Campus Finance Committee Meeting

Date: 6/15/2021
Time: 1:30pm

In Attendance

Elizabeth Watkins, Gerry Bomotti, Anil Deolalikar, Brian Haynes, Christopher Lynch, Jason Stajich, Jeff Girard, Jennifer Brown, Juliet McMillian, Kathryn Uhrich, Kevin Vaughn, Louie Rodriguez, Peter Hayashida, Rodolfo Torres, Shaun Bowler, Steven Mandeville-Gamble, Yunzeng Wang, and Stephanie Flores (committee support), Jose Aguilar (guest), Emily Engelschall (guest)

HEERF Financial Aid Overview – Jose

Handouts from Jose Aguilar, Director of Financial Aid attached.

HEERF I Student Portion = $14.9M: instructions were to distribute directly to students and not to cover student account balances, most was spent in Spring 2020 and $1.3M was awarded in Summer 2020, all students received a payment, HEERF I funds were augmented with university funds to provide grants to ineligible students (undocumented and international primarily) under the federal eligibility requirements, students who did not complete a FAFSA they needed to complete one to get funding and graduate students who did not complete a FAFSA were able to complete an affidavit to receive funds.

HEERF II Student Portion = $14.9M: same instructions as HEERF I to distribute directly to students and not to cover student account balances, awarded to students in Winter 2021 and Spring 2021, students who had exceptional need had to be prioritized for payments and eligibility requirements were similar to HEERF I, HEERF II funds were again augmented with university funds to provide grants to ineligible students again.

HEERF III Student Portion = $40.7M: UCR proposal still pending, but undocumented students are eligible from federal funds this round.

Proposals were required to be posted on the UCR website.

These awards were on top of any federal stimulus payments the student received directly from the IRS, were not considered taxable to the student, and did not count against federal financial aid limits.

Institutional Portion funds can be used toward to discharge students' outstanding account balances or as additional emergency aid grants. There are federal grant requirements under each option.

HEERF Funds Proposals – Liz

Proposals from UE, GSOE, and Grad Division sent in advance of meeting attached.

Review and discussion of the UE Proposal:

1. Completion Grants meets HEERF requirements
2. ARC Supplemental Instruction and Tutors (Proposal in April was to offset the budget cuts, this proposal increases beyond for additional years) meets HEERF requirements
3. HESA needs a stronger nexus to COVID (Proposal in April added scholarships, this proposal expands HESA, but also increases scholarships again) – it's possible that the students won't opt in and therefore the scholarships will not be used in total
4. Tech updates in ARC seems HEERF eligible
5. Expansion of Peer Mentor Network seems HEERF eligible
6. Xcite – Piazza Discussion Platform (helps with assessment)/Instructional continuity (grad student helpers) may not be a clear connection to HEERF and probably should be covered with other funds – others sees a direct connect to COVID in that there is a gap from learning loss
7. Summer Session – better to fund from another source
8. Healthy Pedagogy – community of practice with volunteer faculty to identify mental health challenges in students and then incorporate into teaching pedagogy – not HEERF eligible – seems much more complex and concern about availability of volunteers – do not fund now and incorporate in a larger discussion around student mental health.
9. Welcome Week – seems HEERF eligible

GSOE Proposal - Writing Support Center Total Cost - $110,450: written about more of a systematic issue with student preparedness and so not HEERF eligible. Return to GSOE.

Grad Div Proposal - Revised PhD student Support: Graduate Student Support funding from June 2 Provost Proposal in the amount of $1.9M will go to Grad Div to administer the degree completion grants and they will work with VC Lam to ensure equity.

Discussion on Proposals - all

<u>Faculty Proposal</u>

Extrodinary well-received with peers in the Colleges.

Can research funding be used for a course buy-out? – Yes but that decision will be left up to Deans or Department chairs to balance teaching needs. Can't be used for summer salary. Should be offered to LPSOEs is the consensus, but possibly at a lesser amount.

 Messaging will be important so that there is understanding in how funds can be used and what grant restrictions need to be considered. UA will assist.

<u>Other/Misc.</u>

We will not make any announcements on the use of HEERF funds until we have the whole package determined.

Time sensitive items will be discussed with the Chancellor and moved forward prior to the announcement.

Action Items

Motion: Recommend funding for the UE proposals – 1, 2, 3, 4, 5, 6 (non-HEERF funds), 7 (from Provost budget), and 9. Majority agreement.

Motion: Recommend plan for PhD student support (Grad Div). Majority agreeement.

Motion: Recommend plan for Junior Faculty Support. Majority agreeement.

UE will work with Colleges and Schools covid-related learning loss impact remediation and submit proposals for next meeting.

Next Meeting

Friday, July 2 at 1:30pm

Summary of Higher Education Emergency Relief Funds (HEERF)
For Campus Finance Committee (CFC)

The Department of Education (DoE) made available Higher Education Emergency Relief Funds (HEERF) under the CARES Act, CRRSA Act, and ARP Act for campuses across the nation. HEERF funds were allocated as student emergency grants and institutional funds. This information focuses on the student emergency grant allocations.

UCR Student Emergency Grant Allocations:

- **HEERF I:**   **$14.9M**
    - Most funds were awarded to students enrolled during the Spring 2020 quarter.
    - The remainder (about $1.3M) awarded to students enrolled during the Summer 2020 quarter
    - Funds were awarded as "CARES Act Emergency Grants"
    - Distributed to directly to students bypassing any student account balances

- **HEERF II:**   **$14.9M**
    - All funds were awarded to students during the Winter and Spring quarters of 2021.
    - Funds were awarded as "CRRSAA Emergency Grants"
    - Distributed to directly to students bypassing any student account balances

- **HEERF III:**   **$40.7M**
    - Pending proposals
    - Researching guidance and requirements

Methodology used for awarding HEERF funds

- **HEERF I: Used Federal Guidance and Requirements**
    - Funds need to go to Title IV Eligible Students
        - U.S. citizenship or eligible noncitizen
        - Have a valid Social Security Number (SSN)
        - Registered for Selective Service (males only) and
        - Have a high school diploma, GED, or completion of high school in an approved homeschool setting
    - Free Application for Federal Student Aid (FAFSA) or complete the affidavit
    - Should not replace current financial aid (funds awarded on top of other aid)
    - Students enrolled exclusively in distance education are not eligible
    - Disburse funds as quickly as possible
    - Reporting requirements at the student level required at 30 days and every 45 days there after
    - UCR used the following guiding principles
        - All UCR students were impacted by the COVID-19 Pandemic
        - More funding should go to neediest populations
        - Award amounts were set based on available funds and number of eligible students
        - Used current FAFSA (2019-20) data to determine undergrad levels
        - Used previous year FAFSAs (if on file) to determine Title IV eligibility
        - Students who did not file a FAFSA will need to submit one.
        - Offered an affidavit process for graduate students who did not filed a FAFSA

Summary of Higher Education Emergency Relief Funds (HEERF)
For Campus Finance Committee (CFC)

- **HEERF II: In addition to HEERF I guidelines, the below "revised" federal guide lines were used**
  - At the time of awarding these funds the Title IV requirement was not clear.
  - Students enrolled exclusively in distance education may be included
  - Institutions must prioritize grants to students with "exceptional need"
  - UCR used the below guiding principles for HEERF II
    - COVID continues to impact UCR students
    - More funding should go to neediest students
    - Award amounts based on available funds and number of eligible students
    - Undergraduate students required to file a 2020-21 FAFSA
    - Graduate students may file a 2020-21 FAFSA or an affidavit
    - Federal guidance not clear if international and/or undocumented students were eligible, UCR decided to not include these populations

- **HEERF III: $40.7M**
  - Proposal will be coming

Allocation Methodology

- **Allocations for graduate and undergraduate students were set using**
  - Number of Enrolled students
  - Eligible students
  - Projected expenditures

Award Amounts based on Student Populations

- **HEERF I**

CARES ACT – FEDERAL EMERGENCY GRANTS

Undergraduate Dependent Students with:

EFC[1] of $0 to $2,000 (lowest family income)	$900
EFC[1] of $2,001 to $5,577 (up to Pell Grant-eligible)	$700
Grant Eligible Students[2] (not in above populations)	$500
All other students[3] (not in above populations)	$250

Undergraduate Independent Students

Students with children (student parents)	$1,500
EFC[1] of $0 to $2,000 (lowest family income)	$1,000
EFC[1] of $2,001 to $5,577 (up to Pell Grant eligible)	$800
Grant Eligible Students[2] (not in above populations)	$600
All other students[3] (not in above populations)	$350

