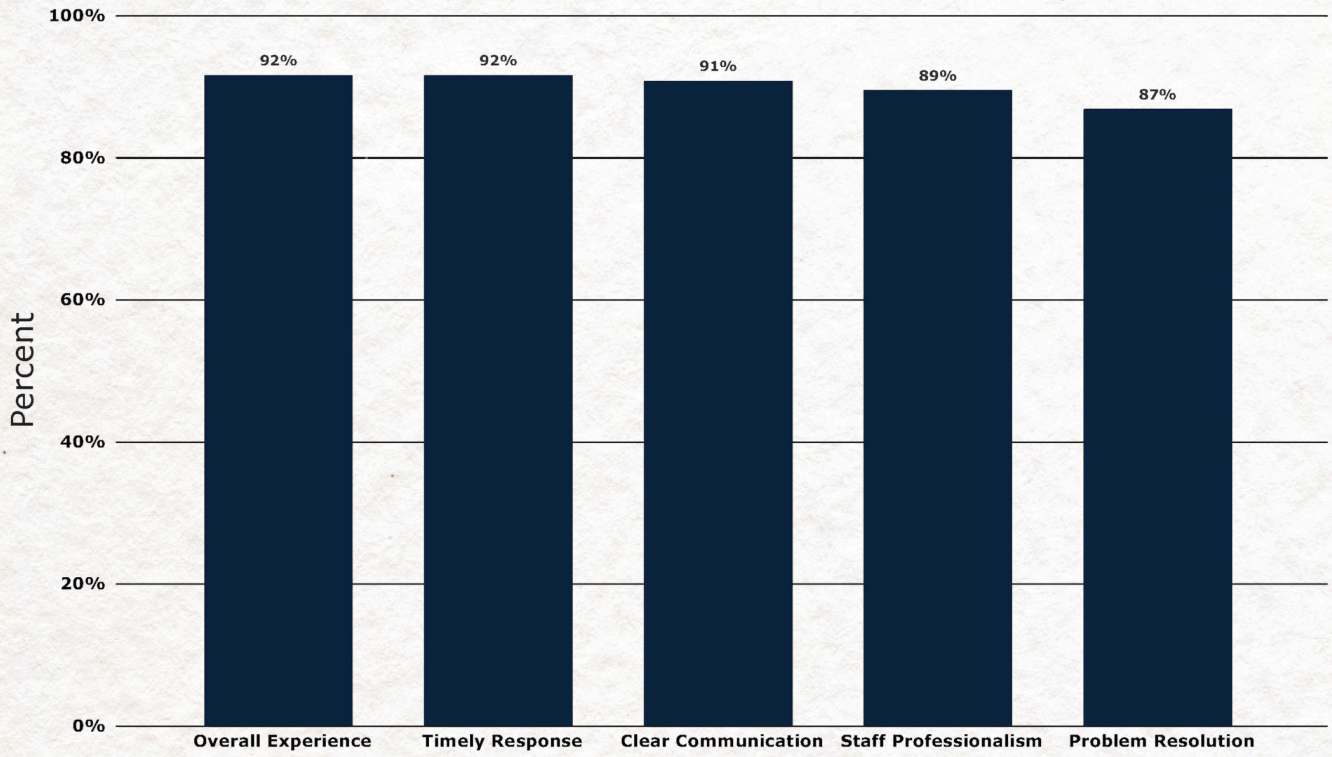
**Kacy Mora**
**Professional Temp Staff**

# *Listening* to Faculty Voices



# CUSTOMER SATISFACTION

*Customer satisfaction across the Office of Faculty Affairs in 2026 reflects consistently high performance, with ratings ranging from 87% to 92%. These results highlight strong service delivery, clear communication, and a positive overall experience for those engaging with the office.*




**What Faculty Said:**

***"Thank you for organizing the information session and for sending out the reminders regarding ROTA and various workshops. I truly appreciate the effort - these sessions have been very informative and helpful. Having access to information directly through OFA has made the process much clearer and more efficient, and it helps ensure consistency and accuracy."***

***"When interacting with the team, I always receive timely, respectful assistance. Always happy to engage with the team. "***

***"I just want to compliment the team for being so responsive to my questions."***

***"Thank you for the hard work!"***



# FACULTY SYSTEMS



# MAXIMIZING PROCESSES

## WATERMARK FACULTY SUCCESS

Faculty Success is UTRGV's resource for faculty activity data and reviews. Faculty may manage their accomplishments and dossiers via this module.

| **Operational Enhancement** | **Result** |
|---|---|
| Revised dossier templates to capture administrative appointment efforts | 84 chairs and associate deans received performance feedback from their respective deans on their administrative assignments. Providing clarity on their responsibilities and an equitable review. |
| Centralized Watermark SSO Login | Faculty have a one-stop solution to access all Watermark Platforms (Faculty Success, Course Evaluations, Planning & Self-Study/Curriculum Strategy, and Student Learning & Licensure. Improving access and efficient reporting processes. |

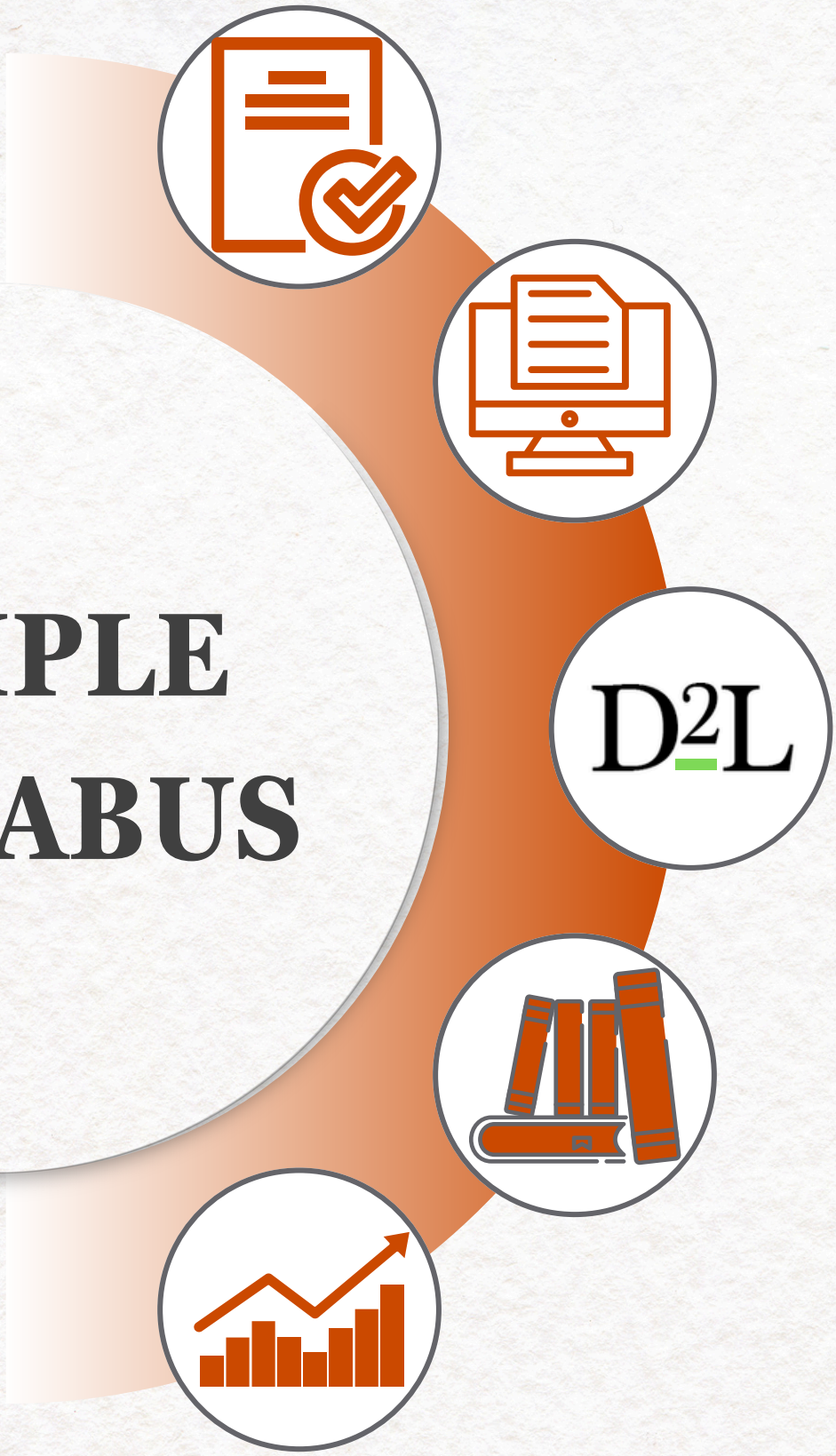
# WATERMARK COURSE EVALUATIONS & SURVEYS (CES)

*The implementation of a new student course evaluation system (CES) via Watermark, integrated into the LMS, improved student response rates.*

| Operational Enhancement | Result |
|---|---|
| Integrated course evaluation into Brightspace LMS | Centralized and accessible platform within a familiar learning environment removed barriers to participation; increased response rates by 2% |
| Expanded feedback opportunity to include students enrolled in small courses | More inclusive data collection provided an inclusive and more representative model for feedback |
| Smaller course sections are integrated into singular, comprehensive course evaluation averages for each term | More meaningful analysis of teaching effectiveness while maintaining student anonymity |



# SIMPLE SYLLABUS



## Standardized and Complient

The institution invested in a new web-based syllabus system. Simple Syllabus makes it easier for faculty to construct syllabi and for students to receive standardized messaging, as well as to improve state compliance reporting.

## Auto-populated Banner Fields

Course information, faculty information, and materials are pre-populated, eliminating the need for additional revisions by faculty.

## Brightspace Integration

Once created, a syllabus can roll over from term to term, making the syllabus creation/update process more efficient. Faculty may also sync Brightspace assignments, allowing the syllabus and assignment section to be aligned.

## Public-Facing Syllabus Library

Faculty have the ability to monitor student engagement with the syllabus while leadership and administration can run reports to identify completion of syllabi, compliance with institutional guidelines, curricular adherence, etc.

## Syllabus Reporting for Leadership and Faculty

An easily searchable public-facing web page provides a single hub of syllabi and meets compliance of HB 2504, so faculty no longer need to upload syllabi in multiple places.



