

Thomas Smith Self-Assessment as Dean of the GSOE

September 1, 2014-March 30, 2019

I was drawn to UCR as Dean of the Graduate School of Education because of the institution's commitment to social mobility; diversity and inclusion; student success; innovation; and expansion of research capacity and impact. When I began my term as dean September of 2014, the school was facing a number of challenges and opportunities. There were no tenured faculty of color; enrollment in the teacher credential program and other graduate programs was down; low credit hour production was a concern of the administration; faculty and their research, with some notable exceptions, were not visible in the community; and there was no advancement/fundraising strategy nor a marketing and communications strategy. I am pleased that over the past five years, the GSOE has made positive movement on all of these challenges—due primarily to a faculty open to growth and change, a staff dedicated to organizational improvement, and a university administration supportive of GSOE growth and innovation.

Faculty growth and increased diversity

Since 2014, we have hired 19 new Senate faculty, of whom 60% are faculty of color. New faculty hires have enhanced the research and grant-getting capacity of the school, while increasing the focus of research and teaching on issues related to diversity and inclusion in educational settings. These faculty positions were made available through replacement hiring, the cluster hiring program, and the target of excellence program. Among 18 tenured Associate and Full Professors, 8 are now faculty of color. I believe that we have stopped the revolving door of junior faculty of color. While we still have challenges retaining faculty of color when they get attractive offers from other institutions, we are committed as a school to hiring, training, and developing a diverse faculty and staff.

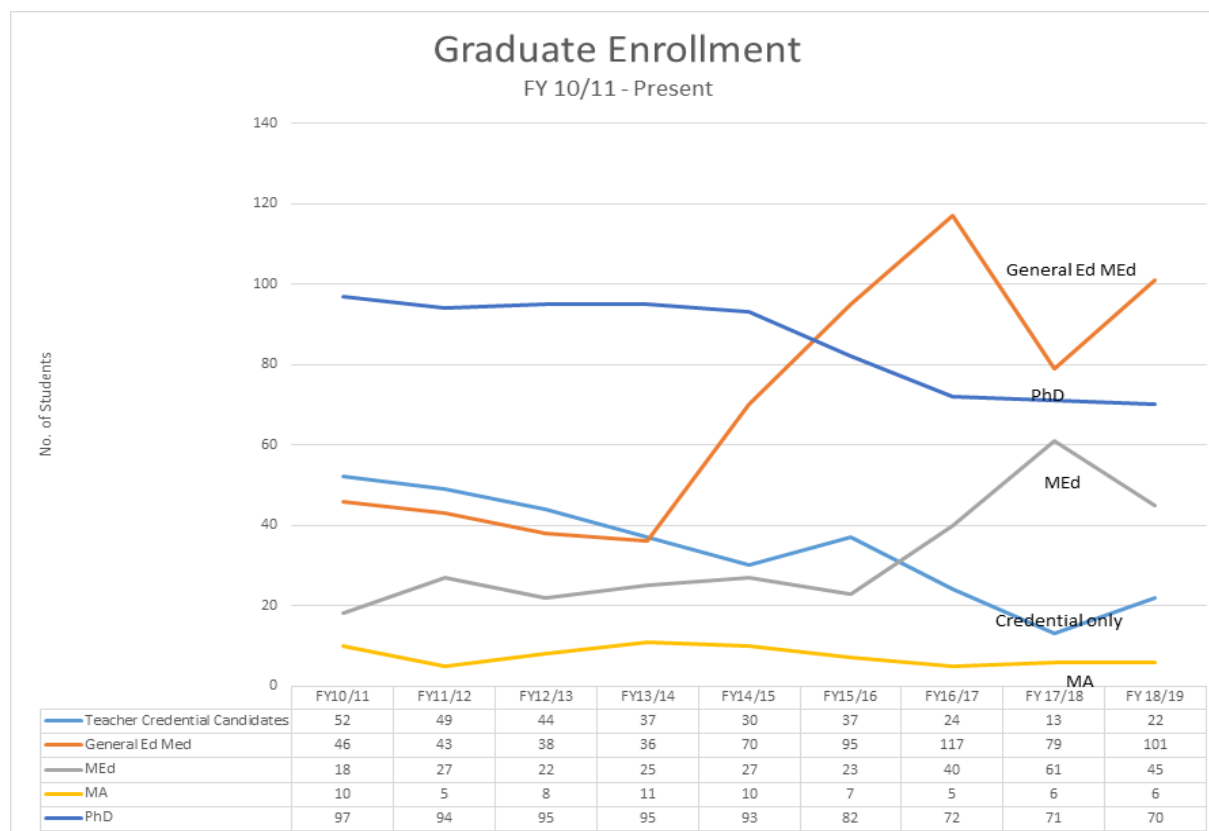
Enrollment growth and development of new programs