Graduate Students

Students with children (student parents)	$1,500
All other graduate students[4]	$550

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[1]EFC is the Expected Family Contribution derived using the FAFSA application
[2]Students who received Cal Grant and/or UCR Grant funds during the spring quarter
[3]A FAFSA is required for undergraduate students to be eligible to receive these funds
[4]The (FAFSA) or an affidavit is required for graduate students to receive these funds

Summary of Higher Education Emergency Relief Funds (HEERF)
For Campus Finance Committee (CFC)

- **HEERF II**

CRRSAA – FEDERAL EMERGENCY GRANTS

Undergraduate Dependent Students with:
- EFC[1] of $0 to $2,000 (lowest family contribution)   **$1,000**
- EFC[1] of $2,001 to $5,711 (up to Pell Grant-eligible)   **$900**
- EFC[1] of $5,712 to $20,000   **$600**

Undergraduate Independent Students
- Students with children (student parents)   **$1,600**
- EFC[1] of $0 to $2,000 (lowest family income)   **$1,200**
- EFC[1] of $2,001 to $5,711 (up to Pell Grant eligible)   **$1,000**
- EFC[1] of $5,712 to $20,000   **$800**

Graduate Students[2]
- Students with children (student parents)   **$1,600**
- All other graduate students   **$800**

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[1] EFC is the Expected Family Contribution derived using the 2020-21 FAFSA application. Undergraduate students will need to file a 2020-21 FAFSA to be consider for these awards.
[2] A 2020-21 (FAFSA) or an affidavit is required for graduate students to receive these funds

- **HEERF III**
  To be determined

Reporting Requirements
- **HEERF I**
  - Posted on our Consumer and Safety Information website:
    https://financialaid.ucr.edu/resources/consumer-safety
  - Final report submitted via DoE's online tool by the Feb 8, 2021 deadline

- **HEERF II**
  - Deadline to post is July 10. Will post first report by June 30.

- **HEERF III**
  - Will follow federal reporting requirements

Institutional Portion to Cover Student Debt

The Department of Education (DoE) allows institutions to use the institutional portion of the HEERF funds to pay off students debts. Institutions can do this in one of two ways:

1. Discharge a student's outstanding balance and count it as lost revenue.
    a. Institutions can discharge the complete balance of the debt as lost revenue and reimburse themselves through their HEERF grants, including associated fees and penalties
    b. No conditions can be added to this

2. Use the institutional portion as student emergency grants to pay the student's outstanding debt
    a. Can provide additional emergency financial aid grants to the student in the amount of the outstanding debt
    b. Will need affirmative written consent from the student.
    c. Cannot put conditions on these funds
    d. Students can opt out and request the emergency funds to go directly to them

Report on Outstanding Student Debt

This report provides outstanding student debt that is owed to the University. This information is as of 6/3/2021.

Student Past Due Data			
Active Students	**Count**	**Balance Due**	**Average**
Graduate Students	377 $	240,963.72	$ 639.16
Medical Students	73 $	15,867.31	$ 217.36
Undergraduate Students	1,603 $	1,102,634.17	$ 687.86
Subtotal	**2,053 $**	**1,359,465.20**	**$ 662.18**
Ready to Enroll	**Count**	**Balance Due**	**Average**
Graduate Students	21 $	42,793.47	$ 2,037.78
Medical Students	2 $	36.00	$ 18.00
Undergraduate Students	437 $	1,663,423.52	$ 3,806.46
Subtotal	**460 $**	**1,706,252.99**	**$ 3,709.25**
Inactive Students	**Count**	**Balance Due**	**Average**
Graduate Students	34 $	74,736.76	$ 2,198.14
Medical Students	0 $	-	
Undergraduate Students	313 $	627,469.16	$ 2,004.69
Subtotal	**347 $**	**702,205.92**	**$ 2,023.65**
Grand Total	**2,860 $**	**3,767,924.11**	**$ 1,317.46**
Notes:			
Ready to Enroll are students who have a status where they can enroll within 3 quarters after ceasing enrollment. At UCR, students who don't enroll for the quarter have up to 3 quarters to re-enroll without having to complete the re-admit process.			

June 11, 2021

Pandemic Related Student Success Interventions to Support a Return to Campus
Jennifer Brown, Ph.D., Vice Provost and Dean of Undergraduate Education

The dual pandemic has drastically impacted the global community, and the students of UC Riverside have not been immune to this turmoil. While some of the challenges brought on by the pandemic were foreseeable—financial hardship, stress and anxiety, the widening achievement gaps, loss of learning, and racial inequities—others have been unpredictable and are not yet known. Since the start of the pandemic, Undergraduate Education has been planning for these challenges.

The proposals that follow aim to amplify our efforts to address the unique needs of our student population, expand the reach of our internal programs, and strengthen collaborations between campus partners to have the most significant impact on students' time to degree, retention and persistence, achievement gaps, and transfer success.

Undergraduate Education thinks holistically about student success and envisions the proposals to help build an ecosystem of learning that encompasses six high-impact practice (HIP) areas:

- Better Connections for Students
- Stronger Achievement Outcomes
- Higher Graduation Rates
- Increased Satisfaction with the UCR Experience
- Better Preparation for the Workforce and Graduate School
- Diversity, Equity, and Inclusion Efforts

In anticipation of the return to in-person instruction in Fall 2021, the Undergraduate Education leadership team collaborated with Student Affairs, Student Advising Managers, and other campus partners to determine appropriate student success interventions that help mitigate impacts from the dual pandemic. After discussing national student success interventions derived from participation with the University Innovation Alliance (UIA) and national high-impact practices (HIP) that have shown positive impacts on metrics such as time to degree, persistence and graduation rates, I categorized our interventions into UIA/HIP categories to make sure UCR is addressing concerns with data-driven tools that make a difference. UE's proposals were categorized in the following ways: incentive grant interventions, academic support, and academic/student affair partnerships. Below is a list of proposals based on the intervention categories.

Incentive Grants: Completion Grants

Proposal 1	Financial assistance for students adversely impacted by the pandemic	$500,000

Academic Support

Proposal 2	Academic Resource Center (ARC) expansion for Supplemental Instruction(SI), tutoring, and Early Assist	$408,500
Proposal 3	Highlander Early Start Academy (HESA) expansion	$325,692
Proposal 4	ARC technology	$226,253
Proposal 5	Peer mentor expansion in the ARC and School/College Proposals	$199,500
Proposal 6	Exploration Center for Innovative Teaching & Engagement (XCITE) faculty support of learning loss assessment through Piazza and continuation of Instructional Continuity Consultants	$432,817
Proposal 7	Summer Sessions Enrollment Adjustment Form	$9,000

Academic and Student Affair Partnerships

Proposal 8	XCITE Healthy Pedagogy	$65,000
Proposal 9	Welcome Week Plus	$163,550
GSOE Proposal (Attached Separately)	GSOE Writing Support	$110,450
Total Costs		**$2,440,762**

We anticipate a second round of proposals that will fill the remaining **$559,238** from departments and colleges for the next campus finance committee discussion on July 2, 2021.

MEMORANDUM

TO: Elizabeth Watkins Ph.D., Executive Vice Chancellor and Provost and Campus
            Finance Committee

FROM: Kevin Graham, Ph.D., UIA Fellow, Undergraduate Education
            Jennifer Brown, Ph.D., Vice Provost and Dean of Undergraduate Education and

DATE: June 11, 2021
RE: Proposal 1: **Completion Grants for UCR Students**

Problem Statement:
UCR's student population comprises of 55.9% first-gen and 49% pell-eligible students according
to Fall 2020 IR data. At least 50% of students shared they assume responsibility as caregivers or
were student parents occasionally to all of the time (UCUES Survey). During the 2020-2021
academic year, UE partnered with the LBGT center to create COVID conversations where
students and staff could meet once a week with UE and student affair leaders to share concerns
about the pandemic. In addition to this outlet, focus-groups were conducted throughout the 20-21
academic year with UCR students (current, incoming, & SIR) to understand challenges and
concerns affecting their studies. Focus group results revealed that UCR students have suffered
the loss of family members, income sources, and living accommodations proximal to campus.
These factors stand to influence student's ability to persist in their educational journey,
especially as the university transitions to offer more in-person courses.

Proposed solution
Studies completed on the University Innovation Alliance (UIA) UCR Completion Grant revealed
that financial assistance is an efficacious approach in support student persistence towards degree
completion. As one recipient of a $1000 UCR Completion Grant shared, "It was very
instrumental in completing my degree; otherwise, "I would have had to drop out." Students
dropping or not starting their higher educational journey is precisely the challenge that we are
now faced with as a result of economic and financial loss due to COVD-19.

