```
WEBVTT

1
00:00:00.080 --> 00:00:00.660
You want to get it?

2
00:00:08.820 --> 00:00:09.429
Good afternoon.

3
00:00:14.860 --> 00:00:15.940
Few seconds.

4
00:00:32.990 --> 00:00:33.620
I think you.

5
00:00:36.070 --> 00:00:36.700
Webinar

6
00:00:44.130 --> 00:00:44.710
Executive.

7
00:00:46.440 --> 00:00:47.010
Right.

8
00:00:56.710 --> 00:00:57.820
University of California.

9
00:01:09.320 --> 00:01:09.969
It's about 20

10
00:01:13.650 --> 00:01:14.289
opportunity

11
00:01:16.620 --> 00:01:18.470
over the next several years

12
00:01:19.390 --> 00:01:20.429
specific opportunity

13
00:01:33.390 --> 00:01:34.089
for questions
```

14
00:01:35.510 --> 00:01:36.259
joining us.

15
00:01:39.120 --> 00:01:39.830
If you're joining us.

16
00:01:45.900 --> 00:01:47.570
Thank you, Tanya.

17
00:01:47.980 --> 00:01:55.759
UCR: and thanks everyone for taking the time to come. Visit us today for
the Vision Seminar. I'm really really excited to be with you here at Uc.

18
00:01:55.800 --> 00:02:01.300
UCR: Riverside. It's a fantastic opportunity, and I promise i'm not.

19
00:02:01.380 --> 00:02:06.470
UCR: I'm going to stick to time, because hopefully, we'll have lots of
good

20
00:02:07.220 --> 00:02:24.709
UCR: conversation. So i'm going to start a timer here. We go all right so
quickly. It might be useful for me to just briefly reintroduce myself to
folks who've met with me already, and to new folks. So I got my
undergraduate BA. In psychology from the University of Minnesota.

21
00:02:24.720 --> 00:02:41.410
UCR: I then went out to Oregon, did a masters and a Phd. In the cognitive
psychology area there I spent a year at the University of Wisconsin. When
I was finishing my Phd. Teaching there, I spent 3 years amongst the
Highlanders at the University of Glasgow, in Scotland.

22
00:02:41.450 --> 00:02:43.809
UCR: on a postdoc Research fellowship.

23
00:02:43.840 --> 00:02:52.249
UCR: I was a visiting an assistant at Florida State for 3 years. Then I
was an assistant professor in psychology at the University of South
Carolina

24
00:02:52.280 --> 00:02:53.650
UCR: for 3 years.

25
00:02:53.740 --> 00:02:58.190
UCR: and for the last 20 years and a bit I've been on the faculty

26
00:02:58.290 --> 00:02:59.980
UCR: at Uc. Davis.

27
00:03:00.310 --> 00:03:09.740
UCR: so my publisher would be sad if I didn't plug a forthcoming textbook. Second edition, Introduction to Psychologist. So my research area

28
00:03:09.800 --> 00:03:13.560
UCR: in the lab is in language and communication.

29
00:03:13.870 --> 00:03:15.019
UCR: So there's the book

30
00:03:15.310 --> 00:03:32.370
UCR: in terms of Why? Why I am here. I think i'm here because I've had some experience in the area of undergraduate policy development in various capacities. Some of that work is as an academic Senate member, and then an academic Senate committee chair

31
00:03:32.540 --> 00:03:38.720
UCR: on the Undergraduate Council been an area head in cognitive and perception science in the

32
00:03:39.460 --> 00:03:46.479
UCR: I Psychology up north. I've also been a faculty advisor for students as part of my departmental

33
00:03:46.540 --> 00:03:54.619
UCR: duties for the last 8 years and a bit. I've been the Associate Vice Provost in the office of Undergraduate Education.

34
00:03:54.720 --> 00:04:01.389
UCR: which is very similarly configured to the undergraduate Education Office. Here at Riverside.