We have doubled our enrollment in teacher credentialing programs—from about 73 in AY 13-14 to 123 students in AY 17-18, 80% of whom simultaneously earn master's degrees. The number of teacher education candidates who only earn a credential has been falling since AY13-14 as the number of students earning both a Master of Education (MEd--General) and credential has steadily risen. We are currently on track for enrolling between 140 and 150 credential and master's students in our teacher education program for next year. Part of this growth has been driven by external funding we have obtained for student scholarships in high need areas, mainly STEM teaching and special education. For example, we have worked with external donors to develop scholarships for CNAS students who want to become STEM teachers and a pipeline scholarship to recruit STEM teachers to low income schools in Riverside Unified. Through a partnership with the Riverside County Office of Education and the San Bernardino Superintendent of Schools Office, we have recently been awarded \$1.5M to support fifty \$25K

scholarships to support students to earn a master's degree and credential in special education. Graduates from the GSOE Teacher Education Program are in high demand in Riverside and San Bernardino Counties. I am proud that UCR is playing an increasing role in meeting the teaching needs in our region.

While enrollment in other MEd programs, mainly Higher Education Administration and Policy and Diversity and Equity, have also been increasing, enrollment in our MA Programs (Educational Psychology; Research, Evaluation, Measurement, and Statistics; Education Society and Culture) have been steady and low—fluctuating between 5 and 10 each year. With the change in Graduate Division policy that allows master's students who apply and are admitted to PhD programs to receive a first year funding package, we are hoping that our MA programs can serve as transition programs for students interested in earning the PhD but who do not yet have the grades, skills, or content knowledge to directly enter PhD programs.

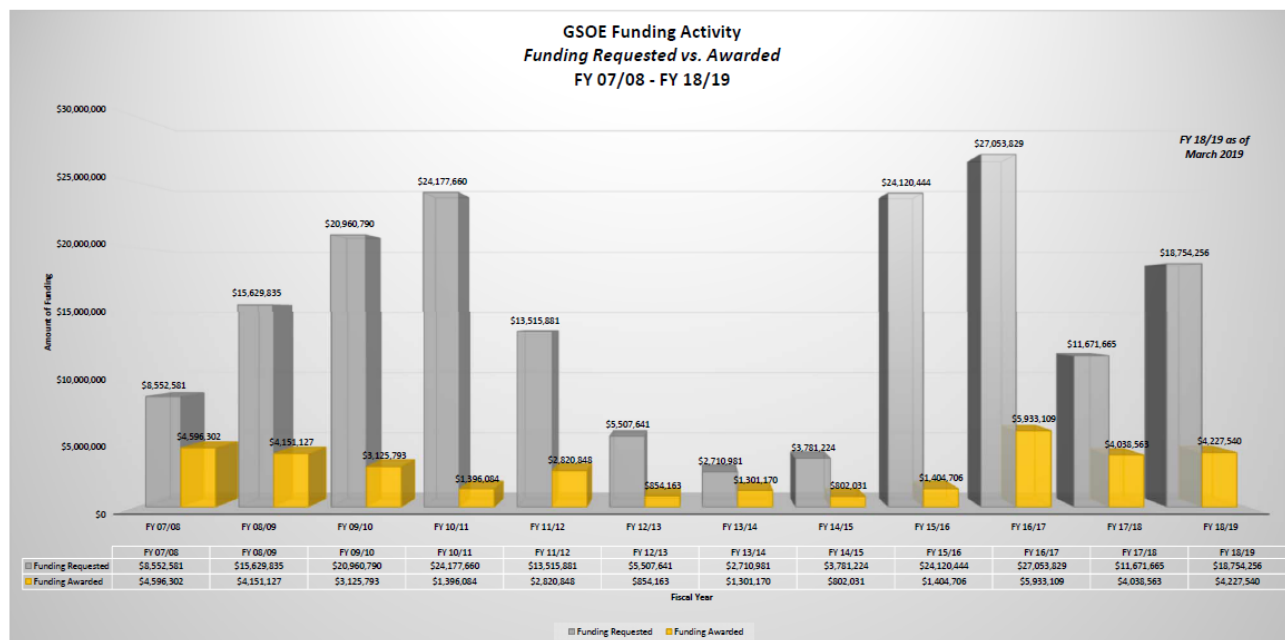
We have also developed a new PhD program in Education Policy Analysis and Leadership and master's programs in Education and Neuroscience and Applied Behavioral Analysis. These programs reflect faculty interests and expertise; likely student demand; and potential revenue generation. With a new budget model that incentivizes undergraduate and master's level enrollment growth, we hired a marketing and communications director to both work on the GSOE brand and on increasing applications to our graduate programs.