# FACULTY DEVELOPMENT

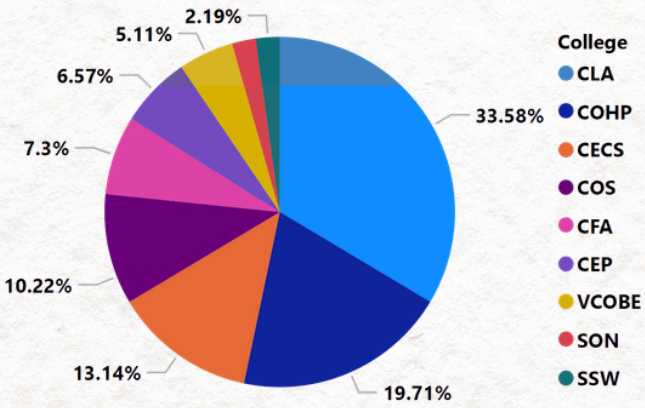
# *NEW FACULTY ACADEMY*

# PROGRAM
# OVERVIEW

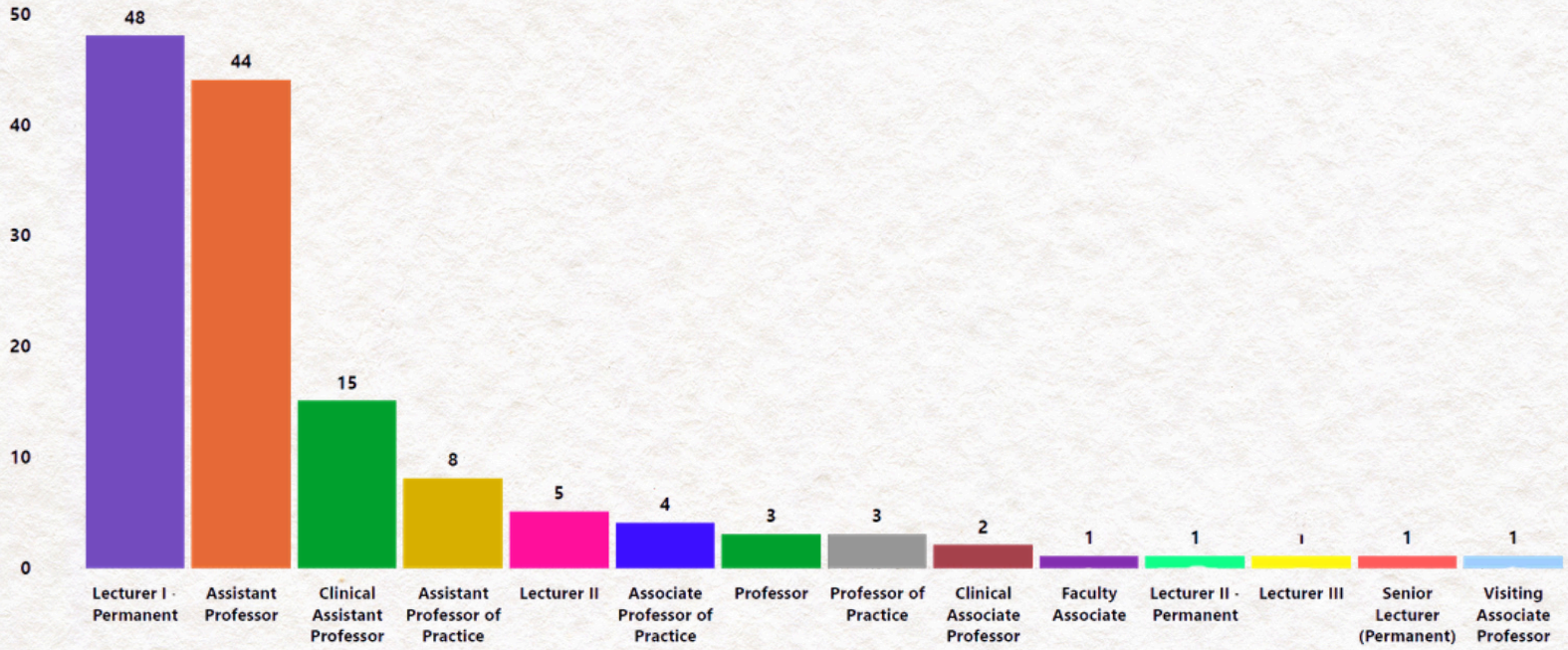
*The **New Faculty Academy** program is thoughtfully designed to support a new faculty's successful transition into the university and broader Rio Grande Valley community. The program begins in August with New Faculty Orientation, developmental training, and continues throughout the fall with monthly developmental sessions.*

With a **total of 137 Full-Time New Hires in 2025-2026**, this comprehensive program introduces new full-time faculty to the institution's mission, culture, and key academic and operational resources. It also includes a series of professional development workshops focused on teaching excellence, research support, and faculty success. Through this initiative, faculty will begin building meaningful connections with colleagues and campus leaders while gaining a deeper understanding of the university's priorities and the region we proudly serve.

**Full-Time New Hires by College and Department**




**Full-Time New Hires by Rank**



# New Faculty Orientation 2025
# Stakeholder Snapshot

*In Fall 2025,* ***92 new faculty members*** *participated in* ***The New Faculty Orientation.*** *Faculty were introduced to essential institutional knowledge, tools for effective teaching, research, evaluation processes, and more, while also providing opportunities to connect with peers and campus partners.*

**89%**
Found the presentations useful and relevant

**92**
**Attendees**

**84%**
Overall Program Satisfaction

**88%**
Felt equipped after attending event to access/utilize resources and support available to faculty

**What Faculty Said:**

***"Every presenter was encouraging and extremely helpful. Makes me so proud to be part of this team."***

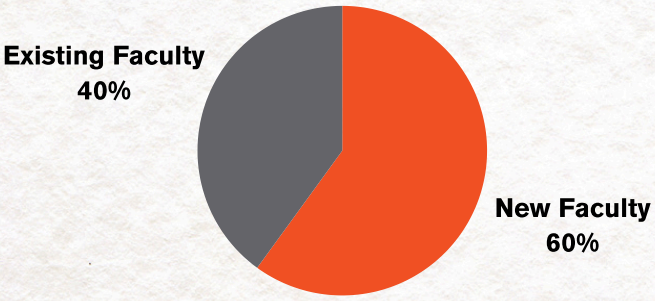
***"The most valuable aspect was the expectation of student success and the 2-3 key actions to set up research agenda."***

***"Overall, I found the New Faculty Orientation very inspiring and it provided key information to be successful in the three core areas of teaching, research, and service."***

# Faculty Development Day 2025
# Stakeholder Snapshot

*The Faculty Development Day (FDD) provided meaningful professional development for both new and existing faculty. Sessions delivered valuable insights into current research resources, innovative teaching strategies, and effective use of Brightspace.*

## 115 Attendees (Across the Day)




**85%**
Overall Satisfaction

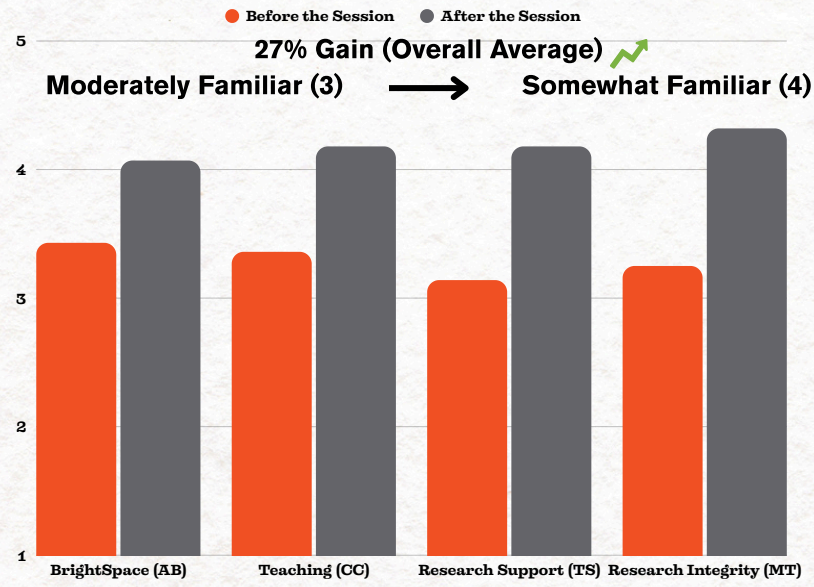
**86%**
Found the presentations useful and relevant

### What Faculty Said:

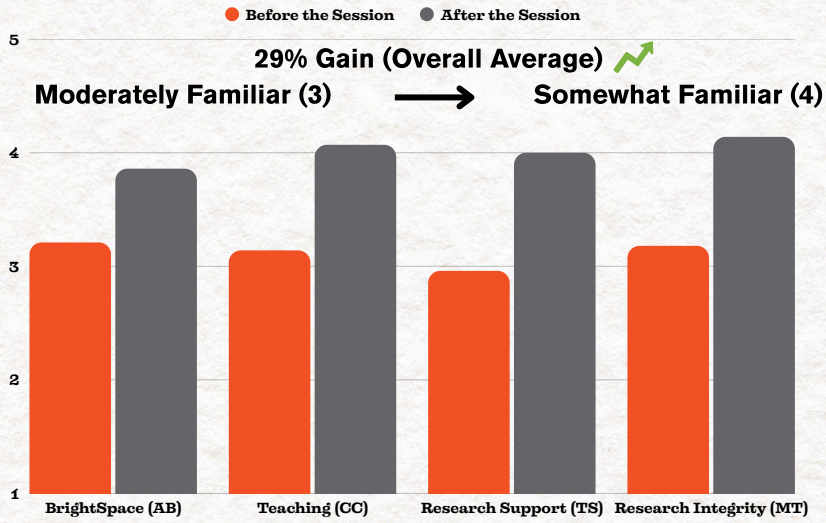
*"I found the available AI tools in Brightspace very useful. I also enjoyed that on the 3rd [Teaching] presentation the speaker guided us to reflect back to those spark moments in our own learning experiences."*

*"Three Firsts: Goals of Engagement for Teaching Year One at UTRGV" this was a wonderfully informative talk. I think looking at the big picture in goals for the first semester really clicked with me. I appreciate learning what the whole purpose of faculty review is and a general guide of how to go about it. It was perfect."*

### Familiarity with the Topics Discussed During FDD




### Knowledge on Utilizing / Navigating the Topics Discussed During FDD



# Monthly Development Session 2025:
# SAS and SRR
# Stakeholder Snapshot

*The Student Accessibility Services (SAS) and Student Rights and Responsibilities (SRS) session equipped faculty with key resources and strategies for addressing questions and issues related to their interaction with students, including academic integrity and accommodation requests. The discussion highlighted who to contact with questions.*

## 40 Attendees

**71%**
**Extremely Satisfied**

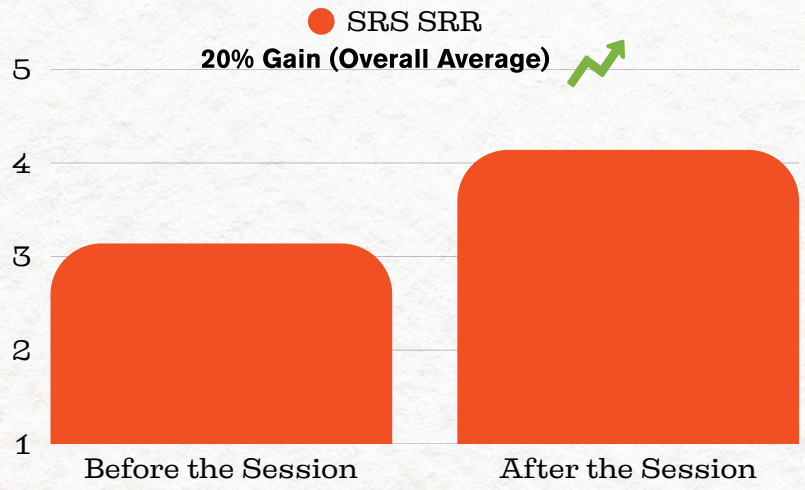
**100%**
**Found the presentations extremely useful and relevant**