The UCR Completion Grant program ran from Fall 2017 to Spring 2020, and a total of 226 UCR
students were recipients of completion grant funds. The average award was $587, and a total of
$158,613 was distributed to students. We posit that the Completion Grant framework can be
modified to meet the needs of our students who COVID-19 has adversely impacted. However,
instead of focusing solely on UCR seniors graduating, the proposed grant (UCR Transition Mini-
Grant) would be available to all UCR students, including students in the SIR and transfer
process.

The UCR Transition Mini-Grant would exist explicitly as a resource, sensitive to a student's financial needs as they transition to UCR while recovering from circumstances brought forth by the pandemic. Using the average award given for Completion Grant, we propose that students are allowed to request funding support up to $500. The goal of this endeavor is to assist at least 1,000 students. Based on some of the concerns we have garnered from students, the UCR Transition Mini-Grant can be used to cover the cost of academic bills, housing, and travel to campus. Each student would have to apply for the grant detailing the circumstance that warrants funding. The UCR Transition Mini-Grant will be a one-time grant, meaning students cannot apply for this opportunity multiple times.

Additionally, grants could be announced to recipients by advisors. Completion Grant reports by the UIA reveal that connecting students with advising resources and support was helpful to their academic progress. Specifically, Michigan State had advisors reach out to all award recipients by phone so that an advisor could immediately engage in a conversation with the student about registering for the right courses, applying for graduation, and other steps to stay on track for graduation. This approach is most appropriate as the class of 2024 has not been on campus, which may have stymied their opportunities to connect with advising staff. Likewise, the calls by advisors serve as an approach to fostering a sense of belonging for new transfer students who are grant recipients. This is an important component as this student population has provided feedback that they feel neglected once they have decided to attend UCR.

To strengthen this initiative, once a student is approved for a completion grant, basic needs will also reach out to the student to do a well-being check. Through advisors, UE, and basic needs, we will create an ecosystem of support that enhances support and success.

Budget

Timeframe	Number of students	Cost
Fall 2021- Spring 2022	1000 Students, at an average of $500 per student	$500,000

MEMORANDUM

TO:	Elizabeth Watkins Ph.D., Executive Vice Chancellor and Provost and Campus Finance Committee
FROM:	Jennifer Brown Ph.D., Vice Provost and Dean of Undergraduate Education Rena Roberts, Director of Academic Resource Center
DATE:	June 11, 2021
RE:	Proposal 2: **Expansion of Tutoring and Supplemental Instruction (SI)**

INTRODUCTION

UC Riverside students whether new or continuing, have not experienced traditional classroom instruction in over a year due to the physical closing of the campus due to the COVID-19 pandemic. Some students have experienced challenges transitioning to remote instruction and learning during the last academic year. The academic support programs in the Academic Resource Center (ARC) will continue to play a significant role in the success of UCR's undergraduate students as they transition back to in-person instruction. The peer-led academic support programs serve to fill the "gaps" in learning that students will experience as a result of the COVID-19 pandemic.

Expanding our tutoring and Supplemental Instruction (SI) programs will allow the Academic Resource Center (ARC) to continue to meet students where they are at and support them in developing the skills needed to be successful and thriving students. The ARC was given one-time funding from CARES ACT/HEERF funding approved by the Budget Advisory Committee (BAC) to restore the department's budget and provide baseline support for SI and tutoring support to meet the unique needs of our student population. The previous funding restored tutors and SI leaders to 2019 staffing levels. This proposal will support additional tutors and Supplemental Instruction leaders for courses with higher rates of Ds, Fs, and Ws. This funding will also allow the ARC to expand tutoring and Supplemental Instruction to support courses that are part of the curriculum of newer undergraduate programs such as Education, Society and Human Development, Public Policy, and more upper-division courses.

PROPOSAL

This proposal seeks funding to expand academic support services in the Academic Resource Center (ARC) in an effort to promote student success amongst UCR's undergraduate population.

Hire Tutors and Supplemental Instruction Leaders (Academic Student Employees): The Tutorial Assistance, Writing Support, and Supplemental Instruction programs currently employ

114 ASEs that work 10-12 hours per week. Combined these programs serve about 3,000 students annually. The requested funds will allow the ARC to hire 50 additional ASEs to work for these programs and potentially serve and additional 1,200 students. In fall 2020, the ARC saw a 20% increase in visits compared to fall 2019. Increasing the number of ASEs will ensure that the ARC can meet the projected demand for fall 2021.

Budget Projection

Item	Cost
50 Tutors and Supplemental Instruction Leaders $17.02 per hour; 12 hours per week	$408,500 (Fall 2021 – Summer 2022)

MEMORANDUM

TO:	Elizabeth Watkins Ph.D., Executive Vice Chancellor and Provost and Campus Finance Committee
FROM:	Rena Roberts, Director of Academic Resource Center Jennifer Brown Ph.D., Vice Provost and Dean of Undergraduate Education
DATE:	June 11, 2021
RE:	Proposal 3: **Expansion of the Highlander Early Start Academy (HESA)**

INTRODUCTION

The Highlander Early Start Academy (HESA) is UCR's summer bridge program for incoming freshmen. HESA allows incoming freshmen an opportunity to complete course work (earning 8-10 units), participate in community building programming like peer mentoring, and become acclimated to the university in the summer immediately before their freshman year.

In 2015, Undergraduate Education received grant funding to enhance the summer bridge program. Restructuring the summer bridge program included adding a second academic course to the program offering, redesigning the Introduction to College seminar, and decreasing the student to peer mentor ratio. A scholarship was also available for participants that met GPA and academic success engagement requirements. The grant funding ended after supporting the HESA program for 2 years.

Since the program redesign, Highlander Early Start Academy (HESA) participants have consistently been as successful or more successful during their first year than their non-participant peers. HESA scholarship participants have consistently earned higher GPAs and more units in their first year, than other HESA participants and non-HESA participants. They have also experienced higher first to second year retention rates. The HESA scholarship has had a significant impact on the success of its recipients

The Highlander Early Start Academy (HESA) has a significant positive impact on program participants. In addition to earning units toward graduation and scholarship money, HESA also provides an opportunity for students to engage and connect with resources on campus prior to starting their first year. While students have missed in-person instruction due to the campus closure, students have especially missed being able to engage and build community with one other in person. Expanding HESA will allow more students to benefit from the program and successfully make the transition from high school to the university.

PROPOSAL
This proposal seeks funding to expand the Highlander Early Start Academy (HESA) the university's summer bridge program for incoming first year students, by 50%. With the funding, additional seats will be added to the program, along with additional Peer Mentors, Tutors, and

Supplemental Instruction Leaders to support program participants. The funding will also be used to expand the HESA scholarship to support the increase in program participants.

BUDGET PROJECTION

ITEM	COST
Writing Tutors $17.02 per hour/ 68 hours per week 7 Weeks	$8,101.52
Math Tutors $17.02 per hour/30 hours per week 7 Weeks	$3,574.20
Peer Mentors $17.02 per hour/120 hours per week 8 Weeks	$16,339.20
Supplemental Instruction Leaders $17.02 per hour/33 hours per week 7 Weeks	$3,931.62
Opening & Closing Events	$36,000
Supplies	$10,800
Health Insurance	$111,945
Scholarships	$135,000
TOTAL	**$325,691.54**

Additional funding is not needed to expand course enrollment or offerings, as students are billed tuition in accordance to Summer Session fees. Therefore, to expand HESA funding is needed for the HESA Peer Mentor, Tutoring and Supplemental Instruction (support services), the HESA scholarship, and the health insurance fee (the ARC pays for health insurance for HESA participants that do not submit the waiver). The previous one-time funding the ARC received for HESA was for the scholarships only.

MEMORANDUM

TO:	Elizabeth Watkins, Ph.D., Executive Vice Chancellor and Provost and Campus Finance Committee
FROM:	
	Rena Roberts, Director of Academic Resource Center
	Jennifer Brown, Ph.D., Vice Provost and Dean of Undergraduate Education
DATE:	
	June 11, 2021
RE:	
	Proposal 4: **Technology Upgrades for the ARC**

INTRODUCTION

In March of 2020, the Academic Resource Center (ARC) transitioned all of its services to an online/remote environment as a result of UCR's campus shutting down in response to the COVID-19 pandemic. In the following months, the ARC's programs successfully utilized various online tools and strategies to continue to provide excellent academic support to UCR's undergraduate population.