35
00:04:01.880 --> 00:04:06.020
UCR: the instructional designers who are here are going to tell me this is a terrible slide, and you're right.

36
00:04:06.440 --> 00:04:14.360
UCR: So just Don't. Try and read all that stuff. The punchline here is
just. I've had a fair degree of experience. We're working as a

37
00:04:14.390 --> 00:04:21.070
UCR: campus administrator on a variety of initiatives and processes that
impact

38
00:04:21.170 --> 00:04:25.149
UCR: undergraduate student success. And i'm happy to talk about any of
these

39
00:04:25.490 --> 00:04:32.960
UCR: things in further detail, if people would like. So that's my vita in
a snapshot, and why, I think i'm

40
00:04:34.230 --> 00:04:40.260
UCR: My experience is well aligned with the opportunity for the vpdua
position here.

41
00:04:41.020 --> 00:04:42.900
UCR: So in terms of

42
00:04:42.940 --> 00:04:46.580
UCR: opportunities and challenges, I think about this sort of

43
00:04:46.800 --> 00:04:49.310
UCR: in the broader context

44
00:04:49.460 --> 00:04:52.060
UCR: outside of things, that the University

45
00:04:52.460 --> 00:05:01.419
UCR: can an impact directly. And then there are some things that we can
work on, that we do have more control over inside the university. So, in
terms of challenges

46
00:05:01.740 --> 00:05:20.679
UCR: to higher education, I would identify some of these these aren't the
only challenges. But these are some of the ones that I worry about a
little bit. So for a long time, as you're probably aware, state support,
including State financial support for prior education has been declining.
At the same time, investment in other areas

47
00:05:20.690 --> 00:05:25.110
UCR: of state function has been increasing.

48
00:05:25.130 --> 00:05:32.519
UCR: That's a little bit worse. Our students are taking on more and more debt as State support for higher education have declined.

49
00:05:32.540 --> 00:05:46.950
UCR: That's a challenge for our students. There are changing views of higher education and its value in certain corners of the population. And if those things become more widespread, that's a potential longer term issue that we're going to have to deal with

50
00:05:47.230 --> 00:05:54.150
UCR: in terms of more specific challenges. You might be aware there's 2 court cases that have made their way to the Supreme Court

51
00:05:54.170 --> 00:05:58.210
UCR: around issues of how we deal with race

52
00:05:58.270 --> 00:06:00.210
UCR: and legacy and admissions.

53
00:06:00.370 --> 00:06:05.379
UCR: and I've been watching the Supreme Court since the verdict era.

54
00:06:05.590 --> 00:06:13.550
UCR: and I am not optimistic that our amateur historians on the court are going to make a good decision in this case, and that may impact

55
00:06:13.800 --> 00:06:18.529
UCR: our ability to recruit the kinds of students that we want to recruit to maintain

56
00:06:18.620 --> 00:06:26.670
UCR: diversity on the on the campus. I'm actually less worried about this, and maybe some folks, because i'm confident that our admissions

57
00:06:26.820 --> 00:06:32.120
UCR: experts, will find ways to achieve the outcomes we want to achieve in admissions.

58
00:06:32.150 --> 00:06:35.759
UCR: despite whatever the Supreme Court throws up in these 2 cases.

59
00:06:35.790 --> 00:06:44.270
UCR: there's also emerging issues that come from changing technology. Chat Gpt is a big buzzword right now, and I don't know if we work through

60
00:06:44.380 --> 00:06:46.290
UCR: the implications of that

61
00:06:46.320 --> 00:06:48.290
UCR: on how we deliver education

62
00:06:48.390 --> 00:06:56.319
UCR: in terms of opportunities. This is really exciting. So one of the things I very much like about Uc. Riverside.

63
00:06:56.370 --> 00:07:10.730
UCR: Its profile and its achievements is this is the best campus in the country for enhancing social mobility for students. That is a really really fantastic outcome, and and I think there's an opportunity to build on that in various ways.