## What Faculty Said:

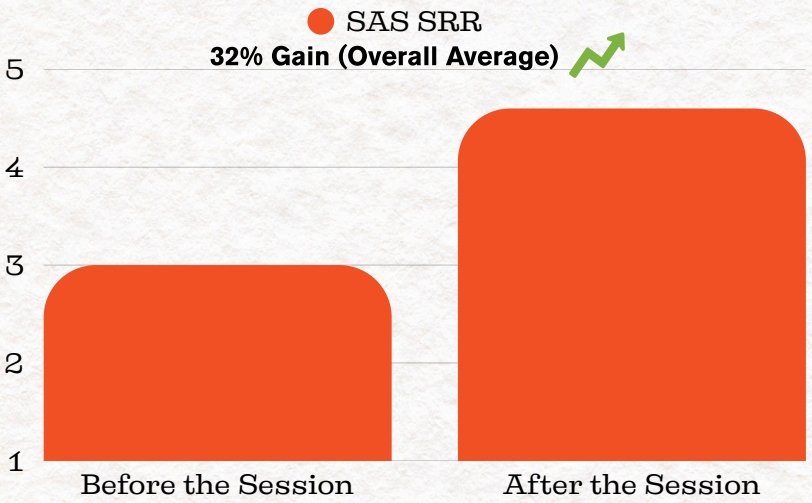
*"This information was useful!"*

*"Thank you for the insight!"*

**Familiarity with the Topics Discussed During SAS/SRR**




**Knowledge on Utilizing / Navigating the Topics Discussed During SRS/SRR**



# Monthly Development Session 2025
# Title IX and Compliance
# Stakeholder Snapshot

*The Title IX and Compliance session provided faculty with essential guidance and information on fostering an ethical and compliant academic environment. The session covered regulations, policies, and real world examples.*

## 48 Attendees

**92%** Extremely Satisfied

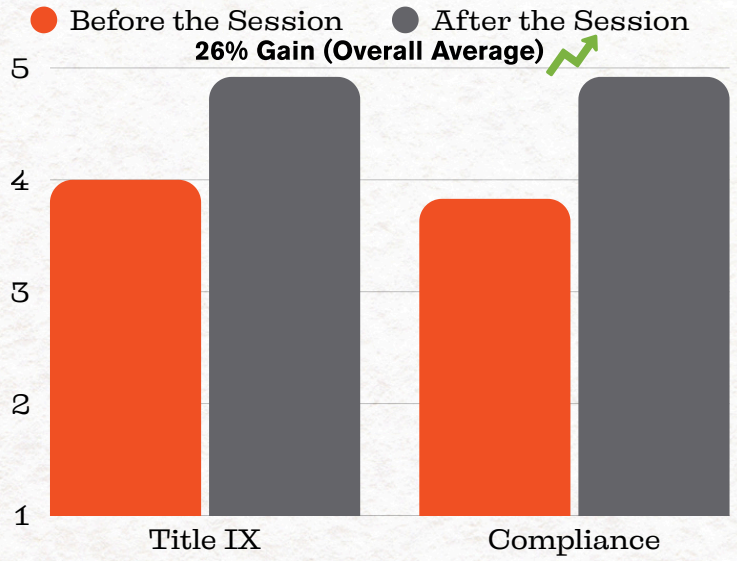
**83%** Found the presentations extremely useful and relevant

### What Faculty Said:

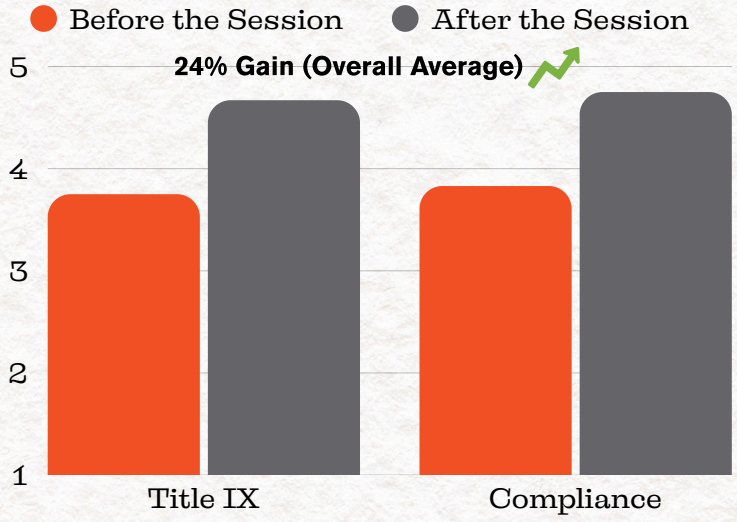
***"This helped me understand the important regulations and aspects of working at UTRGV as an instructor that are critically important for this job."***

***"The most valuable aspect of this event was covering the information of Title IX and mentioning examples of when a professor needs to report cases of violence."***

**Familiarity with the Topics Discussed During MDS**




**Knowledge on Utilizing / Navigating the Topics Discussed During MDS**



# Monthly Development Session 2025
# Preparing Your First Dossier (T-T)
# Stakeholder Snapshot

*The Preparing Your First Dossier for Tenure-Track Faculty session provided essential guidance for faculty navigating the dossier development process. The discussion outlined key components of a strong dossier, emphasized strategies for effectively presenting accomplishments, and clarified institutional expectations for tenure-track faculty.*

## 33 Attendees

**100%** Extremely Satisfied

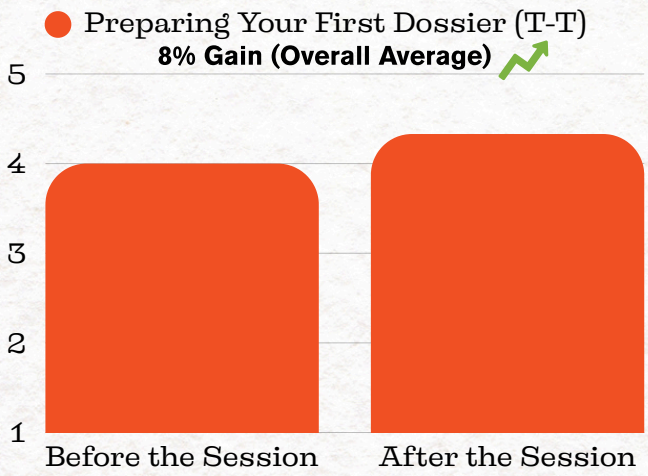
**100%** Found the presentations extremely useful and relevant

### What Faculty Said:

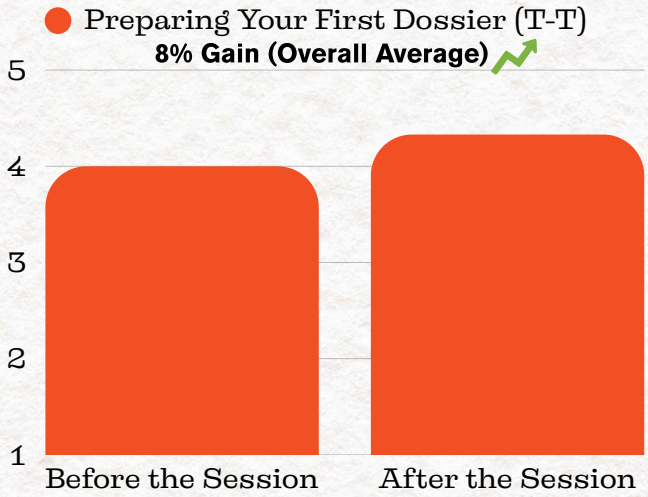
*"I learned about the importance of headers for organizing my statements."*

*"It will help me explain my accomplishments."*

**Familiarity with the Topics Discussed During MDS**




**Knowledge on Utilizing / Navigating the Topics Discussed During MDS (FPT)**



# Monthly Development Session 2025
# Preparing Your First Dossier (PTF)
# Stakeholder Snapshot

The Preparing Your First Dossier for Professional Track Faculty session provided essential guidance for faculty navigating the dossier development process. The discussion outlined key components of a strong dossier, emphasized strategies for effectively presenting accomplishments, and clarified institutional expectations for professional track faculty.

## 32 Attendees

**100%**
**Satisfied**

**75%**
**Found the presentations extremely useful and relevant**

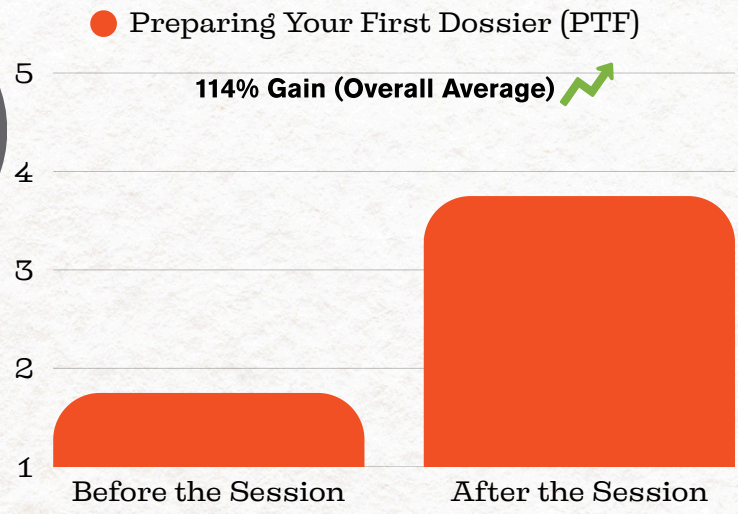
### What Faculty Said:

*"This helped in creating a narrative."*

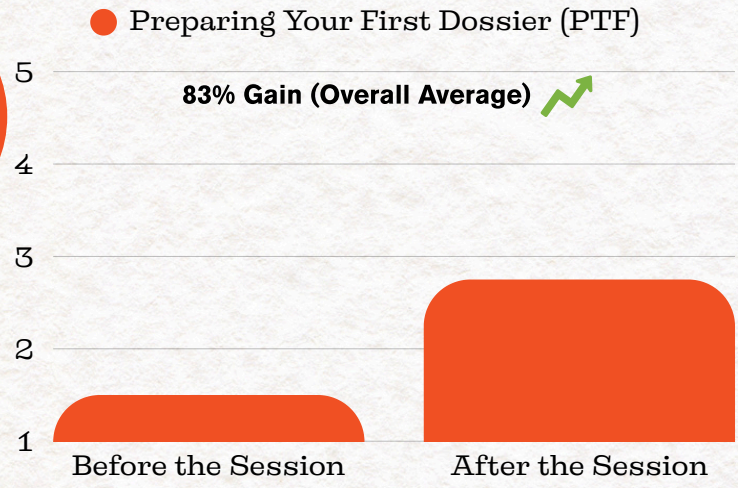
*"I have the headings for how I will construct my dossier."*

*"The live walk through and Q&A. This was a very useful webinar to prepare me for my 1st dossier submission here at UTRGV."*

**Familiarity with the Topics Discussed During MDS**




**Knowledge on Utilizing / Navigating the Topics Discussed During MDS (FPT)**





# *EXTERNAL PARTNERSHIP*

ACADEMIC IMPRESSIONS

This year our office invested over $80,000 in Academic Impressions to expand institution-wide access to high-impact professional development and leadership resources. This investment was amplified through the launch of a dedicated Academic Impressions webpage on the OFA website and the integration of a prominent icon and direct link on the my.utrgv homepage. By placing these resources where faculty and staff already engage daily, UTRGV significantly increased visibility, streamlined access, and reinforced its commitment to scalable, high-quality professional development for all UTRGV users.

ncfdd

Our institution continued its membership with NCFDD, supporting faculty success through professional development, research productivity, and career advancement. Through this partnership, UTRGV leveraged NCFDD's resources, programs, and tools to strengthen faculty development, increase research productivity, and support career progression and enhance overall institutional effectiveness. By aligning institutional efforts with the opportunities available through NCFDD, UTRGV ensures that faculty across all disciplines can fully benefit from this membership.