One of our largest, recent undertakings has been the development a cross-disciplinary undergraduate major in Education, Society, and Human Development—going from 0 to 375 students in less than two years. This program provides undergraduate students with the opportunity to apply the theories and lenses of the behavioral and social sciences to education and youth development. It does not directly lead to a teaching credential, although it is partially designed to serve as a pipeline into our graduate programs. Faculty worked collaboratively on the major—developing courses, course sequences, assessment plans, and support systems for first year and transfer students. A major benefit of the undergraduate major for our graduate programs is funding for Teaching Assistants, allowing us to offer multiyear funding packages for PhD admissions and to provide opportunities for graduate students to develop their teaching skills. GSOE had long struggled to fund PhD students beyond the first year package from graduate division. Growing enrollment in the undergraduate major is allowing us to offer 55 quarterly TA positions this year and to guarantee 3 or 4 year packages to approximately 12 incoming PhD students.

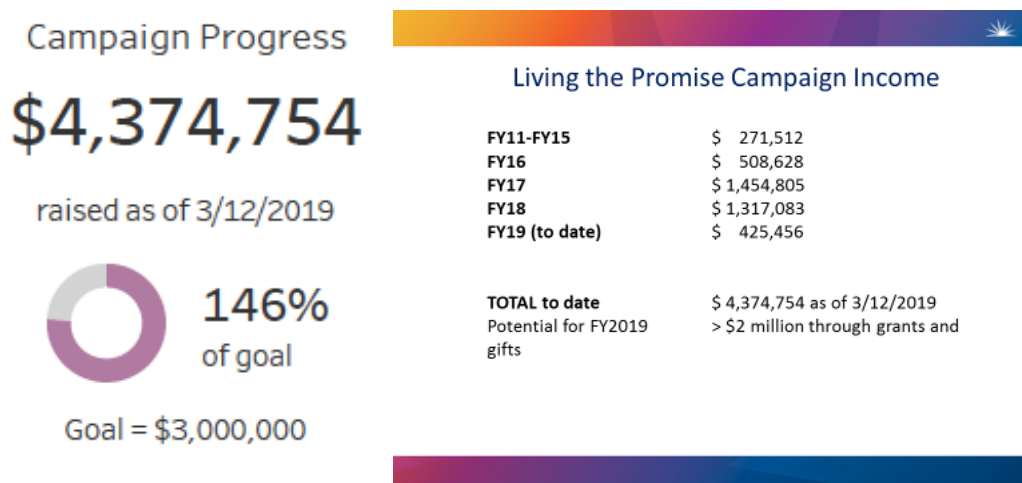
External funding

Increasing financial resources for both the GSOE and the university has been a major focus of my role as dean at UCR. We have put in place a series of supports and incentives for faculty to apply for external funding, including hiring a grants analyst and a proposal writer, working with RED to connect faculty to program officers in federal agencies, and contributing to faculty research accounts whenever they apply for a grant. Initially, we saw big increases in grant applications although awards were modest. Since 2014, our annual school-level external grant funding has increased from \$1.3M to \$5.8M. Between now and the end of the academic year, I optimistically predict that GSOE will bring in an additional \$3-4M in, including a Noyce Grant in