64
00:07:10.740 --> 00:07:18.800
UCR: but also as people who work in higher education. We have a fantastic opportunity to help develop our students

65
00:07:19.040 --> 00:07:38.810
UCR: into future citizens and future leaders in a pluralistic democracy. That's a really fantastic piece of our mission. That, I think, is an opportunity for us to build on. And then again, changing technology is a two-edged sword. Yes, there are some challenges that it presents. But there's also technology changes all the time

66
00:07:38.840 --> 00:07:43.780
UCR: and sometimes we can leverage those new technologies in ways that benefit students

67
00:07:44.350 --> 00:07:48.670
UCR: in terms of the specifics at Uc. Riverside. I've learned a ton

68
00:07:48.810 --> 00:07:53.590

UCR: in the last 2 days, and in talking with lots of different people on the campus.

69
00:07:53.820 --> 00:07:55.280
UCR: and

70
00:07:56.250 --> 00:08:02.510
UCR: I think there are some issues of concern that that come across consistently in talking to various

71
00:08:02.650 --> 00:08:09.749
UCR: groups of people in different settings. So one is recruitment, retention, persistence, time to degree.

72
00:08:10.720 --> 00:08:16.229
UCR: There are specific issues, as I understand, at riverside, around trams for students

73
00:08:16.310 --> 00:08:24.570
UCR: that that's not unique to Riverside, but there there might be some specific issues here because of the transfer, the first year student ratio

74
00:08:24.590 --> 00:08:26.670
UCR: that has

75
00:08:26.950 --> 00:08:41.479
UCR: been historically prevalent here, maintaining, enhancing diversity. Again, that's a big opportunity, but it's also a challenge again, depending on what happens on the policy side with the Supreme Court.

76
00:08:42.840 --> 00:08:52.100
UCR: A huge opportunity here, and and this is something I think we should be excited about is, we have really great opportunities to support our students, better

77
00:08:52.300 --> 00:08:56.329
UCR: to support our instructors better, and to support the staff

78
00:08:56.520 --> 00:08:58.040
UCR: who do the hard work

79
00:08:58.060 --> 00:09:10.559

UCR: in the trenches every day. So one of the things I heard when I met with both the Ue leadership team and the Ue. All staff. There's a real sense that there's a lot of potential

80
00:09:10.700 --> 00:09:13.949
UCR: for the future in the organization.

81
00:09:14.160 --> 00:09:24.600
UCR: and one of the big questions is, how do we tap into that? And how how do we use that potential to benefit students to the greatest extent possible? Huge opportunity there.

82
00:09:24.800 --> 00:09:29.029
UCR: One thing that I'm also really interested in as an opportunity

83
00:09:29.050 --> 00:09:43.050
UCR: is, can we expand the availability and and and accessibility of high impact experiences? These include things that i'll call experiential learning, and also prematriculate programs.

84
00:09:43.590 --> 00:09:48.180
UCR: And starting again with the challenge

85
00:09:48.240 --> 00:09:50.700
UCR: of 2

86
00:09:51.750 --> 00:09:52.910
UCR: recruitment.

87
00:09:53.570 --> 00:09:55.920
UCR: This is lack of sleep brain.

88
00:09:56.420 --> 00:09:57.520
UCR: It happens

89
00:10:00.770 --> 00:10:18.189
UCR: the first year, first time, 4 year and 6 year graduation rates are represented on the left four-year graduation rate in green. You can see in absolute terms. The 2,018 cohort graduated at about 65%.

90
00:10:18.220 --> 00:10:30.769

UCR: So 65% of the students who came in in 2,018 at Uc. Riverside finish their degrees in 4 years, and if you follow the trend line it's not a steep, positive trajectory, but it's positive. So that's a good sign.