Engagement with NCFDD provides faculty access to skill-building opportunities in areas such as research and writing, teaching, strategic planning, mentoring, and work–life balance.

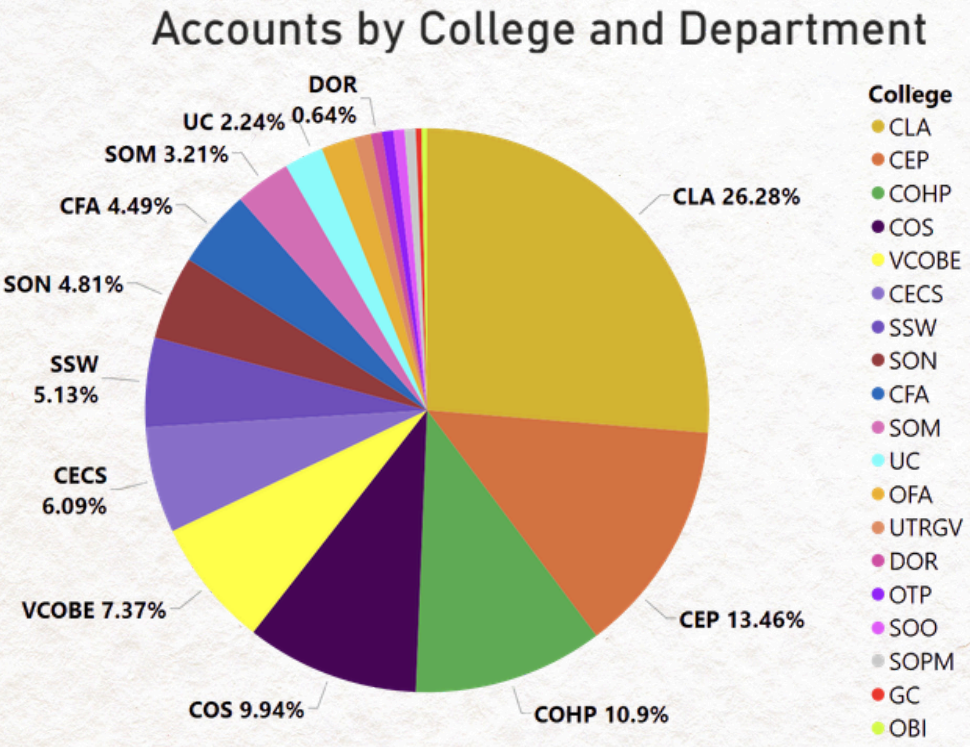
Faculty are also able to connect with a national network of peers, participate in structured writing challenges and targeted workshops, and utilize curated content tailored to their career stage and professional goals. These offerings contribute to increased productivity, career clarity, and long-term faculty success.

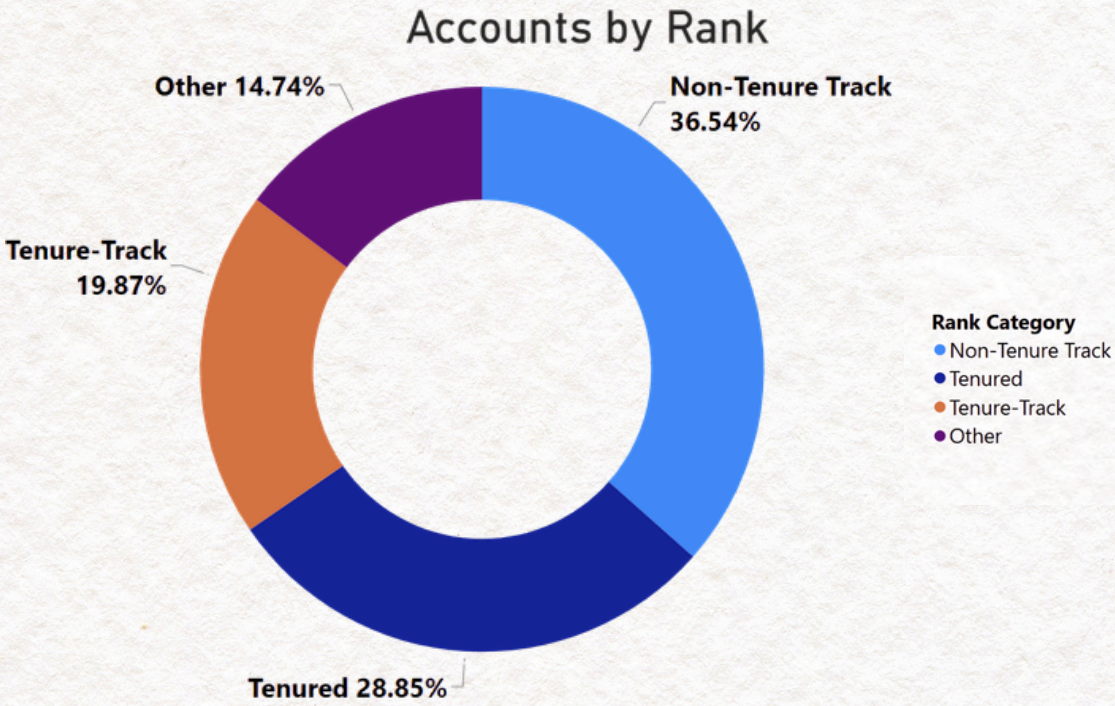
This year, the Office of Faculty Affairs worked intentionally to maximize the value of UTRGV's NCFDD membership. Data reports were obtained directly from NCFDD to evaluate faculty engagement and usage trends, which informed targeted programming and outreach efforts. Three primary initiatives anchored this work: the **NCFDD 14-Day Writing Challenge**, which supported consistent writing habits and research momentum; the **Faculty Success Program**, designed to provide structured professional development and accountability; and the **Teaching Toolkit in the Age of AI**, which offered practical resources to enhance instructional effectiveness while staying in tune with the evolving role of artificial intelligence in higher education.

Participation and engagement metrics from these initiatives reflect the impact of intentional, data-informed programming tied to the institutional membership.

# UTRGV NCFDD Faculty Membership Data

| 43% | 305 | 123 |
|---|---|---|
| Engagement Rate | Total Accounts | Engaged Accounts |



# NCFDD Membership Data

## Top 5 Webinars Attended in 2025-2026

| Rank | Webinar Title |
|---|---|
| 1 | 5 Secrets to a Super Productive Semester |
| 2 | Every Semester Needs a Plan |
| 3 | Virtual Writing Session |
| 4 | The Weekly Meeting |
| 5 | How to Engage in Healthy Conflict |







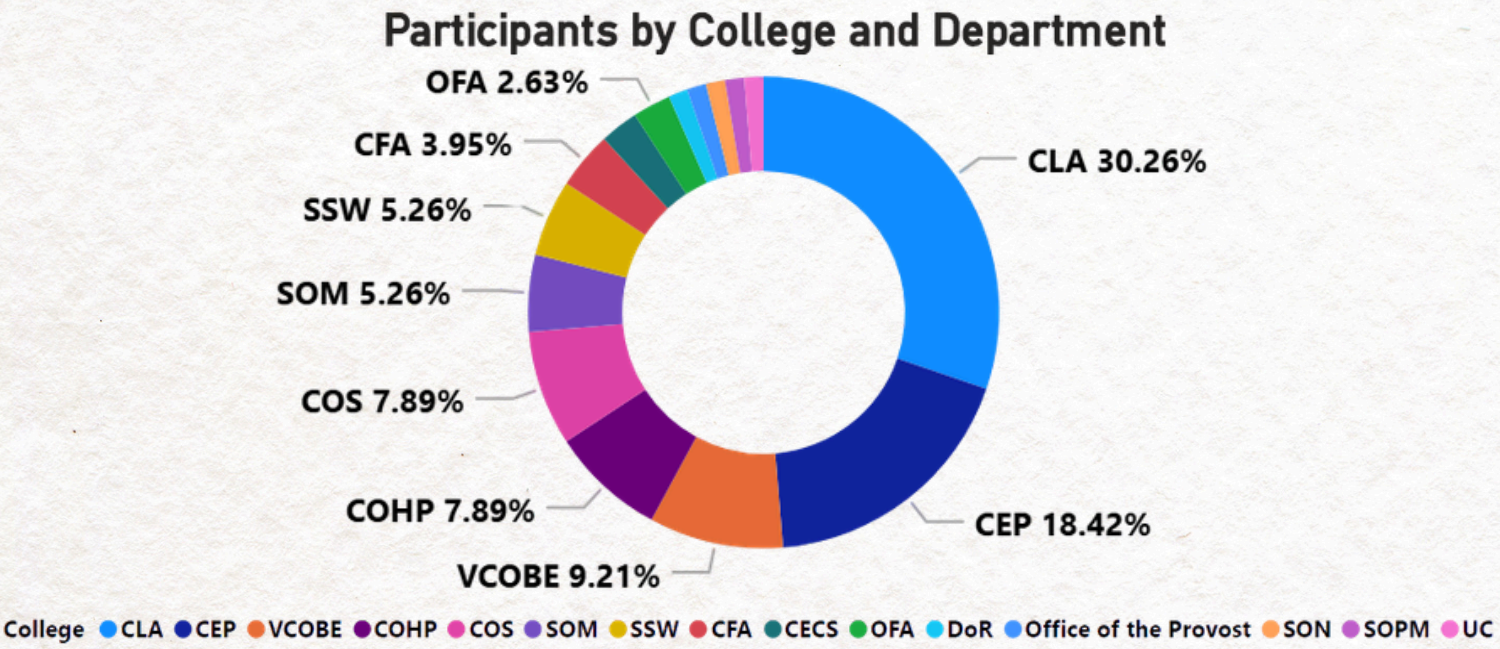
The University of Texas Rio Grande Valley
Faculty Affairs