Since transitioning to online services, the ARC has seen an increase in students utilizing services. In fall 2020, the ARC saw a 20% increase in student usage compared to fall 2019 when the ARC was completely in person. The ARC's remote services allowed the department to increase its reach to students, which resulted in students engaging more with the ARC's programming.

To maintain the increase in services due to remote flexibility, the ARC proposes to provide both in-person and online support when we return to campus. The academic support programs in the Academic Resource Center will continue to play a significant role in the success of UCR's undergraduate students as they transition back to in-person instruction. The peer-led academic support programs serve to fill in the "gaps" in learning students may experience as a result of the COVID-19 pandemic. Offering both in-person and online services will allow the ARC to serve all students including those studying remotely, in-person and our commuter population.

Currently the department lacks the needed infrastructure and technology to support online services. The requested funding would allow the department to upgrade our physical learning spaces with the technology and other upgrades that are needed to support online academic support services.

PROPOSAL

This proposal seeks funding to upgrade learning spaces in the Academic Resource Center (ARC) with technology and other equipment to support in-person and online academic services for UCR's undergraduate population.

We will use the funds to purchase technology and other equipment that will allow the ARC to support online and in-person academic services for the transitional fall term and beyond. The ARC has 5 classrooms that are primarily used for Supplemental Instruction sessions, along with

5 tutoring bays that support individual and small group tutoring. The ARC also houses the Transfer Success Zone (TSZ) that is used for transfer student programming and workshops/seminars. Other areas within the ARC include the 35 Lab Leader Room where online labs are facilitated for ARC 35 workshops. Lastly, the ARC has meeting rooms with cubicles that are used for individual tutoring and peer mentoring sessions. We propose to upgrade these areas, which will impact all undergraduate students who receive supports on campus.

Budget Projection: $226,252.50

(Itemized list is in a separate spreadsheet also attached)

Room and Item	Cost	
Transfer Success Zone Upgrades		
PTZ Camera	$ 2,000.00	
Ceiling mic	$ 2,900.00	
Mobile podium	$ 775.00	
Projector	$ 4,500.00	
Wall controller for the projector	$ 850.00	
Laptop	$ 1,750.00	
Verb (sp?) chairs (12)	$ 5,355.00	12 ar $446.25 each
Verb (sp?) tables (6 with rolling casters for carpet)	$ 8,400.00	6 at $1400 each
Tutoring Bays		
Cubicle walls (Writing Tutoring Bay Conversion)		
Headsets w/mics (Writing Tutoring Bay Conversion)	$ 1,800.00	9 at $200 each
Mobile computer stations (laptops and webcams)	$ 16,830.00	9 laptops at $1750 each; 9 at $120 each
Wacom tablets	$ 3,150.00	9 at $350 each
Configurable furniture to support remote support		
Meeting Rooms (with cubicles; tech only)		
Monitors	$ 5,250.00	7 at $750 each
Computers	$ 12,250.00	7 at $1750 each
Headsets	$ 1,400.00	7 at $200 each
SI Classrooms		
Same upgrades as the RISE classrooms; classroom technology standard	$ 49,225.00	See attached, Standard AV Capable Room - 5 rooms at $9845 each
Projectors	$ 22,500.00	5 at $4500 each
Projector screens (4 of the 5 classrooms)	$ 1,900.00	4 at $475 each
Laptops	$ 8,750.00	5 at $1750 each
ARC 35 Room		
34-inch monitors	$2,250	3 at $750 each
Microphone pods	$ 750.00	3 at $250 each
	$ 152,585.00	
Installation 50%	$ 73,667.50	
Total	**$ 226,252.50**	

Sample Equipment List for Standard AV Capable Room

Qty	Description	Manufacturer	Price Per	Subtotal
1	Pan, Tilt, Zoom HD Camera	Lumens	$2,000.00	$2,200.00
1	Wall mount shelf for HD Camera	Lumens	$160.00	$176.00
1	Ceiling mounted mic array	Sennheiser	$2,900.00	$3,190.00
1	Power for ceiling mic	TP Link	$50.00	$55.00
1	Document camera (HDMI & USB)	Hover Camera	$500.00	$550.00
1	Rack Shelf	Various	$80.00	$88.00
1	Audio to USB converter	Extron	$1,620.00	$1,782.00
1	SDI to USB converter for Camera Signal	Epiphan	$430.00	$473.00
1	Wireless Microphone Receiver	Shure	$450.00	$495.00
1	Wireless microphone Transmitter (body)	Shure	$200.00	$220.00
1	Assorted cables, hardware	Various	$500.00	$550.00
1	SDI to HDMI converter for Camera signal	Blackmagic	$60.00	$66.00
			EQ Total	$9,845.00

Please note that the above list is based on a standard AV capable room. Your room needs may vary. Additionally, the pricing listed is base campus pricing. Please anticipate a price increase of 20-50% when contracting an outside integrator for installation.

UCR ITS

MEMORANDUM

TO: Elizabeth Watkins Ph.D., Executive Vice Chancellor and Provost and Campus
            Finance Committee

FROM: Kevin Graham, Ph.D., UIA Fellow, Undergraduate Education
            Rena Roberts, ARC Director, Undergraduate Education
            Jennifer Brown, Ph.D., Vice Provost and Dean of Undergraduate Education and
            in partnership with the Student Advising Managers (SAMS) BCOE, SOB, CHASS,
            CNAS, GSOE, SPP
            Shonte Thomas, Associate Dean of Students of Ethnic and Gender Programs,
            Student Affairs, Dean of Students

DATE: June 11, 2021
RE: Proposal 5: **Expansion of Peer Mentor Network**

Statement of problem

In order to continue a steady trajectory of students that remain successful within UCR and to
continue the overarching goal of decreased time to degree (TTD), increased persistence,
retention and graduation rates, advisors were asked to share core concerns of student
achievement during the pandemic academic year. Resoundingly advisors reported that the
students served were not persisting and they surmised that circumstances related to the pandemic
would exacerbate this issue. Across UCR's six UG colleges and schools (BCOE, SPP, CNAS,
CHASS, SPP, and SoB), student persistence is an issue that typically surfaces during the second
year of a students' academic journey. For example, BCOE advisors have noted issues with
student's ability to persist are attributed to two key factors: (1) AP/IB transfer credits can mask
study skills and maturity deficiencies and (2) deficiencies are exposed within the second year
that present a challenge for students to persist as they transition to engineering courses. The
Graduate School of Education (GSOE) advising staff have noted that student withdrawal rates
have increased in the last year as students navigate the pandemic. Multiple colleges have
observed a wane in students' GPA, that is, students who were previously in good academic
standing (ex. 3.4-3.5) are now on the verge of academic probation. While students from a broad
demographic background are impacted by this phenomenon, the decrease in persistence, uptick
in withdrawal, and wane in GPA are seen most saliently in the underrepresented student
population. This challenge indicates that it is critical to provide increased academic supports for
students to maintain and increase retention and persistence. To aid in enforcing support, Student
Affairs and Academic Affairs will partner to provide reinforced academic support in the ARC
and the ethnic and gender program areas; namely Chicano Student Programs, African Student
Programs, and Office of Foster Youth Support Services.

Proposed solution

Peer mentorship has been a noted approach to helping students adjust, develop a sense of
belonging, and persist in their studies. A similar strategy was employed by Georgia State

University (GSU) that successfully addressed retention and progress towards degree completion. The GSU series of academic interventions showed mentorship and advising are integral to improving students' persistence and retention. At UCR, several of the colleges and schools have peer mentorship programs; however, the capacity of these programs cannot support the pandemic-related needs of current and incoming students. UCR advising staff and student affairs posits that expanding their academic peer mentor programs within each college and school as well as creating new opportunities for students to engage with mentors via ethnic programs will yield substantial support for incoming first-year students, transfer, and returning students. This increased capacity will allow UCR staff to swiftly connect with more students, identify their individualized needs, connect them to peer mentors who, with the guidance of Academic Advisors and Student Affairs, will curate both formal and informal virtual communities and spaces for students. With these resources and strategy in place our objective is to increase the persistence rate of students traversing pandemic related challenges, foster community and sense of belonging for transfer, first year, and continuing students. Our team also aims to target and increase retention of students who have experience a decrease in their GPA during the pandemic.

ARC 2nd Nature Program
To address the class of 2024's loss of a traditional first-year, on-campus experience, the Academic Resource Center (ARC) has designed a program exclusively for second year students called 2nd Nature (starting fall 2021).