91
00:10:30.780 --> 00:10:42.580
UCR: If we look at the transfer side, things look a little bit different. So the four-year graduation rate for transfer students, so it's equivalent. My philosophy to a six-year-old graduation

92
00:10:43.140 --> 00:10:44.910
that's actually

93
00:10:45.020 --> 00:10:49.860
UCR: looking pretty good. 85% or so that's, not

94
00:10:51.150 --> 00:11:01.810
UCR: that's not your house burning down. We'd like that to be 100%, but 85%. That looks nice, although the trajectory is flat. The thing that worries me a little bit is If we look at transfer

95
00:11:02.230 --> 00:11:16.419
UCR: two-year graduation. It's flat or slightly declining. So the question then, is, what, if anything, can we do about that and based on my experience up North, I think that pre-metriculate programs might be a place

96
00:11:16.520 --> 00:11:18.400
UCR: to look at some investment.

97
00:11:18.420 --> 00:11:21.680
UCR: Our experience up North suggests that students

98
00:11:22.060 --> 00:11:26.989
UCR: can benefit from pre-metriculate programs that help set them up for academic success

99
00:11:27.150 --> 00:11:36.169
UCR: in the fall. So be very interested in hearing people's thoughts along those lines and seeing if they share my view that

100
00:11:36.310 --> 00:11:39.830
UCR: those especially pre-metriculate programs

101

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00:11:39.890 --> 00:11:42.440
UCR: might be a way of improving.

102
00:11:42.480 --> 00:11:46.349
UCR: Those two-year graduation rates for the transfers

103
00:11:46.470 --> 00:11:55.820
UCR: in terms of other opportunities at riverside high impact practices
are called out in the strategic plan, and I have been

104
00:11:55.910 --> 00:11:59.039
UCR: a leader at Uc Davis on

105
00:11:59.100 --> 00:12:10.170
UCR: a couple of different pre-metriculate Programs Sorry high impact
practices. One of them that i'm especially proud of is the quarter daggy
square experience.

106
00:12:10.250 --> 00:12:13.819
UCR: I think we can adopt some of the lessons learned from that

107
00:12:13.990 --> 00:12:15.410
UCR: initiative.

108
00:12:15.540 --> 00:12:22.890
UCR: tailor them to the specific context at Uc. Riverside, and I've come
up with a name the quarter at Highland Park

109
00:12:23.030 --> 00:12:25.850
UCR: with an asterisk, because i'm bad at naming things.

110
00:12:25.880 --> 00:12:29.829
UCR: But the idea, I think, is is a good one, and it it goes like this.

111
00:12:29.900 --> 00:12:34.859
UCR: So in this kind of program we take academic coursework

112
00:12:34.890 --> 00:12:39.939
UCR: we combine it with real-world experience that's either research,
experience.