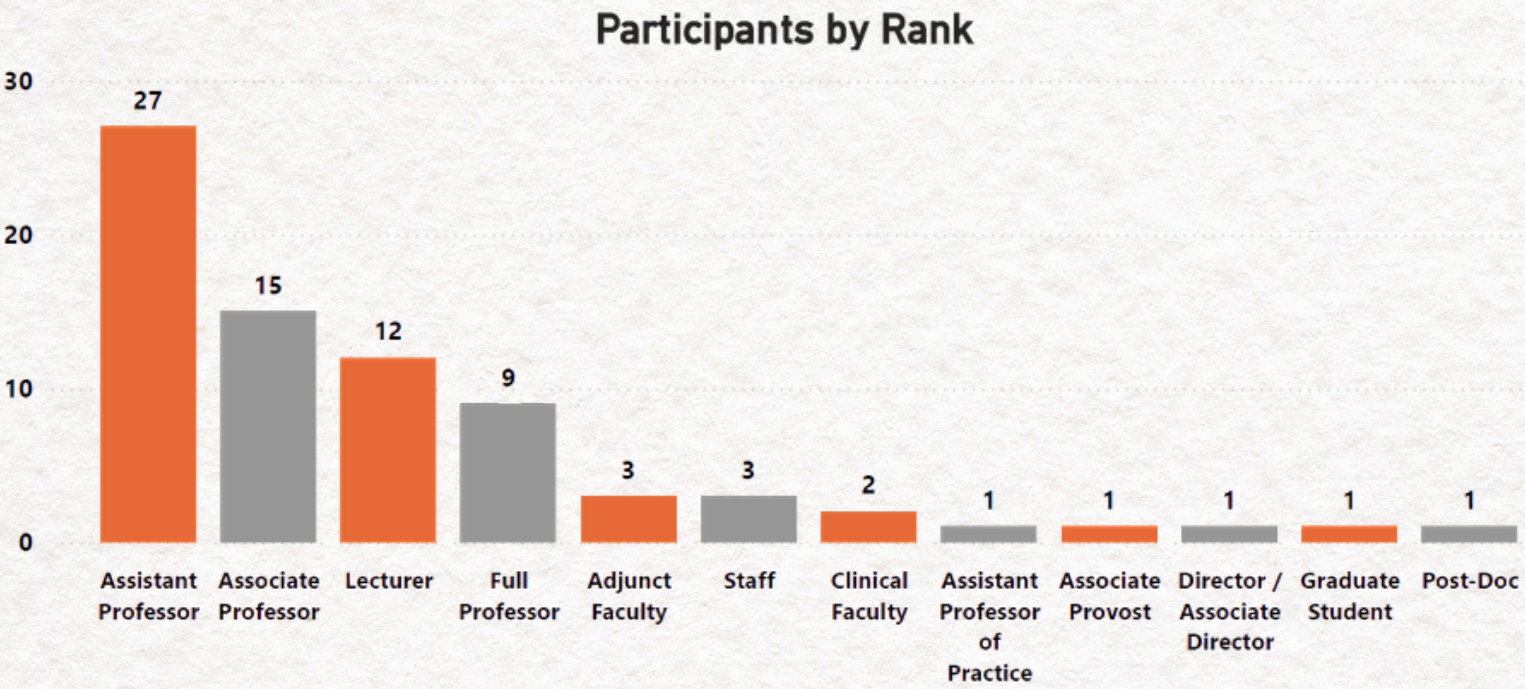
ncfdd

# NCFDD 14-Day Writing Challenge

*The 14-day writing challenge was a web-based community challenge. UTRGV faculty recorded how many minutes per day they spent on writing for 14-days.*

## 76 participants



# NCFDD 14-Day Writing Challenge Stakeholder Snapshot

## Executive Summary

*The 14-Day Writing Challenge, delivered in partnership with NCFDD, offered faculty a structured framework to prioritize writing and build accountability through daily check-ins and community support. This initiative reflects our commitment to fostering scholarly productivity and creating a culture of sustained engagement.*

**90%** Overall Satisfaction

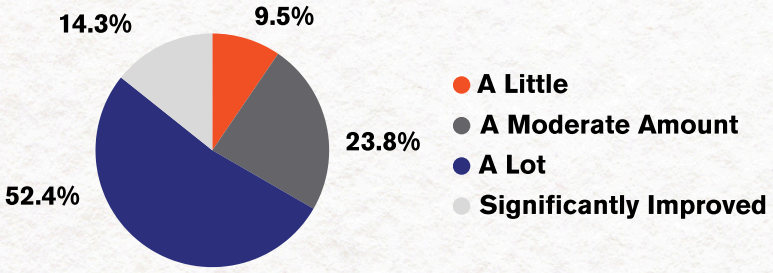
**100%** Would Recommend the 14 Day Writing Challenge to a Colleague

**95%** Would Participate Again

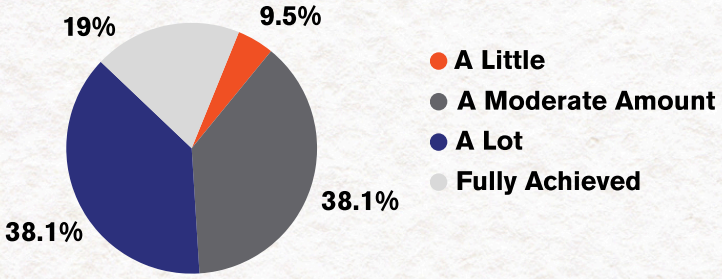
**52%** Felt the Kick-Off Party Motivated them to Participate in the Challenge

*Data was created off 21 survey responses from faculty. **(27%) Response Rate**

**How Much Did the 14-Day Writing Challenge Help Improve Your Writing Habits?**




**How Much Did the 14-Day Writing Challenge Help you Progress Toward your Writing Goals?**




**What Faculty Said:**

***"I always put other things first, and writing was a second- or lower-priority. During this period, I felt some pressure (in a good way), set a timer, and dedicated to write for even a short time. This led to a significant progress: I completed my manuscript that had been on my to-do list since summer. I have already shared it with my co-authors to get feedback."***

***"I value the way UTRGV cares about faculty having time and support for research. The sense of caring came across through UTRGV sponsoring this meaningful program. "***

***"Although I already had a writing routine, sometimes I get (internal or external) excuses for not being able to write. To me, the daily accountability was the key with this challenge. I really enjoyed the daily checking and the feeling from the "Yes, I did." when answering the question on whether the goal was met or not."***

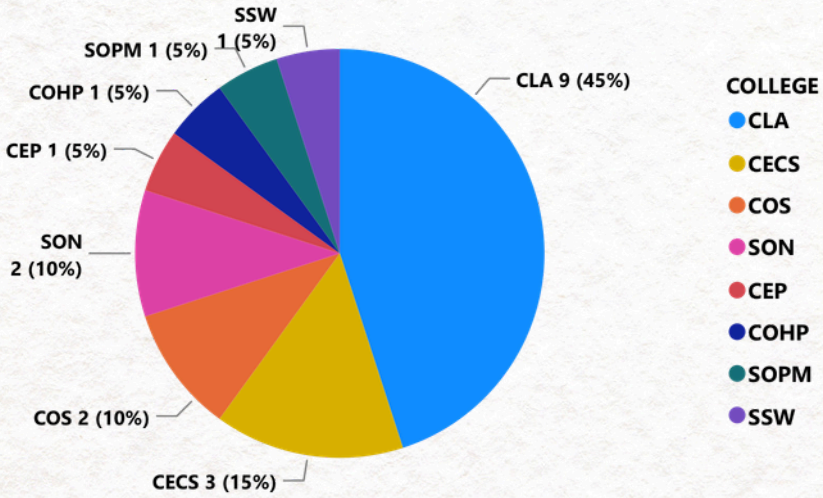
***"It helped make a writing habit and I've continued regular writing even after it was formally completed."***

# NCFDD Faculty Success Program (FSP)

*OFA supported 20 faculty to participate in FSP at value of 70K. FSP is a 10-week program to empower faculty members with the skills and strategies needed to enhance their productivity, balance their workload, and achieve academic excellence.*

**20 selected**

**Applicant Drill Down**



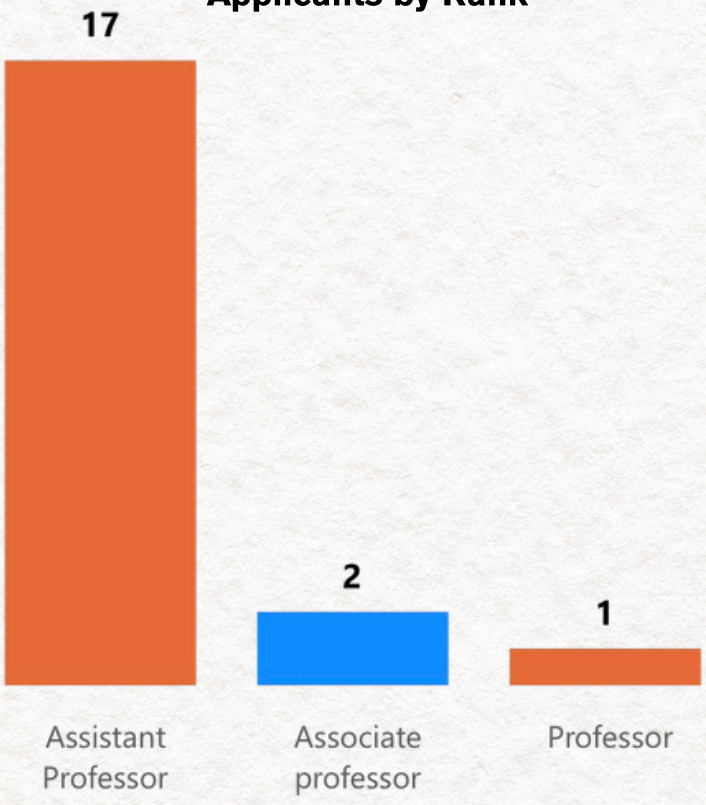

**What Faculty Said:**

***"FSP is an important opportunity to strenthen my scholarship, increase my effectiveness as a faculty member, and build the long term foundation needed to contribute meaningfully to my field and to my students."***