collaboration with the Science and Math Initiative (SMI) in CNAS, and two grant from the U.S. Department of Education's Institute for Education Sciences.

I have also worked closely with the GSOE advancement director to increase external gifts. GSOE has already exceeded its \$3M Living the Promise capital campaign goal by 146% (and set a new goal of \$6M). As noted above, we have been successful in obtaining over \$1.5M to train 60 special education teachers over a four year period, \$135,000 in scholarship funding for teacher credential students in STEM fields, and additional endowed funding to provide professional development opportunities to our teacher candidates and their mentor teachers. We have held "salons" in the homes of alumni to share the excitement of all that is going on in our school and have begun to use "crowd sourcing" as a means to raise funds for particular programs. For example, we are in the middle of a crowd sourcing campaign to raise funding for a mobile autism clinic, which would be used by the SEARCH center to perform assessments in the Coachella Valley.

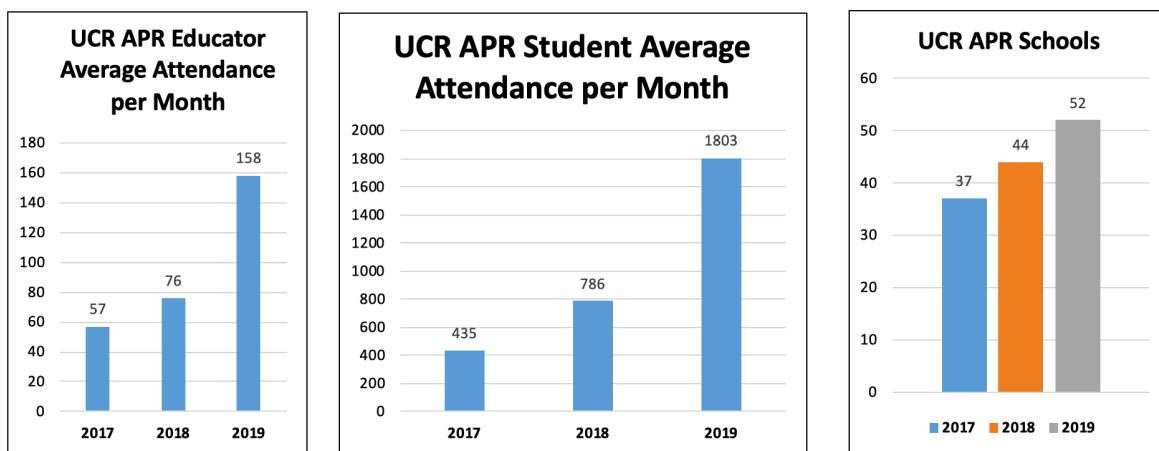


Community Outreach

We have also worked to expand the reach and impact of the GSOE in the community. In addition to training student teachers in schools across the region, the GSOE has partnered with school districts and county offices of education on a range of issues ranging from early literacy to college readiness. For example, Dr. Linda Navarrete joined the GSOE in 2015 as Founder and Director of Project Moving Forward (PMF). This research-based program started in 6 elementary schools in Moreno Valley Unified and has spread to support students in the Alvord, Riverside, and Coachella Valley School Districts. Studies funded by the U.S. Department of Education have shown large gains in reading skills among participants in PMF, helping students in our region gain critical early literacy skills.