113
00:12:40.100 --> 00:12:41.320
```

UCR: internship

114
00:12:41.400 --> 00:12:43.739
UCR: or creative activity.

115
00:12:44.190 --> 00:12:51.910
UCR: We focus that academic and experiential learning activity around a problem or issue

116
00:12:51.940 --> 00:12:56.849
UCR: of general concern to the society at large, the community at large.

117
00:12:57.060 --> 00:12:58.690
UCR: And

118
00:12:58.990 --> 00:13:07.549
UCR: so that's a that's a key component. It's an interdisciplinary model. So we're we're not just duplicating some program that already exists.

119
00:13:07.590 --> 00:13:12.450
UCR: We are encouraging faculty from different disciplines to work together on a

120
00:13:12.500 --> 00:13:14.360
UCR: the issue of mutual concern.

121
00:13:14.640 --> 00:13:17.990
UCR: We're getting students involved in that in small cohorts.

122
00:13:18.020 --> 00:13:20.910
UCR: And so they're having an immersive.

123
00:13:21.160 --> 00:13:23.200
UCR: fairly intense experience.

124
00:13:23.280 --> 00:13:28.150
UCR: That's a little bit different than what they typically experience in the classroom.

125
00:13:28.260 --> 00:13:39.100

UCR: And so at Davis we have had these cohorts that focus around issues of transformative justice and education. We send our students and our faculty over to the high Oak Park community

126
00:13:39.470 --> 00:13:43.050
UCR: in Sacramento, which is traditionally underserved

127
00:13:43.160 --> 00:13:49.909
UCR: community. That's also been the victim of redlining, and our students are embedded with teachers and students

128
00:13:49.990 --> 00:13:52.340
UCR: in the public education

129
00:13:52.660 --> 00:13:55.500
UCR: system. In in Oak Park.

130
00:13:55.670 --> 00:14:06.970
UCR: Students who've been through this experience rave about it. They absolutely appreciate the value of combining the academic work with the real world experience.

131
00:14:07.170 --> 00:14:16.639
UCR: and they form bonds with each other and with their faculty that are durable. So I think this is an important potential contributor to retention and persistence

132
00:14:16.680 --> 00:14:32.569
UCR: to students sense of belonging at the institution to students, send the bonding with each other. I'm happy to talk about this at at greater length. If people are interested. There's also lots of information on the web that that you can look at if you are interested.

133
00:14:32.980 --> 00:14:33.919
UCR: But I think

134
00:14:33.990 --> 00:14:37.810
UCR: not necessarily this exact model.

135
00:14:37.950 --> 00:14:47.109
UCR: but something that preserves the core features of this model that is adapted to the riverside context might be really really beneficial for students.

136
00:14:47.840 --> 00:14:52.499
UCR: Ok. So now the vision thing vision for undergraduate education

137
00:14:52.540 --> 00:14:54.970
UCR: at Uc. Riverside.

138
00:14:54.990 --> 00:15:04.320
UCR: Let's start with the vision, and the great thing about visions is they don't have to be 100% realistic. These can be aspirational.

139
00:15:04.450 --> 00:15:17.309
UCR: So when I was thinking through this, what is my vision for undergraduate education at Riverside, I was really in the aspirational land. So one aspect of my vision is, I think.

140
00:15:17.400 --> 00:15:19.750
UCR: a lot of value in working together

141
00:15:19.960 --> 00:15:22.370
UCR: to make Ue at Riverside

142
00:15:22.720 --> 00:15:27.710
UCR: one of the premier organizations of its kind, if not the premier organization of its kind

143
00:15:27.770 --> 00:15:28.930
UCR: in the system.

144
00:15:29.820 --> 00:15:39.449
UCR: and we can have a long conversation about what exactly that means, how we define it, how we work towards it. But the vision is, let's be really really good.

145
00:15:40.010 --> 00:15:42.670
UCR: At what undergraduate education does.

146
00:15:43.040 --> 00:15:52.210
UCR: Ok, let's take advantage of the energy, dedication and talent of the wonderful people in the office of undergraduate education

147
00:15:52.370 --> 00:16:00.700