***"FSP will provide the structure, skills, and community needed to meet UTRGVs institutional expectations."***

***"This is a unique opportunity to invest in my professional growth at a pivotal moment in my career."***

**Applicants by Rank**



# *LEADERSHIP DEVELOPMENT*



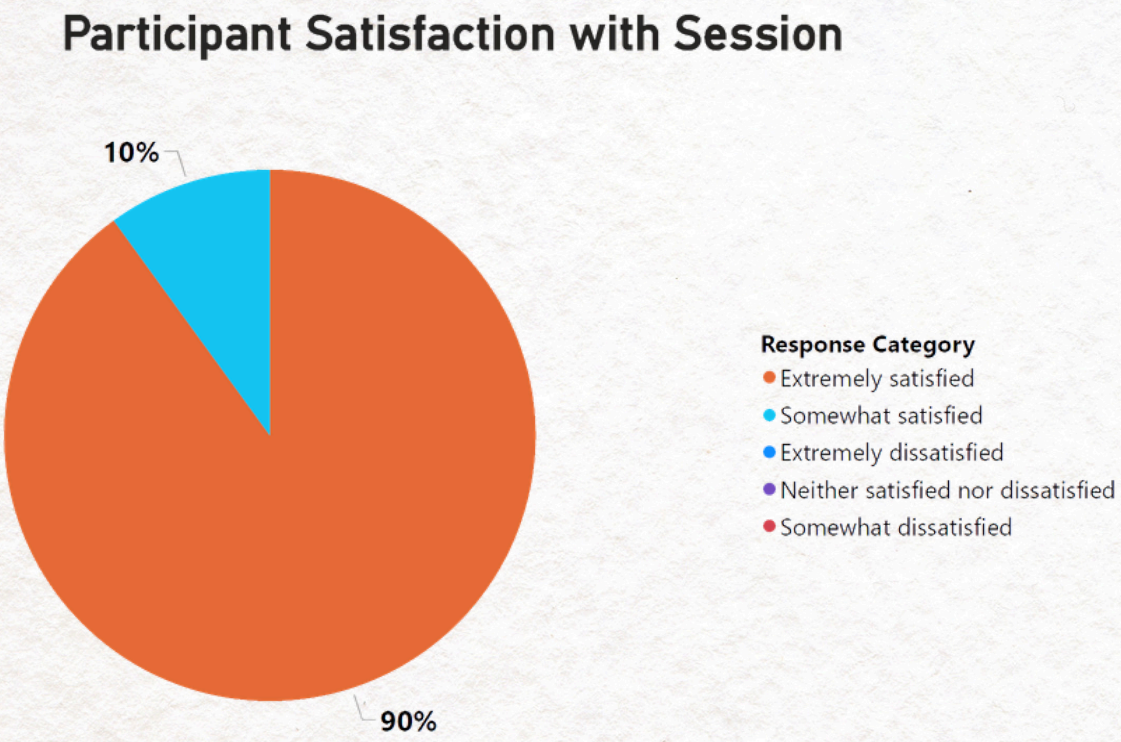
# LEADERSHIP EXCELLENCE SERIES

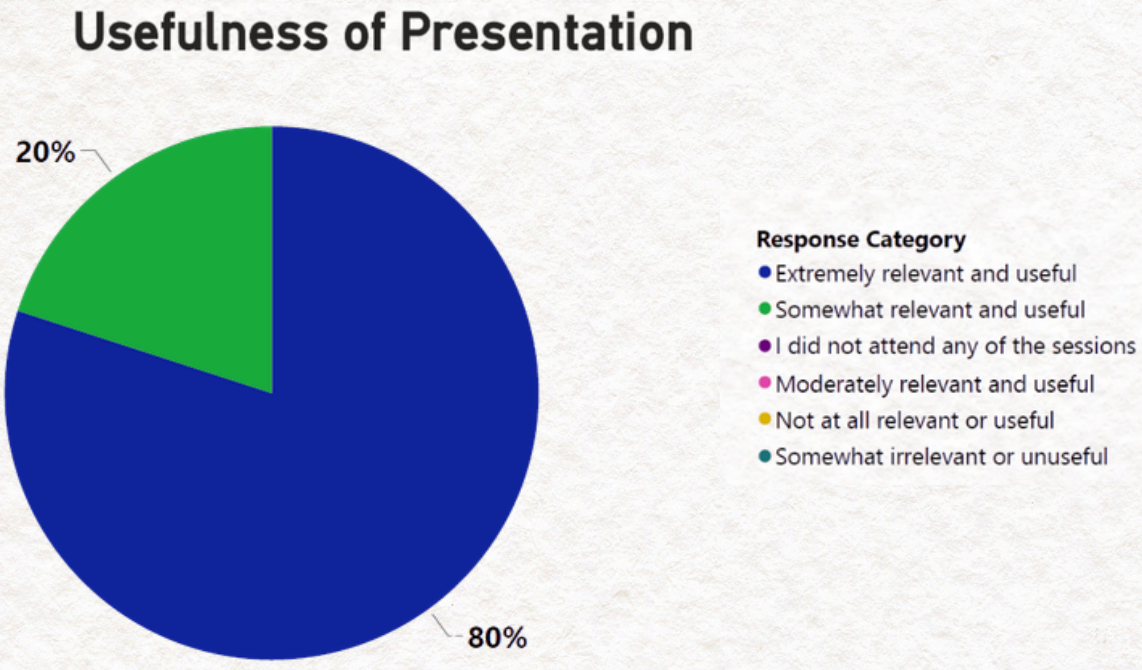
In **October 2025,** the Office of Faculty Affairs hosted Dr. Art Markman for a professional development session on Promoting Career-Ready Teaching Without Professionalizing Higher Education. The session explored strategies for helping students develop career-relevant skills while preserving the core values of higher education, including disciplinary depth, critical thinking, and intellectual exploration.

The session drew **47 total attendees** and received a positive overall evaluation, despite a limited survey response rate. Faculty participants engaged with practical, research-informed perspectives on aligning classroom practices with workforce readiness without compromising academic rigor.

This session reflects OFA's continued commitment to offering thoughtful, high-impact programming that supports teaching excellence and responds to evolving expectations in higher education.

# DR. ART MARKMAN'S SESSION FEEDBACK



# CHAIR COMMUNITY OF PRACTICE ATTENDANCE 2025

*In 2025-2026, we continued with our leadership Community of Practice, expanding the group to include Associate Chairs and facilitating their development. The Chair CoP is a monthly leadership meeting designed to inform chairs/school directors (and associate chair/directors) about relevant university and system information that affects their faculty. It also serves as a platform for chairs to express concerns and give feedback.*

## Objectives

- Establish a direct communication line between OFA and our unit leaders.
- Ensure timely information sharing and increased accessibility.
- Enable chairs to voice concerns.
- Streamline university messaging to present one unified voice.

## How it Helps the Institution

Raises awareness of what is happening on the front lines and the challenges faced related to university policies, procedures, and mandates. Provides OFA with stakeholder input on shaping institutional processes.

## How it Helps Leadership

CoP is designed to reflect the rapidly changing academic landscape, preparing our chairs and school directors to be agents of change.

**78%**
**Average Attendance**
**10% increase**

## Development Topics Covered

- Stepping blocks- Track Your Graduates
- Chair Evaluations and Policy Changes
- Office of Legal Affairs
- Faculty Development Leave
- Curricular Analytics
- Faculty Awards

# FACULTY LEADERSHIP ACADEMY

*In 2025-2026, we ran a 2nd cohort of training for our new academic leaders. This academy partnered with Academic Impressions to provide engaging leadership activities focused on soft skills and technical applications. This year, the group expanded to include Associate Chairs, Associate Deans, and new interim Chairs/Directors. The 2nd cohort included 20 new leaders from 12 different departments representing 4 colleges.*

| Date | Time/Locations | Session Topics |
|---|---|---|
| **Friday August 29** | 1:00-3:00 pm<br>EPAC B 1.121<br>Edinburg | **Session I: Who We Are: Our Team and Responsibilities**<br>Faculty learned about the UT System, UTRGV goals, administrative leaders, and how your leadership supports the university's mission. |
| **Friday September 12** | 1:00-3:00 pm<br>BMSLC 1.113<br>Brownsville | **Session II: Embrace Your Leadership: The Balancing Acts of Academic Leadership**<br>**Mastering the Role-Part I**<br>Leadership requires the constant evaluation of a series of trade-offs. “Do I lead as a faculty member or as a department head?” “Do I focus on the immediate or the long-term?” |
| **Friday October 10** | 1:00-3:00 pm<br>ESTAC 1.101<br>Edinburg | **Session III: Mastering the Role: Processes and Strategy-Part II**<br>This session continued the discussion on essential knowledge, institutional dashboards, processes, communication, review, and a strategic framework to help faculty move forward confidently. |
| **Friday November 14** | 1:00-3:00 pm<br>BMSLC 1.113<br>Brownsville | **Session IV: Understanding the Anatomy of Trust**<br>In this session, faculty looked at two key factors: an individual’s willingness to trust (those who give it freely versus those who expect it to be earned) and specific behaviors that can build and even repair trust when it’s broken. |
| **Friday February 20** | 1:00-3:00 pm<br>Borderlands<br>Edinburg | **Session V: Feedback: Managing and Being Managed**<br>In this session, faculty explored how to give direct, respectful feedback to both faculty and staff. By the end, faculty left with practical tools to strengthen their team, support institutional goals, and foster a positive, high-performing culture. |
| **Friday March 27** | 1:00-3:00 pm<br>BMSLC 1.113<br>Brownsville | **Session VI: Faculty Development & Mentoring**<br>In this session, faculty learned how to develop an in-house mentoring program with support from HR, AI, and NCFDD, eliminating the need for faculty to start from scratch. |
| **Friday April 24** | 1:00- 3:00 pm<br>Borderlands<br>Edinburg | **Session VII: Prioritization and Time Management**<br>In this session, faculty learned how to evaluate their productivity and discover ways to manage competing demands effectively. |

# FACULTY AWARDS AND RECOGNITION


NEWS
UTRGV
Faculty Affairs


Julia Cuevas, Ph.D.
THE UNIVERSITY OF TEXAS
RIO GRANDE VALLEY

# FACULTY IMPACT AWARDS

The UTRGV Faculty Impact Awards are our highest tribute to the visionaries who shape the future of education. These awards honor faculty whose innovation, leadership, and impact in teaching, research, and service set the standard for excellence. By showcasing these extraordinary achievements across campus and beyond, we ignite a culture of recognition, pride, and academic distinction that elevates our entire university community.

**The UTRGV Faculty Impact Awards in Teaching** are the university's highest honor for outstanding teaching. This award recognizes faculty who have demonstrated a profound commitment to enhancing the quality of education, leading curriculum development, and actively engaging students, thereby contributing significantly to student success at the institution.

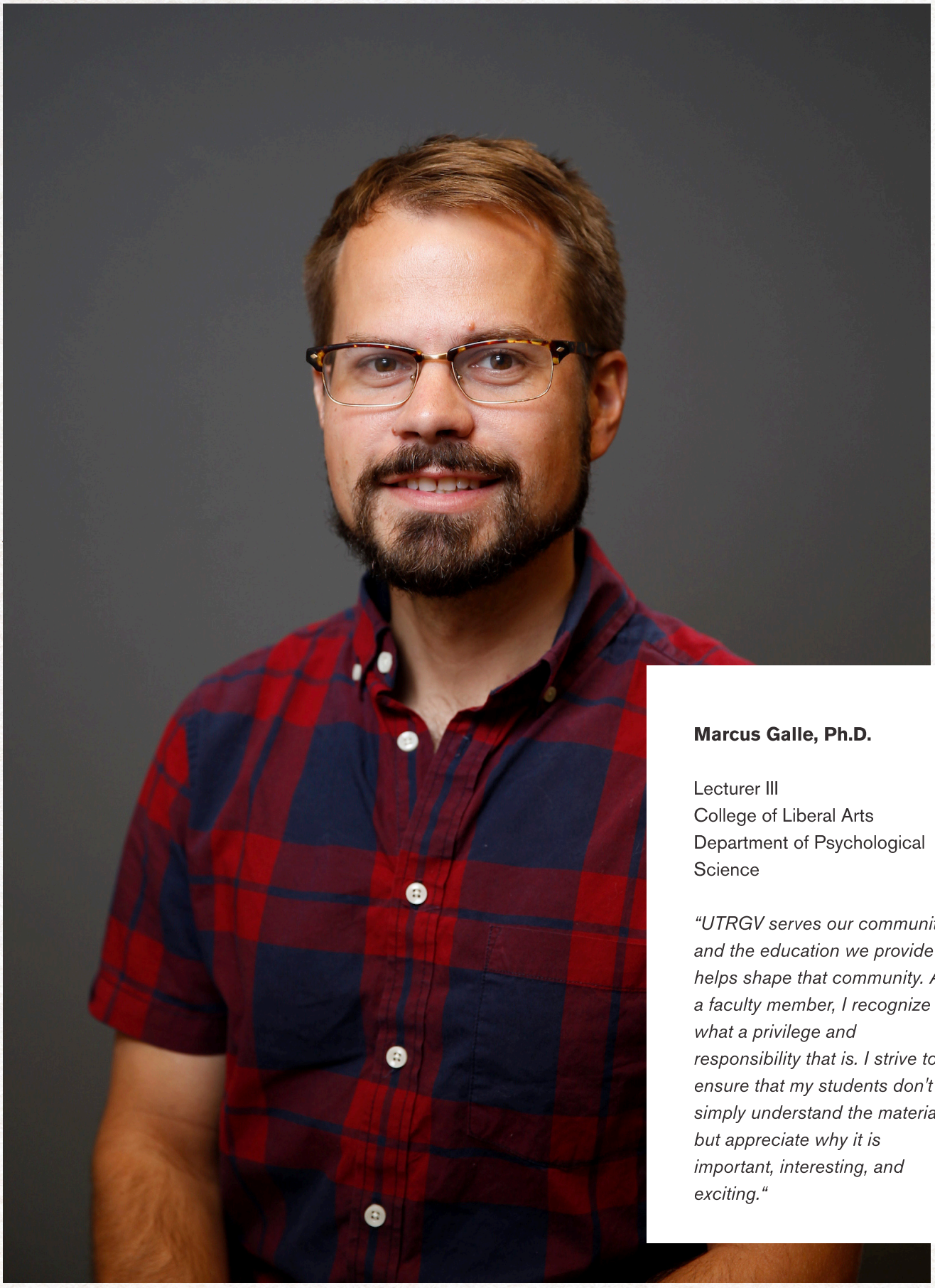
**The UTRGV Faculty Impact Awards in Research** are the university's highest honors for outstanding faculty research/scholarship/creative work. It celebrates exceptional excellence to knowledge, innovation, and scholarly excellence. Recipients of this award have demonstrated significant impact in their field, advancing the frontiers of research and enhancing the university's reputation for academic excellence. This award acknowledges the dedication, creativity, and scholarly achievements of faculty members who have made remarkable strides in their scholarship endeavors.