There are currently 113 rising second year students registered for 2nd Nature (registration closes on 6/11). We will offer select services and opportunities designed specifically for second-year student success, focused on furthering self-exploration, establishing goals, and setting down a path on how to achieve them. The program will pair second year students with third and fourth year students, to provided peer to peer coaching that supports students in being academically and socially successful. We also hope this program will assist in the transition from remote to in person services.

Additional Peer Mentors in UG Schools/Colleges
Additional peer mentors or student ambassadors will be added for each UG college/school to provide additional supports and work with various segments of interest. These peer mentors could receive training from CAPs and the Wellness office. Peer mentors can be used to provide academic support and enrichment beyond the classroom to support success and deeper engagement.

These segments include:
- Students at risk of persisting because of increased pandemic demands and transitioning back to in-person instruction with competing demands such as student parents, students with caretaking responsibilities
- Students struggling mentally and emotionally who would benefit from peer encouragement and motivational check-ups.
- Peer mentor check-ins with our International students who may not be in the country
- Transfer student check-ins
- Students near academic probation threshold

CHASS
The Transfers F1RST initiative that supports incoming transfer students through mentorship and workshops and development for current CHASS transfer students by means of student leadership opportunities. Student leaders for Transfers F1RST volunteer their time to give back to support other transfer students and in the past year have volunteered over 800 hours of their time. The Transfer Mentorship Program has supported over 570 incoming transfer students in the past few years and helped them to successfully transition to UCR. The Transfer Mentorship Program provides incoming CHASS transfer students with one-on-one support from their mentor to address student needs. This initiative also offers workshops each quarter that help transfer students across the UCR campus with topics like Time Management, Transfer Career Plan, Academic Self-Help, and Grad School Prep.

Within CHASS, funding would go to Transfer F1RST Program and CHASS F1RST: First Year Experience Programs. If approved for funding, it will be used to increase student engagement in these activities and opportunities that have proven to support the basic needs, emotional needs, and academic needs for our students during these trying times.

SPP
The SPP is currently developing a peer mentorship program is addition to our Peer Academic Advising program. The goal of the program is to support the high-risk populations and nontraditional students everyone just described. We would also like to provide support for incoming winter transfers as that cohort seems to experience a disconnect with the campus among other academic challenges.

The goal of our peer mentorship program is to help students understand and navigate the various campus resources available to them and helping them feel connected to the SPP and UCR. Part of the training includes a general understanding of the extensive support programs we offer on campus and referral protocols. They will also help students connect to faculty and other SPP students. We hope that through check-ins the peer mentors can identify challenges the student is facing, connect them with a resource, and/or help them increase their sense of belonging. Currently, our plan is to have 5-6 peer mentors for the upcoming academic year.

CNAS
CNAS currently has peer teams supporting:

STEM transfers
Transition to CHASS (from CNAS major)
1st year learning communities scholars
2nd year students
New recruitments to UCR (Science Ambassadors)

BCOE
In BCOE, second year students are at the greatest risk, even more so with subgroups of second year students. Attrition is greatest in the second year for BCOE majors. Due to the pandemic, students progressing to second year have yet to have in-person UCR experience. This comes at a time when the curriculum gets more rigorous.

SOB
In the School of Business, transfer mentors hold events prior to each term to help students connect with others in their courses and faculty join to help the students with tips about their

courses and college. SOB ambassadors/mentors join advisors at orientation to help the students make connections along with holding weekly office hours. Some mentors join during drop in advising online to have chats and connect with students while they wait for an advisor. These connections will be critical to re-build community and increase persistence during the transition.

GSOE
GSOE is delighted to add peer mentors to help the advising team with focusing on at-risk student populations. GSOE would also like to request funds for existing ambassadors and community building efforts.

Budget:

ARC 2^{nd}Nature program for the 2021-2022 year: $53,500
10 Peer Mentors ($52,000)
Quarterly community building events/activities ($1500)

Ethnic and Gender Programming
5 additional mentors embedded in Ethnic and Gender programs $26,000
(once a week in person and drop-in hours remote)

College/School UG Peer Mentor Programming $120,000
CHASS Programing - $30,000
CNAS Programming - $30,000
GSOE Mentorship Program - $15,000
SPP Mentorship Program - $15,000
BCOE Mentorship Program - $15,000
SOB Mentorship Program- $15,000

Total Budget   **$199,500**

To:	Elizabeth Watkins Ph.D., Executive Vice Chancellor and Provost and Campus Finance Committee
FROM:	Richard Edwards, Ph.D. Director of Exploration Center for Innovative Teaching and Engagement (XCITE)/Undergraduate Education Israel Fletes, Director of Academic Technology, XCITE/Undergraduate Education Jennifer Brown, Ph.D., Vice Provost and Dean - Undergraduate Education
DATE:	June 11, 2021
RE:	Proposal 6: **Piazza Discussion Platform and Instructional Continuity Consultant Continuation Plan**

Overview

The ongoing COVID pandemic required the suspension of all face-to-face instruction and limited 100% of the student body to participate in UCR courses via remote-teaching modality. While this modality was critical for instructional continuity, there are concerns for potential negative consequences to student learning that universities will be adjusting for in coming years. The concerns are higher for UCR due to our student demographics (first-gen, low income).

Proposed Solution

The proposed solution is to foster student engagement in courses by adopting course activities that promote active learning through engaging assignments, peer instruction, and collaborative projects. Courses can be enhanced by adopting discussion board tools that support the activities above and promote learning beyond the classroom walls.

In the past year, UCR has taken steps to increase our digital learning tool portfolio, but one area that remains limited is discussion boards.

XCITE recommends adoption of a discussion platform that integrates with the learning management system. In recent months, we have received numerous requests for licensed access to the Piazza Discussion Board platform. Piazza made their tool available to universities at no cost *for a limited time* during the pandemic, but did include advertisements that were rather distracting. Because of this limited no-cost access in 2020, Piazza recorded 215 instructors using their platform to support 20,220 students with limited activity while in UCR courses.

XCITE proposes the acquisition of Piazza license for three years (https://piazza.com/).

Piazza Platform key features:

- Integration with Canvas and Blackboard (iLearn)
- Wiki-style format enables collaboration in a single space

- Features LaTeX editor, highlighted syntax, and code blocking
- **Visual queues that highlight posts needing immediate action**
- Instructors endorse student contributions to keep the class on track
- Anonymous posting that encourages every student to participate
- Highly customizable online polls to help faculty make instructional decisions and assess learning loss in early weeks of class

Piazza license key features:

- Integration with campus learning management system
- Unlimited use of discussion board, Q/A and Polling
- Protection of student data and student privacy
- Ad-free platform

Faculty Support

In addition to the numerous faculty requests for a licensed Piazza, a proposal for Piazza has been endorsed by Dr. Jason Stajich from the Academic Senate, Dr. Stefano Vidussi from the Academic Senate Education Policy, and Dr Jack Eichler from the Academy of Distinguished Teaching.

Budget

	Students	Cost
Year 1	24000	54,000
Year 2	24000	54,000
Year 3	24000	54,000

$ 162,000

Support & Evaluation

Once deployed, XCITE will develop best-practice approaches designed to mitigate learning loss due to suspension of in-person instruction. Tool documentation and best practices will be posted under the Teaching resources website (https://teaching.ucr.edu). In addition, XCITE will coordinate with Piazza on support documentation and regular workshops to demonstrate value, demonstrate ease of use, and foster adoption.

XCITE will conduct annual evaluations of this tool by reviewing adoption metrics at the course level, instructor level and student level.

Extension of Instructional Continuity Consultants (ICC) into Winter and Spring Quarters 2022

Due to evolving needs for the continuity of instruction, we are requesting additional funding for the Instructional Continuity Consultants (ICC) for a smaller cohort of ICCs to continue working with faculty and students in Winter and Spring Quarter 2022.

The student learning needs and faculty support needs are more complicated and time consuming from both the pedagogical and technical side as UCR resumes in-person instruction over the 2021-2022 school terms. UCR ICCs addresses issues of learning loss, expanded tutoring and mentoring needs of undergraduate students, and additional support and enhancement of peer ambassadors to help students and faculty adjust to post-pandemic teaching modalities.

This effort in Winter and Spring Quarter will require 10 (@ .50 FTE each) graduate students each quarter working as Teaching Assistants (managed by XCITE) to support instructors and students in their teaching and learning needs (including working with faculty to mitigate instructional gaps or support issues created by remote only students in Fall 2021).