UCR: and its partners across the campus to make the undergraduate student experience at Riverside. Again, the best in the system

148
00:16:00.730 --> 00:16:06.359
UCR: When students leave Riverside, and they think back on their time here 10 years from now.

149
00:16:07.510 --> 00:16:10.960
UCR: we really want them to

150
00:16:11.680 --> 00:16:13.920
UCR: recall that with

151
00:16:14.070 --> 00:16:15.400
UCR: a glow.

152
00:16:15.420 --> 00:16:25.430
UCR: We really want them to feel like their time at Riverside was well spent; that the people in the community cared about them and their welfare welfare, and did their best

153
00:16:25.480 --> 00:16:29.290
UCR: to promote their interests. That, I think, is a vision worth pursuing.

154
00:16:29.520 --> 00:16:36.310
UCR: Let's work together collaboratively to set high standards for ourselves, for positive change.

155
00:16:36.340 --> 00:16:45.710
UCR: Let's create benchmarks, so we can assess how well we're doing and let's hold ourselves accountable. That's another aspect of the vision. I think healthy organizations to do this.

156
00:16:45.840 --> 00:16:48.780
UCR: and you should do this as well

157
00:16:50.250 --> 00:16:53.590
UCR: and just in terms of developing a vision

158
00:16:54.380 --> 00:17:11.220
UCR: and a strategy. These things, I believe, are aligned with the institutional objectives that is laid out in the 2030 strategic plan in

the area that talks about undergraduate education. I also think they're entirely consistent with the prior strategic plan

159
00:17:11.250 --> 00:17:12.480
UCR: from 2,020.

160
00:17:12.609 --> 00:17:17.410
UCR: Ok, Matt. Great. Ok, we got it. You have a vision. You have some experience.

161
00:17:17.750 --> 00:17:20.660
UCR: How are you going to actually do this.

162
00:17:20.890 --> 00:17:22.970
UCR: Where is the rubber going to hit the

163
00:17:24.280 --> 00:17:27.609
UCR: I'm going to ask you to indulge me for a minute.

164
00:17:28.180 --> 00:17:33.959
UCR: As a psychologist, I teach a little bit of Sigmund Freud. People heard about Freud.

165
00:17:34.970 --> 00:17:39.100
UCR: Have you heard about or read about Freud's book interpretation and dreams?

166
00:17:40.310 --> 00:17:47.939
UCR: We're going to do a little psychoanalysis of the candidate here in the Freudian psychodynamic tradition.

167
00:17:48.030 --> 00:17:52.989
UCR: and I promise there's a point to this, and it will come apparent, I hope, at the end.

168
00:17:53.050 --> 00:17:58.989
UCR: So I got the call from Tanya, inviting me down to interview, for the position was very excited.

169
00:17:59.110 --> 00:18:02.219
UCR: A couple nights later I had this really weird dream.

170

00:18:02.950 --> 00:18:08.229
UCR: and it started like this. I was sitting on the couch with my colleague Hosse and Karimi.

171
00:18:08.340 --> 00:18:09.510
UCR: friend of mine.

172
00:18:09.700 --> 00:18:13.079
UCR: and there were a whole bunch of people around

173
00:18:13.140 --> 00:18:14.320
UCR: recognize

174
00:18:14.470 --> 00:18:15.200
just

175
00:18:15.340 --> 00:18:17.670
UCR: like a random crowd of people.

176
00:18:19.430 --> 00:18:22.290
UCR: The Judd family was there.

177
00:18:22.720 --> 00:18:24.000
UCR: Naomi.

178
00:18:24.800 --> 00:18:26.140
UCR: Ashley.

179
00:18:26.190 --> 00:18:29.520
UCR: and Winona. They were all there, all 3 of them.

180
00:18:29.920 --> 00:18:31.979
UCR: I was sitting on the couch with Hussein.

181
00:18:32.050 --> 00:18:34.820
UCR: They were singing a cheryl crow cover song.

182
00:18:35.310 --> 00:18:36.930
UCR: If I remember right, it was.

183
00:18:37.740 --> 00:18:47.499

UCR: It's the song. If it makes you happy? It can't be that bad. This is a good dream, so far, right. Freud says all dreams are a form of wishful film. So far we're like we're right in the group.

184
00:18:47.920 --> 00:18:51.940
UCR: I can interpret this pretty easily. You probably could, too.

185
00:18:52.010 --> 00:18:54.020
UCR: And then, at the end of the dream.

186
00:18:54.260 --> 00:18:57.100
UCR: as the Juds are singing this beautiful

187
00:18:57.220 --> 00:18:59.010