**The Faculty Impact Award in Service** is the university's highest honor highlighting the individual's enduring commitment to service, underscoring the importance of giving back and making a meaningful difference in the lives of others. The award honors individuals who have demonstrated exceptional dedication and impact through their service to the university, the community, and their profession. This prestigious accolade recognizes those whose contributions have significantly advanced the institution's mission, fostered community engagement, and elevated the standards of their professional field.

**The UTRGV Distinguished Career Award** honors a senior faculty member (tenured or nontenure track) who has demonstrated exceptional excellence in teaching, service, and scholarly contributions over a distinguished career spanning 20 years (or more) at UTRGV and its legacy institutions. This prestigious accolade particularly celebrates those whose impactful contributions have significantly advanced the success of both students and faculty, setting a benchmark for academic and professional excellence.

The University of Texas Rio Grande Valley™
Faculty Affairs

## FACULTY IMPACT AWARD IN TEACHING

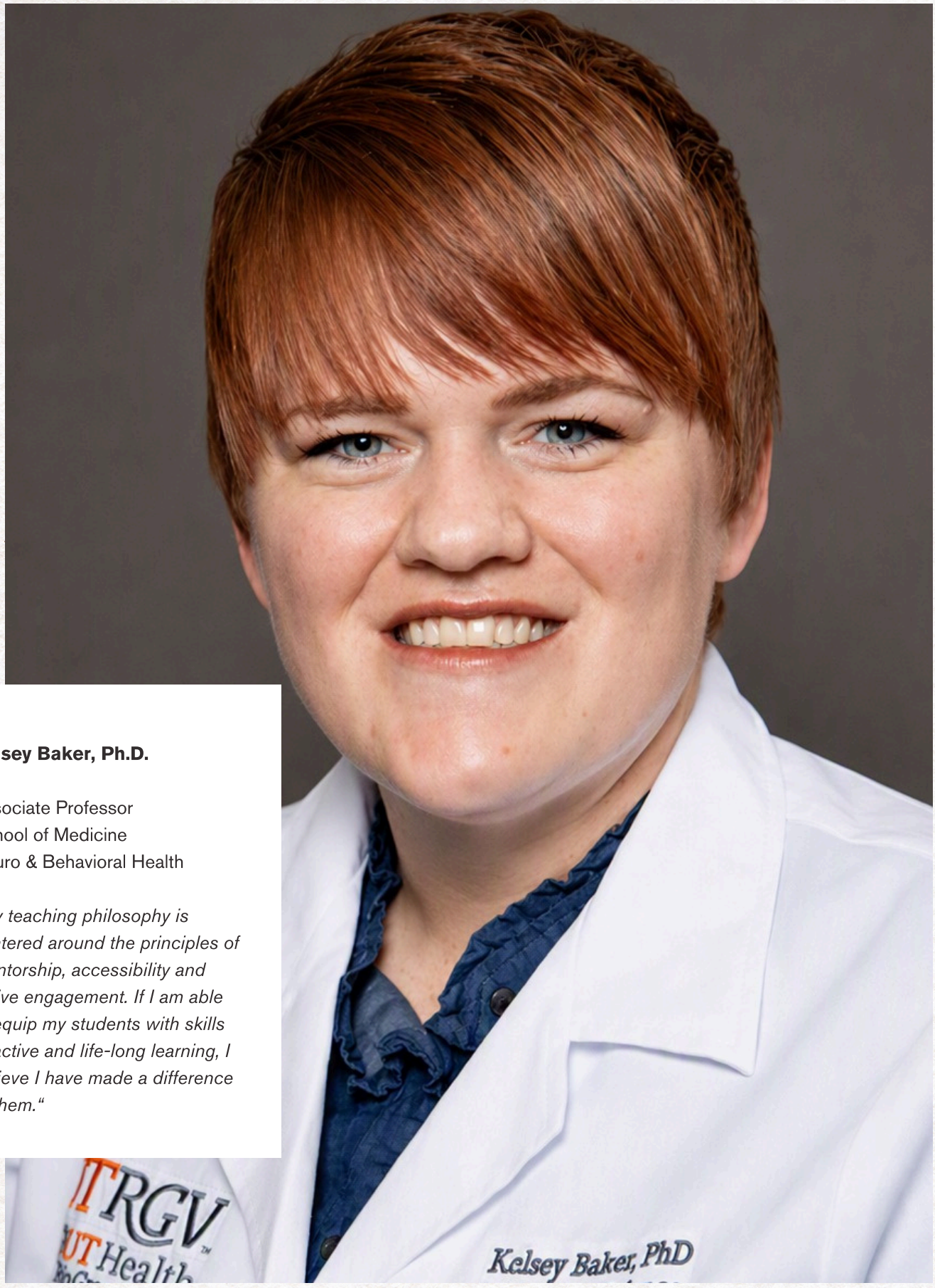


**Marcus Galle, Ph.D.**

Lecturer III
College of Liberal Arts
Department of Psychological Science

*"UTRGV serves our community, and the education we provide helps shape that community. As a faculty member, I recognize what a privilege and responsibility that is. I strive to ensure that my students don't simply understand the material, but appreciate why it is important, interesting, and exciting."*

## FACULTY IMPACT AWARD IN TEACHING




**Kelsey Baker, Ph.D.**

Associate Professor
School of Medicine
Neuro & Behavioral Health

*"My teaching philosophy is centered around the principles of mentorship, accessibility and active engagement. If I am able to equip my students with skills of active and life-long learning, I believe I have made a difference to them."*

## FACULTY IMPACT AWARD IN TEACHING

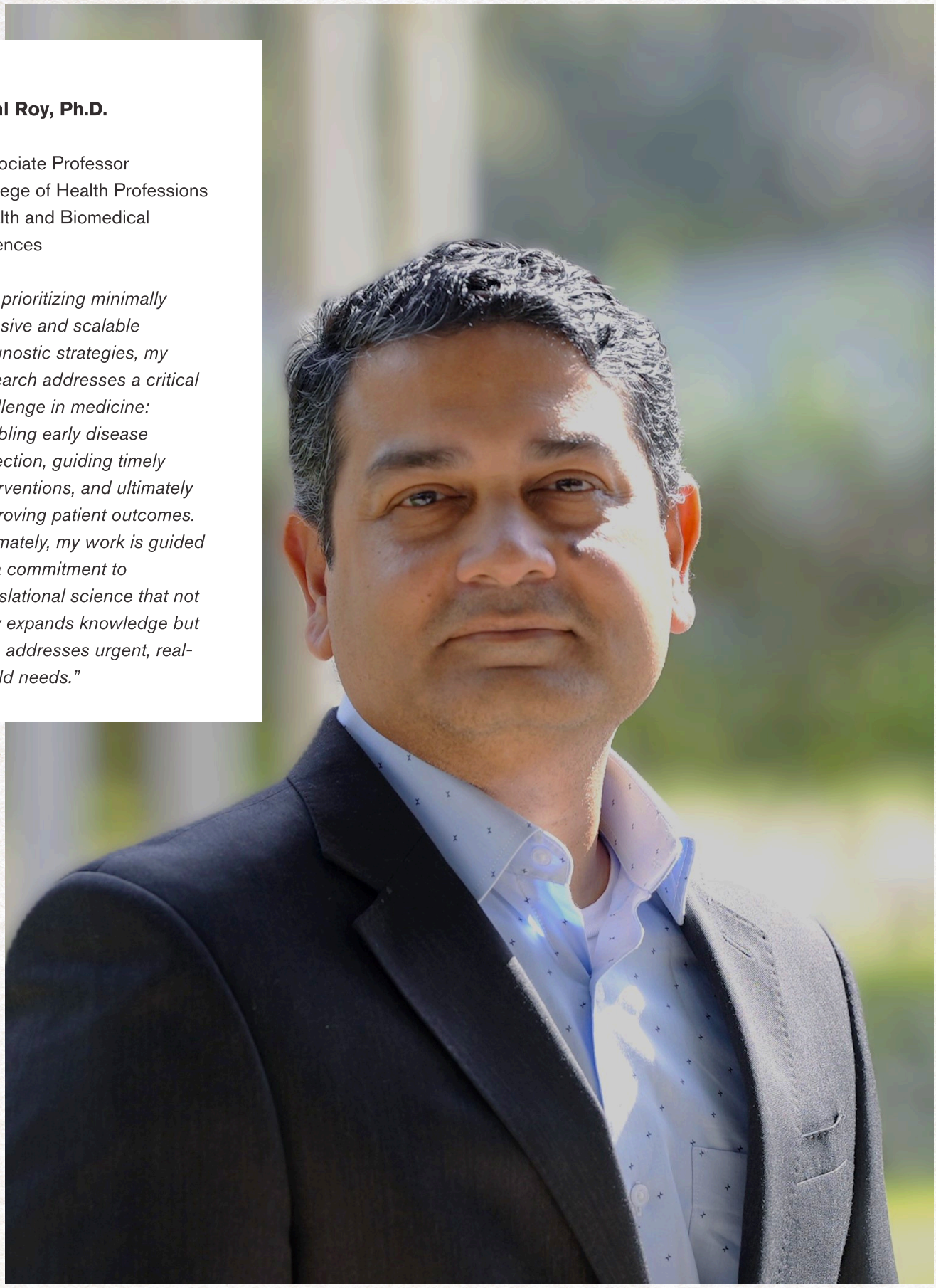


**Julia Cuevas, Ph.D.**

Assistant Professor
College of Education and P-16 Integration
Department of Human Development & School Services