This cohort of ICCs will also work closely with the ARC and colleges/schools peer mentors and student ambassadors to help close a critical gap by extending the UE support ecosystem for teaching and learning from the ARC into the live classroom, thus connecting ICCs with peer mentors in a meaningful support role to address learning loss and to maintain progression towards degrees for UCR students.

10 positions in Winter Quarter: 5 x 13,540.85 = 135,408.50

10 positions in Spring Quarter: 5 x 13,540.85 = 135,408.50

Total Requested: $270,817

TO: Elizabeth Watkins Ph.D., Executive Vice Chancellor and Provost and Campus Finance
            Committee

FROM: Leonard Taylor, Director of Summer Sessions, Undergraduate Education
            Jennifer Brown, Ph.D., Vice Provost and Dean - Undergraduate Education

DATE: June 11, 2021
RE: Proposal 7: **Summer Sessions Enrollment Adjustment Form**

Revise summer's Enrollment Adjustment Form (EAF) system to accommodate paperless transactions.
The emergency campus closure due to the COVID-19 pandemic forced Summer Sessions to
create an ad hoc solution for summer EAFs. EAFs require different approvals from different
entities (e.g., instructor for time conflicts, advisors for unit overloads, etc.). Approvals have
traditionally been gleaned through the student seeking wet signatures on the EAF form, which is
submitted to Summer Sessions for processing. As the campus was closed, students could not
collect the required wet signatures. Summer Sessions solved this by manually seeking approvals
via email for the students. This solution added considerable time delays and manhours to
manage. Looking long-term, Summer Sessions has been working with the IT group who built
summer's EAF system to modify the system to operate fully paperless.

Summer Sessions' multi, overlapping session structure is not compatible with the Registrar's EAF
system. To service this critical need, Summer Sessions contracted the CHASS IT unit several
years ago to create a system able to service summer quarter's unique needs. Following campus
protocol, summer EAF approvals are collected by students via wet signatures on the completed
EAF form. With the campus closed in response to the COVID-19 pandemic, summer students
were unable to collect faculty and advisor's wet signatures. Summer Sessions was forced to
create a manual process using emails to collect required signatures—a solution that is incredibly
time consuming, confusing, and subject to errors. As Summer Sessions looks to a future that will
include multiple online offerings, it must implement a long-term solution for the current EAF
wet signature requirement. An extensive investigation of solutions has shown the most efficient
and effective solution is to have the CHASS IT unit build additional functionality into Summer
Sessions' existing EAF system to enable an efficient, and accurate, paperless summer EAF
process. To achieve this, Summer Sessions proposed to use these funds to contract the CHASS
IT team to build the additional functionality into the existing summer EAF system.

Projected cost to modify Summer's EAF system = $9,000

TO:	Elizabeth Watkins Ph.D., Executive Vice Chancellor and Provost and Campus Finance Committee
FROM:	Samantha Eastman, XCITE, Undergraduate Education
	Richard Edwards, Ph.D. Director, XCITE, Undergraduate Education
	Jennifer Brown, Ph.D., Vice Provost and Dean - Undergraduate Education
DATE:	June 11, 2021
RE:	Proposal 8**: Healthy Pedagogy**

Healthy Campus is a system-wide initiative that grew out of both the UC Global Food Initiative and a national movement of higher education institutions drawing on community and institutional factors to shape individual-level health outcomes. The UCR Healthy Campus initiative seeks to "bring health and well-being to all aspects of UCR and creates a community where health is a priority." Until recently, UCR's Healthy Campus chapter was co-led by UCR Wellness Program Coordinator, Julie Chobdee, together with the current Chair, Ann Cheney, a UCR School of Medicine Assistant Professor in the Center for Healthy Communities. Until her recent departure from UCR, Julie Chobdee was coordinating activities for the Healthy Campus ad-hoc subcommittee for "Well Being in Learning Environments'' (WBILE), which formed in 2018 with funding from the American College Health Foundation (ACHF) to study, promote, and support student health and well-being in teaching and learning contexts. With the recent conclusion of ACHF grant activities, the WBILE subcommittee faces dissolution. While its work has positively impacted instructor interest and adoption of healthy pedagogy practices, the WBILE initiative is now void of leadership and risks losing the hard-earned momentum it gained over the past year, and at a time when there should be greater emphasis placed on support of student health and well-being in learning environments.

The XCITE team is perfectly poised to continue the work of the WBILE subcommittee in partnership with Healthy Campus, to promote and support student health and well-being through a separate, yet complementary "Healthy Pedagogy" initiative. UCR's Healthy Campus campaign carries a much broader mission to elevate the multi-dimensional health and well-being of the entire campus community, and would continue its efforts to i.e., educate the campus about healthy nutrition options, promote its "take the stairs" campaign, and organize committees on topics like substance use and addiction, or on making a walking/running/hiking trail on campus.

Another campus resource called "The Well" operates through Student Affairs as a general resource for reducing barriers to maintaining health and wellness. While The Well is organized under Student Affairs, Healthy Campus operates through a distributed, "networked" model of affiliated "campus leads," although one of the Healthy Campus network's "guiding principles" is that "(the) campus leadership emanates from the Chancellor/CEO's office." Both Healthy Campus and The Well accommodate faculty, staff, and students. Unlike The Well or Healthy Campus, the sole audience of the "Healthy Pedagogy" initiative is faculty, and its focus will be to positively impact the culture of teaching and learning through promotion of teaching strategies to support student wellness. As UCR's Center for Teaching and Learning, XCITE is best positioned to support instructors with integration of wellness concepts into teaching practices because:

- XCITE commonly supports teaching effectiveness through collaboration with instructors around proven methods or promising pedagogies
- Faculty and student success is core to the mission of XCITE, and

- Well-being is core to student learning

XCITE'S "Healthy Pedagogy" initiative will formalize the work of the WBILE ad-hoc subcommittee through an administrative steering committee to sustain and continue the mission of Healthy Campus to change teaching practices in ways that infuse health. Associate Professor of Sociology, Tanya Nieri, who served on the WBILE subcommittee and who spearheaded the ACHF study, will facilitate the steering committee formation and activities by:
- Positively impacting classroom culture by changing the way teachers teach by promoting adoption of evidence-based strategies that improve student outcomes
- Promote resource development and adoption, as with WBILE's "Healthy Campus Guide to Integrating Well-Being Concepts in Learning Environments"

Additionally, the Healthy Pedagogy initiative will *sponsor "Community of Practice'' faculty development programming* to encourage inquiry and discussion around teaching strategies or methods. Healthy Pedagogy will also sponsor guest speaker installments, such as the February 2020 visit from Michael Lee & Diana Jung out of the University of British Columbia, who visited UCR in at the behest of WBILE in partnership with XCITE, Healthy Campus, UCR Recreation, The Well, and the School of Public Policy to share concrete strategies for embedding well-being practices into teaching and co-curricular activities.

The community of practice (CoP) model is widely used in higher education for professional development of faculty. This is a faculty-led group that is assisted and advised by the XCITE team.

CoP is a group of faculty who come together to explore a common concern or set of problems with goals that help both the individual participants and the larger campus goals. CoPs, in general, seek to embrace existing best practices, while also, in some cases, generating new insights and new knowledge to advance the field.

The cohorts are small enough to ensure close collaboration and common purpose. The faculty facilitators are chosen first, based on pre-existing knowledge of the issues, concerns, or relevant problems. Applications will be requested from the faculty to join one CoP based on its theme, and faculty can only participate in one CoP at a time.

In any given academic year, XCITE can support more than one CoP, as long as faculty facilitators/mentors can be identified.

These CoP will need to be willing to ask tough questions, learn online educational technologies as needed, and be driven by improving student success outcomes and an embrace of equity and inclusivity.

CoP will require regular meetings and interactions, and all faculty who participate in these CoPs will be expected to transform one of their existing courses into a working demonstration of the underlying online issue under observation. For example, faculty members in the CoP on HyFlex would convert one of their existing courses into the HyFlex model during their participation in the CoP.