The GSOE has also a partner with 5 school districts, 2 community colleges, and the Riverside County Office of Education in the Riverside County Education Collaborative (RCEC). In addition to helping high school and community college students apply to and then attend UCR, the biggest component of our partnership has been developing and implementing the UCR AP Readiness Program (APR). Originally funded with a grant from the Gates Foundation, the Riverside County Office of Education currently funds over 1,000 students to come to UCR and participate in 8 Saturday enrichment workshops with some of the best AP teachers in the region. Although students who attend 4 or more Saturdays do increase the likelihood that they will pass an AP test in the content area of their workshop, an equally important outcome is getting high school students who have never been on a college campus before sitting in a UCR lecture hall--seeing themselves as a college student. With an additional grant from Growing Inland Achievement (GIA) we were able to expand the program to more than 500 students in San Bernardino County districts this year.

UCR AP Readiness Attendance 2016-2018



Other Campus-wide Leadership

In addition to my role as Dean of the GSOE, I have served in several cross-campus leadership roles. In January 2018, I was appointed by Chancellor Wilcox as Interim Vice Chancellor of Student Affairs. In this role I led a staff of 412 FTE and managed a budget of \$54M. Serving in this position afforded me the opportunity see and experience what the non-academic side of campus does to support student success, including the meeting of students' basic needs, supporting their social and emotional development (e.g., Ethnic & Gender Programs, Student and Residential Life, Counseling and Psychological Services) and promoting their physical health

(e.g., Student Health Services, Campus Recreation Center). To prepare the Division of Student Affairs for a new Vice Chancellor, I worked closely with the departments and programs to define their vision for the future, implement new budgetary practices and processes, and collaboratively address tensions between divisional units. Taking on this student affairs role for 8 months has helped me better see the opportunities for how to bridge academic and student affairs supports for student success in our own undergraduate and graduate programs.

Another campus-wide leadership role has been chairing the UCR 2:1 Transfer Student Task Force. As part of the California Governor's Budget Revise in May 2017, the UC Office of the President was notified that \$50Million in state funding would be withheld until UCR and UC Santa Cruz demonstrated a good faith effort to reach a balance of 1 transfer student for every 2 freshman enrolled. In June, 2017 our Provost asked me to chair the 2:1 Transfer Task Force, which comprises Academic Senate Faculty, Associate Dean's for Student Academic Affairs, Enrollment Services staff, Institutional Research staff, and staff from the Provost's Office. As a team, we provided feedback to Undergraduate Admissions on their outreach plans, worked collaboratively to identify reasons why current transfer applicants were being denied admission, and collaborated with faculty and staff across the colleges and schools to implement policies that would attract, enroll, and support more transfer students. A report was submitted to the Provost in January 2018, making recommendations for how the Provost's Office, Undergraduate Admissions, and Departments/Colleges could support more transfer students to enroll and succeed, including an assessment of cost, timeframe, organizational complexity, and likely impact for each recommendation. In GSOE we have been working to develop transfer pathways into our undergraduate major by partnering with community colleges.

Future Goals

As dean, I have sought to implement transparent and efficient fiscal practices while seeking out new revenue opportunities. The incentive-based budgeting model implemented during my second year at UCR supported innovative program development in our school, as well as investments in marketing and communications. As a leader, I work to be collaborative, consultative, and focused on continuous improvement.

My goals over the next five year include:

- Increasing enrollment in our undergraduate major (600 by AY 21/22) while strengthening the support structure to increase student success (first year and transfer workshops; small seminars for freshman and seniors; authentic service learning and research opportunities)
- Expand enrollment in the Teacher Education Program to 200, particularly in areas of high teacher shortage (STEM, Special Education, Bilingual Education)
- Increase enrollment in current master's programs; develop and implement an Education Doctorate (Ed.D.) in Equity and Improvement

- Further increase the recruitment and retention of diverse faculty, while fostering a culture of inclusion for faculty, staff, and students
- Increase supports for faculty research, particularly the obtaining of large collaborative and multidisciplinary grants