*"Teaching, for me, is an iterative and collaborative process, one that centers students' assets, fosters agency, and translates learning into meaningful practice and impact. As a first-generation college graduate and bilingual learner, I am deeply committed to supporting the diverse student population of this Hispanic-Serving Institution by fostering affirming, and accessible learning spaces."*

## FACULTY IMPACT AWARD IN RESEARCH



**Upal Roy, Ph.D.**

Associate Professor
College of Health Professions
Health and Biomedical Sciences

*"By prioritizing minimally invasive and scalable diagnostic strategies, my research addresses a critical challenge in medicine: enabling early disease detection, guiding timely interventions, and ultimately improving patient outcomes. Ultimately, my work is guided by a commitment to translational science that not only expands knowledge but also addresses urgent, real-world needs."*

## FACULTY IMPACT AWARD IN RESEARCH



**Farid Ahmed, Ph.D.**

Assistant Professor
College of Engineering and Computer Sciences
Manufacturing and Industrial Engineering

*"Beyond academia, I aim to enable next-generation manufacturing pathways for critical sectors, supporting more resilient defense systems and more efficient, sustainable energy technologies. This research is important to me because it combines fundamental materials science with high-impact applications, and it is deeply enriched by the contributions of my students, whose work directly shapes its progress and outcomes."*

## FACULTY IMPACT AWARD IN RESEARCH



**Lin Jiang, Ph.D.**

Associate Professor
School of Social Work

*"Having navigated the systemic barriers and cultural nuances of the healthcare system firsthand, I am driven to use my platform as an AD RCMAR Scientist to be an authoritative voice for health equity. My goal is to ensure that the research conducted at UTRGV—the second-largest Hispanic Serving Institution in the nation—is not just a scholarly endeavor, but a lived reality that transforms our community and the national aging policy landscape."*

## FACULTY IMPACT AWARD IN SERVICE

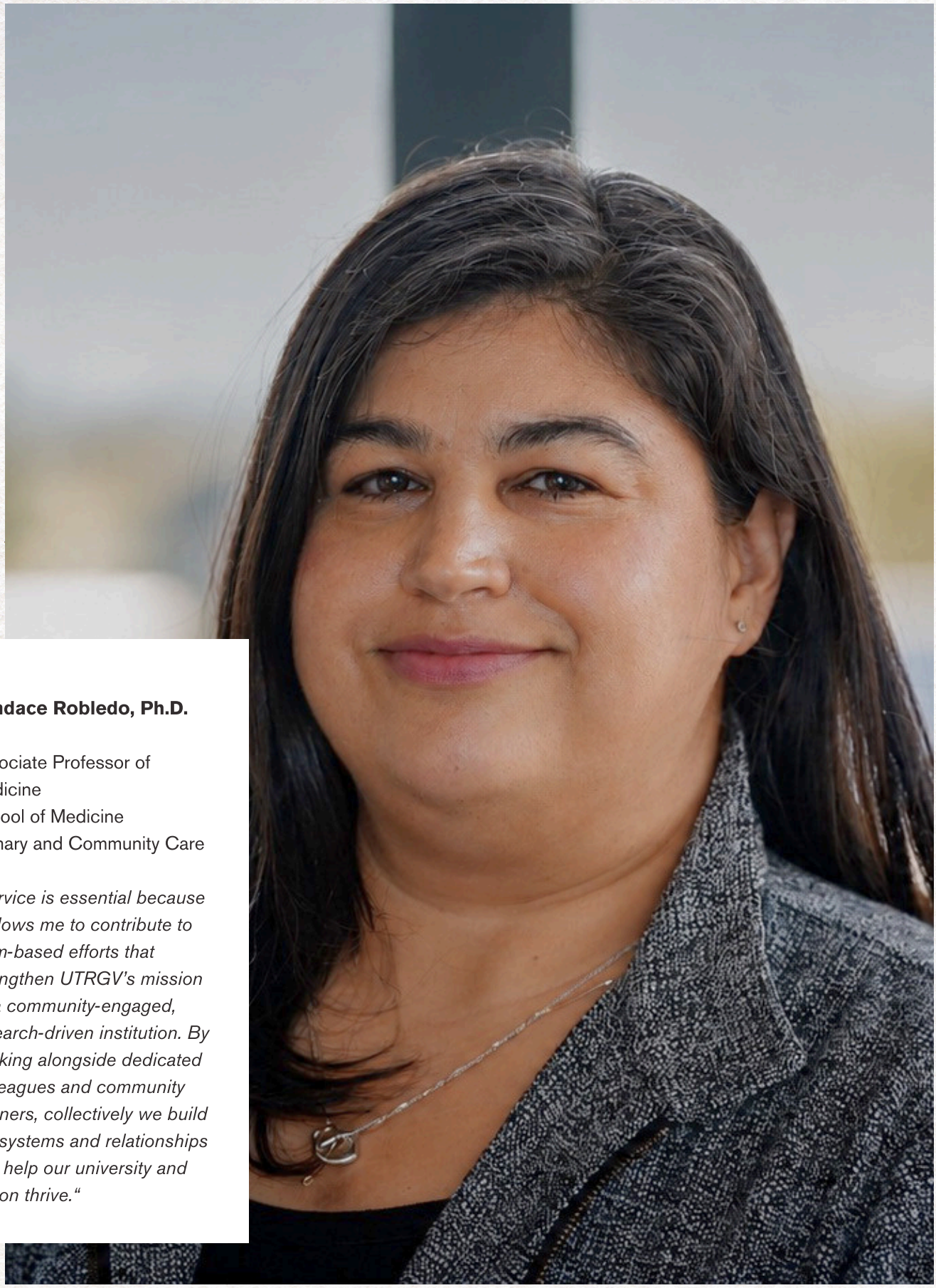


**Denise A. Longoria, Ph.D.**

Associate Professor
School of Social Work

"*I take great pride in helping expand the profession of social work in this region by empowering others to join this meaningful vocation. They say that when you love your job, you never have to work a day in your life, and I live that daily.*"

## FACULTY IMPACT AWARD IN SERVICE



**Candace Robledo, Ph.D.**

Associate Professor of
Medicine
School of Medicine
Primary and Community Care

*"Service is essential because it allows me to contribute to team-based efforts that strengthen UTRGV's mission as a community-engaged, research-driven institution. By working alongside dedicated colleagues and community partners, collectively we build the systems and relationships that help our university and region thrive."*

## FACULTY IMPACT AWARD IN SERVICE

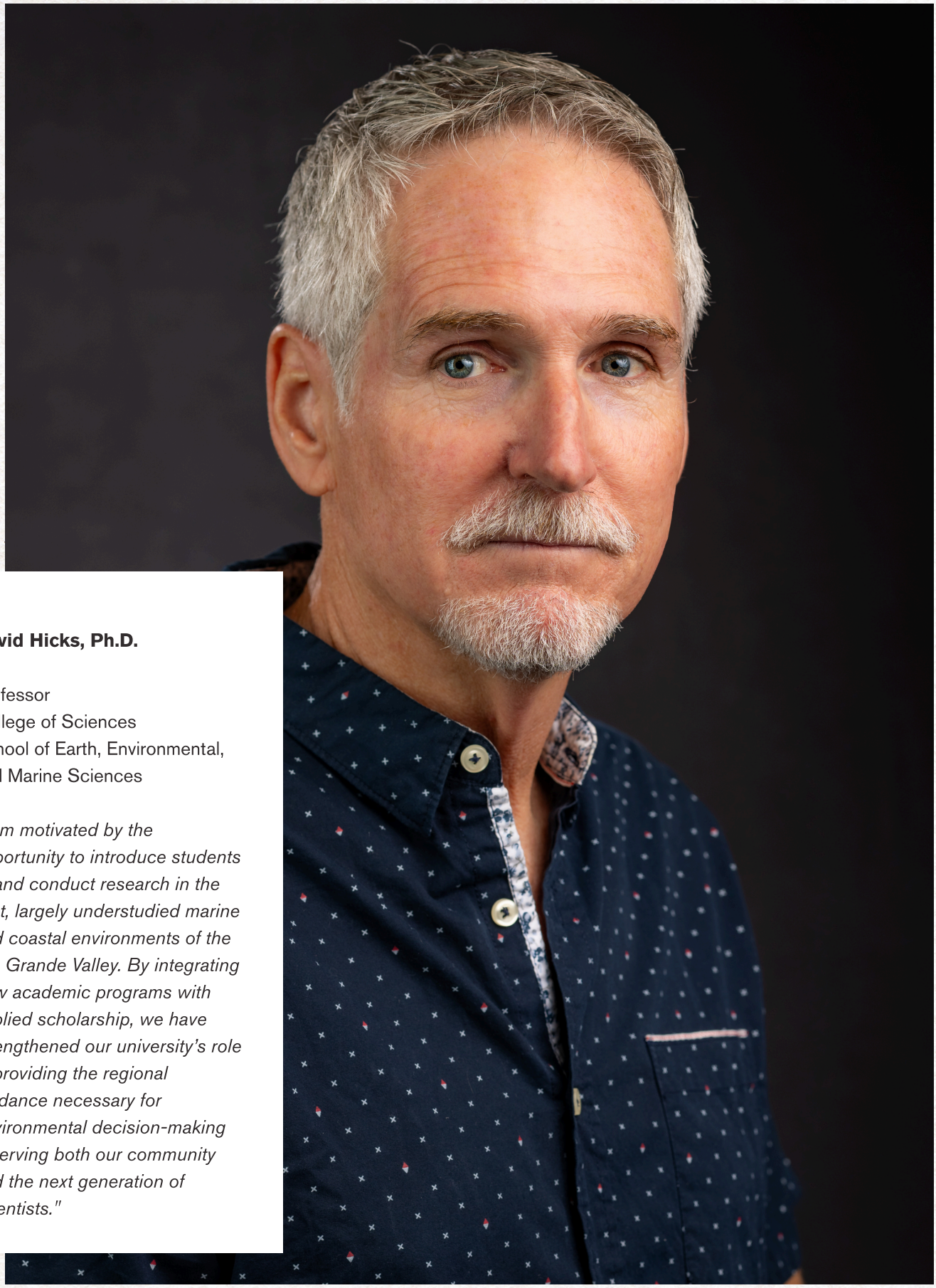


**Timothy Huber, Ph.D.**

Professor
College of Sciences
School of Mathematical and Statistical Sciences

*“My service work has helped expand student-success pathways by strengthening degree programs and mentoring structures; motivating mathematics teaching reforms, and ensuring equitable access to resources for all students."*

## THE UTRGV DISTINGUISHED CAREER AWARD



**David Hicks, Ph.D.**

Professor
College of Sciences
School of Earth, Environmental, and Marine Sciences

*"I am motivated by the opportunity to introduce students to and conduct research in the vast, largely understudied marine and coastal environments of the Rio Grande Valley. By integrating new academic programs with applied scholarship, we have strengthened our university's role in providing the regional guidance necessary for environmental decision-making —serving both our community and the next generation of scientists."*



Photographed by Kacy Mora


Interdisciplinary
Engineering &
Academic Building


The University of Texas Rio Grand

The University of Texas Rio Grande Valley™