Stipends:
Faculty Participants - $5,000 each
Lead Faculty Mentors - $7,500 each
Total Per CoP: $65,000 for a 9 month cohort (Fall, Winter, and Spring Quarters)

MEMORANDUM

TO: Elizabeth Watkins Ph.D., Executive Vice Chancellor and Provost and Campus Finance
            Committee

FROM: Ellen Whitehead, Interim Associate Dean – Campus Life
            Thomas Dickson, Ed.D., Assistant Vice Provost - Undergraduate Education
            Heather Correa, Coordinator Orientation and First Year Programs – Student Life
            Jennifer Brown, Ph.D., Vice Provost and Dean - Undergraduate Education

DATE: June 11, 2021

RE: Proposal 9: **Welcome Week Plus**

INTRODUCTION

As a direct result of **COVID-19 an entire cohort of new students, both transfer and freshman, did not experience an in-person first year at the University of California Riverside**. Additionally, a new cohort will be entering UCR in a transition period as campus navigates the uncertain environment of mixed learning modalities and reduced in-person activities. Recognizing the pandemic had profound impacts on student experiences from financial hardships, housing insecurity, health concerns, and normal student experiences like club meetings, orientations, spirit events, and socials – it is up to UCR to provide the most opportunities to create a sense of community and create springboard opportunities to help connect students with social, wellness, and academic supports for long-term success. **We know that the reduction of in-person events has significant impacts upon the sense of belonging and mental health of students** this past year as a direct result of the pandemic. The absence of these experiences and ongoing impacts to sense of belonging, are likely to continue to have long-term ramifications on academic progression, well-being, and overall success of students. The **lack of physically navigating campus for a year has also hindered student knowledge** of the physical locations of key campus resources. Students even need support to help find the locations of their classrooms if they are taking in-person courses.

PROBLEM

Over 62% of students starting in the fall of 2021 have never stepped foot on UCR's campus. This includes the 2020-2021 cohort of freshman and transfer students as well as the 2021-2022 cohorts, which equates to over 14,250 students. This brings about unprecedented challenges in guiding students to the proper supports and resources to be successful as campus begins the transition to on-ground instruction. These cohorts will require new methods for engagement and support as well as greater campus supports for two cohorts of brand new students. **The need to physically orient students with campus resources and their physical locations is of strong importance.** This need is even greater as two cohorts of students will have experienced online orientations and will have not physically traversed the

campus in-person to see where resources are located and how to access them.

PROPOSAL

In order to **mitigate the impact of a year-plus of online instruction, online orientations, and a lack of physical navigational knowledge among two cohorts of students**, this proposal seeks support to scale up campus welcome activities for the fall 2021. Scaling these activities would ensure all cohorts feel supported in their return to campus and provide additional supports for a Re-Orientation for 2020-2021 cohorts who have yet to physically navigate campus. This '**Welcome Week Plus'** would involve:

1) Student and volunteer staffed '**Ask Me' tents** at key intersections to direct student traffic and give information on campus supports during the two weeks prior to fall and the first week of the fall term.
2) **Two Academic, Involvement, and Wellness fairs** to help introduce students to social, wellness, engagement, and academic supports available. Academic resources from the ARC and library, involvement and engagement activities from Student Life and Student Engagement, and Wellness programming from campus health, basic needs, and other wellness areas.
3) **Ask Me masks and buttons** for a campus-wide volunteer program to help highlight faculty and staff willingness to answer questions and provide support. This would help create visual reminders that all of UCR is here to support students.
4) **Student staff for the Ask Me tents and expanded Campus Tours** – added hours for Campus Tours student workers would allow for training and the provision of campus tours for current students to help them find the locations of their classes prior to the fall term as well as funding for Student Life Orientation Leaders to help staff Ask Me booths and other welcome events.
5) **Expanded hours at the Highlander One Stop Shop** (HOSS) including evenings and weekends for the week prior and first week of fall, expanding access to key student resources for success including Financial Aid, Registrar, Bursar, Business Services, and Admissions, (potential to also house a few representatives from each college's advising offices on weekends to increase advising access).

BUDGET PROJECTION

ITEM	COST
Ask Me Tents UCR Branded tents, tables, and table drapes with 'Ask Me'. Seven key locations around campus for Ask Me tents, staffed by student Orientation Leaders as well as volunteer administrators, faculty, and staff to help direct students to campus resources.	$8,550
Campus Tours Student Workers: Expanded Campus Tour Hours Additional hours for Campus Tour student staff to operate campus tours of classroom locations during the week prior to fall term ($25,000) – includes hours for training. UCR branded polo shirts for Ask Me student and volunteer staff ($5,000).	$35,000
Ask Me Masks and Buttons UCR branded masks and buttons with the message "Ask Me" printed on them. Help increase visibility of campus personnel who are available to help students. Increase a sense of belonging and visibility of campus supports.	$10,000

Freshman/Sophomore Cohort Shirts Shirts for the freshman and sophomore cohorts with a 'welcome home' style message. Students still wear 'Finish in Four' shirts – so this could be a great opportunity to build visual cohesion and community. Approximately 12,000 shirts at $4.65 ea.	$50,000
Academic and Wellness Resource Fairs Two Academic Resource Fairs held during week zero and week two of the fall term. Food, UCR swag, and campus resources – featuring wellness (Well), social (clubs), engagement (Student Life, Student Engagement) and academic supports (ARC, Library). $12,500 each for table tents, music, and food. Serves as a springboard to campus connections and engagement.	$25,000
Expanded Hours at HOSS (Registrar, Financial Aid, Bursar, SBS, Admissions) Addition of Evening and Weekend hours for the two weeks prior to fall term and the first week of fall term. Expense includes additional student staff and professional staff overtime expenses.	$35,000
TOTAL REQUEST	**$163,550**

APPENDIX 1   ASK ME TENTS
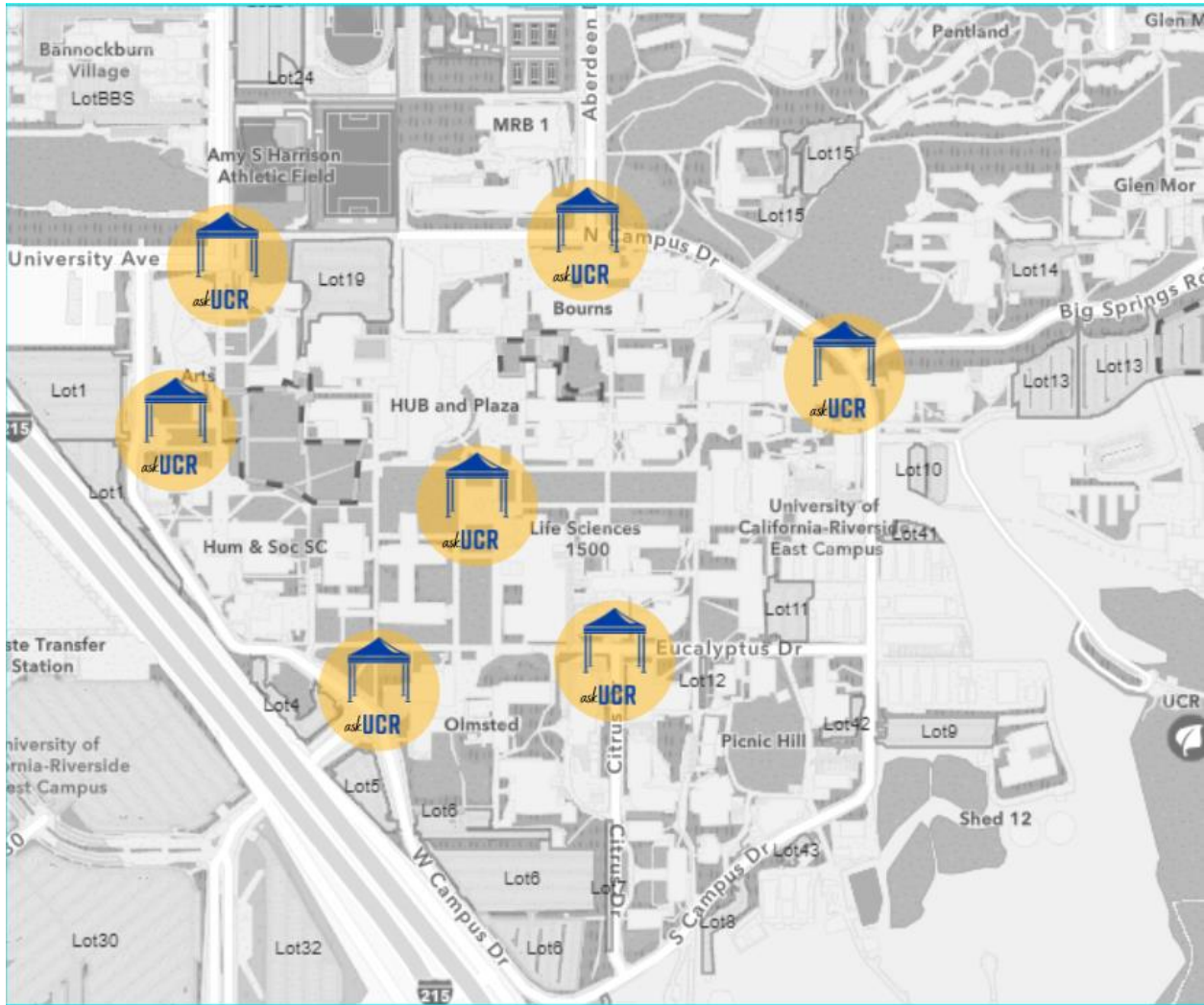
Placement of 'Ask Me' tents would be at critical junctures of student traffic flow into campus:

1) Aberdeen and N. Campus Dr. (traffic from new halls, Aberdeen, Inverness),
2) University and Canyon Crest (traffic from campus apartments/Alumni Center/UV),
3) W. Campus Dr. by Flag Pole, (traffic from Lot 1 and UV, internal campus traffic near Student Success/Hinderaker Buildings),
4) W. Campus Dr. and Canyon Crest (traffic from Lots 30 and 32),
5) Big Springs and N./E. Campus Dr. (traffic from Lot 13, Big Springs and Glen Mor),
6) Citrus Dr. and Eucalyptus Dr. (traffic from Lots 6, 11, 42, 43, and 9), and
7) Next to Bell Tower (internal campus traffic).

GSOE WRITING SUPPORT CENTER (draft)
Higher Education Emergency Relief Funding

The Challenge

The dual pandemics of COVID-19 and enduring racism have taken a toll on our students. These extraordinary challenges have exacerbated writing related gaps in educational opportunity and achievement. The Education Major is focused on structuring systems of support to mitigate learning losses due to these extraordinary challenges. Primary to this effort is our nascent Writing Support Center (WSC). We seek support from the Higher Education Emergency Relief Fund to bolster the WSC writing program to enhance Education students' persistence, transfer pathway success, time-to-degree, and graduation rates.

The root of the problem with writing extends beyond curriculum and instructional factors associated with distance learning. One crucial issue is that the students who need the most support are often not the ones who actually show up for writing support. These students are often discouraged and disengaged and many don't take the extra initiative to seek the help they need. Additionally, research by Chang et al. (2020) suggests that first generation students have diminished help seeking behaviors due to a cultural mismatch between the interdependent nature of the home and the independent nature of the university. Therefore, a crucial challenge is to encourage vulnerable students to enact more assertive help-seeking behaviors (Stanton-Salazar, 2001; Valenzuela, 1999). A well-supported Writing Assistance Program designed to match undergraduate students with competent and caring writing mentors can provide these students with the help they need.[1]

The data bear out the importance of the Writing Support Center (WSC). UCR Students have a 3 quarter timeline to fulfill their BSWT 001/003 and ENGL 004 <u>requirement</u> (ELWR), and are strongly encouraged to complete college composition coursework as soon as possible. These requirements are fundamental—they provide important scaffolding for the rigors of advanced writing in subsequent college courses. Fall 2020 the majority (55) of new Majors in Education enrolled in these Basic Writing English courses; GSOE hired a new Writing Assistance Coordinator to support their advancement through the writing sequence. By Spring 2021 no students remained in BSWT; 13 enrolled in ENGL 004, per the table below.

Basic ENGL Progression, 2020-2021

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[1] The Writing Program must address not only individual-level challenges but also structural dynamics that impede student performance. For example, there is a break down between high school level and college level course work (cite). Another issue is the that for English requirements students are taught one style of writing (MLA) that is completely different than what is required of them in their Education Major courses (APA). It may also be important to have some sort of mandatory element for students who have failed their remedial coursework (those who are repeating ENGL004 for instance), like a registration hold until a certain number of writing support appointments are attended or a mandatory writing "bootcamp" or something to that effect.

Course	Fall 2020	Winter 2021	Spring 2021
BSWT001	3	0	0
BSWT003	7	7 (4 students repeating)	0
ENGL004	45	17 (9 students repeating)	13 (5 students repeating)
ENGL 001A	11	32	12 (2 students repeating)
ENGL 001B	16	24	41
ENGL 001C or ENGL 007 (WAC)	3	13	32

The Response

We seek additional support for the Writing Support Center. Over the past year, students received help in workshops on APA formatting, how to cite research, how to write about research, how to write strong sentences with supportive evidence, how to rewrite in their own words (i.e., to prevent plagiarism), and even how to write about themselves for graduate school applications. This was a nearly overwhelming amount of work for one person, our current Writing Assistance Coordinator. In the light of the challenges of COVID [and the fact that we have dived deeply into the Fall 2021 applicant pool to enroll 174 incoming students], we anticipate a growing need for writing assistance in the coming year.

GSOE Faculty note that many students also struggle with time management skills when planning their writing of assigned journals, papers and projects. Many of our freshmen noted they had great difficulty with organizing themselves because they hadn't really ever learned *how* in their final year in high school—because everything was on Zoom and at home. Just planning when to start work on writing a paper and then having regular progress check-ins on that plan would be very helpful especially for our most vulnerable students.

Thus, we request funds to support our current **Writing Assistance Coordinator**, Delaney Rood, and for **two doctoral students** who are strong writers but do not currently have guaranteed funding (e.g., final-year graduate students). Since Delaney is the writing support coordinator it would be great if she had a handful of people to coordinate so it was truly a Writing Support Center.[2]

We also intend to support **junior/senior writing assistants** who would specifically focus on the time management and proactive follow up aspects for writing support. We envision a stipend we could pay our student Education Ambassadors or strong GSOE undergraduate students to help during assigned mentor hours either on Zoom or in the student lounge (Sproul 1206). It could be like a Big Brother/Big Sister program but focused on time management of writing assignments. They would be under the direction of Delaney where students sign up for this time management mentorship [and/or could be recommended to sign up by a professor if they were struggling to keep up in a class with the writing assignments]. We intend to use the GSOE Student Lounge or Sproul 1215 for set times where students

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[2] The GSOE always has advanced doctoral students who are looking for support and this would likely work quite well for them while they are writing their dissertations, in terms of time and availability. So it would be great if we could begin to build that as part of the financial support structure for our doctoral students.

could meet up with their mentors. It could make them feel a part of a bigger GSOE community and have instant help. The WSC would also be a resource that professors could recommend students to when they press for delays on deadlines on writing assignments repeatedly.

In sum we envision a GSOE Writing Support Center that students visit on a regular basis. They form mentoring relationships with mentor-classmates who focus on specific aspects of writing and then meet with the doctoral students for other writing support—all coordinated by Delaney Rood who will have the right people focused on the right tasks. There are good examples of these kinds of spaces in K-12 education and they are invaluable in supporting students academically and socially/emotionally.

GSOE Undergraduate Program
Writing Support Center Funding Request
(Higher Education Emergency Relief Funding)

Student Service Description	Funding Request			Grand Total
	Salary	**Benefits**	**Operations**	
Lead Undergraduate Writing Assistance Coordinator - (1) Graduate Student GSOE graduate student will lead writing assistance services provided to GSOE incoming and current undergraduate students.	**32,500**	**1,250**	**-**	**33,750**
(2) Graduate Students GSOE graduate students with strong writing skills will meet with undergraduate students to provide writing support (10 hours/week).	**13,000**	**500**	**-**	**13,500**
(5) Undergraduate Student Mentors GSOE juniors/seniors will assist undergraduate students during assigned writing hours and mentor on specific aspects of writing.	**44,550**	**16,400**	**-**	**60,950**
GSOE Writing Support Center Supplies needed to make space COVID-related safety compliant in order for writing mentors to work with undergraduate students; scheduling software for appointment management; printing supplies.	**-**	**-**	**2,250**	**2,250**
Grand Total	**57,550**	**16,900**	**2,250**	**110,450**

From Shaun Bowler
June 9, 2021

On grad student dissertation fellowships..

Background

Our funding model essentially allocates a planned amount each year to Grad Div. What we don't spend on recruitment we keep for 5 more years to spend on dissertation support.

Each year we award ~100 quarters of dissertation support. We have 5 x 1 year fellowships which are mostly systemwide money.

Proposal

Instead of 50 x 1 year proposals you let us award them for quarter length over 3 years (so.. 150 quarter length awards over whatever time period we are allowed to do)

The rider being.. we add conditions to the programs receiving the money.

Basically.. we say to the program "we will give you an extra quarter of dissertation fellowship.. provided the program meets these goals".

Our internal GD discussions have focussed on "have you increased diversity?" / "has your time to degree dropped" i.e. use it to reward good behaviour at the program level. The mutli-year format of an award is helpful to changing behaviors

Happy to discuss specific program goals to reward.