UCR: cheryl, crawl, cover song.

188
00:18:59.030 --> 00:19:00.610
UCR: I found myself

189
00:19:00.630 --> 00:19:02.859
UCR: trying to accompany them on the banjo.

190
00:19:03.420 --> 00:19:05.539
UCR: and the whole thing kind of went sideways.

191
00:19:06.250 --> 00:19:09.110
UCR: So as professional psychoanalysts.

192
00:19:09.960 --> 00:19:12.010
What does this mean to?

193
00:19:15.460 --> 00:19:17.730
There might be a bridge too far. It's Ok.

194
00:19:18.470 --> 00:19:20.949
UCR: The banjo is the key component.

195
00:19:21.530 --> 00:19:28.339
UCR: No, no, no, no! What I think you are. I've thought about this. The first interpretation I came up with

196

00:19:28.570 --> 00:19:31.240
UCR: is you all? Are the singers

197
00:19:31.800 --> 00:19:35.219
UCR: you all are trying to produce this beautiful music.

198
00:19:36.200 --> 00:19:40.310
UCR: and in the last couple years, as you're trying to sing your song.

199
00:19:40.420 --> 00:19:41.670
UCR: the world

200
00:19:41.750 --> 00:19:44.110
UCR: sending you something on a banjo

201
00:19:44.280 --> 00:19:45.700
UCR: who is not helping.

202
00:19:45.900 --> 00:19:51.219
UCR: making your life just that a little bit worse. That was my first interpretation.

203
00:19:51.710 --> 00:19:54.600
UCR: There's all these people out there. They're trying to

204
00:19:54.810 --> 00:19:59.610
UCR: progress in their career aspirations and their goals, and they are trying to sing their song.

205
00:19:59.840 --> 00:20:01.780
UCR: Life just keeps smacking them.

206
00:20:02.440 --> 00:20:04.340
UCR: And then I said, No, that's not it.

207
00:20:04.590 --> 00:20:05.930
UCR: because this dream

208
00:20:06.200 --> 00:20:09.859
UCR: was in the context of the aftermath of Times phone call.

209

00:20:10.290 --> 00:20:14.140
UCR: I thought you may have had this experience. Have you ever been trying to sing your song?

210
00:20:14.650 --> 00:20:18.500
UCR: And an administrator comes along and starts plucking a banjo at you

211
00:20:18.890 --> 00:20:22.369
UCR: rather than helping out or contributing to the music.

212
00:20:23.140 --> 00:20:30.240
UCR: That's what this dream means. This is an anxiety dream about my own sort of professional future

213
00:20:30.270 --> 00:20:33.130
UCR: and my status as an administrator. So

214
00:20:33.540 --> 00:20:35.580
UCR: that's the psychoanalysis part.

215
00:20:36.230 --> 00:20:38.939
UCR: Here's how that feeds into the how part.

216
00:20:38.990 --> 00:20:48.060
UCR: So whoever this new vpdu is, how can they help you? You sing your song? That's the mission.

217
00:20:48.520 --> 00:20:52.739
UCR: A new person, Don't. Show up to a concert with a banjo.

218
00:20:53.510 --> 00:20:56.549
UCR: Do something that's actually contributing to the art

219
00:20:57.030 --> 00:21:05.850
UCR: do something that's actually making a positive contribution to the experience. So this is sort of a negative negatively framed lesson from the dream. Don't

220
00:21:06.030 --> 00:21:12.349
UCR: play the Bandrel do something else, maybe doing Nothing would even be better than showing up with the mandrel.

221

00:21:12.720 --> 00:21:18.459
UCR: How are we going to achieve the vision again. One of the key

222
00:21:18.620 --> 00:21:22.229
UCR: pieces of the recipe, I think, are tapping into this untapped.

223
00:21:22.560 --> 00:21:23.680
UCR: The potential

224
00:21:23.780 --> 00:21:27.009
UCR: that i'm absolutely 100% convinced

225
00:21:27.370 --> 00:21:31.370
UCR: is present in the unit as it stands today, without any

226
00:21:31.400 --> 00:21:33.919
UCR: further work being necessary.

227
00:21:34.020 --> 00:21:42.090
UCR: I also, in talking to the Ue. All Staff Group and to the Ue
Leadership group.

228
00:21:42.180 --> 00:21:46.680
UCR: I think, given where the organization is in its evolution at the
moment.

229
00:21:46.770 --> 00:21:53.920
UCR: This is a really ripe opportunity. This is the right time to work
together as the team

230
00:21:54.010 --> 00:21:57.279
UCR: to identify shared values

231
00:21:57.800 --> 00:22:06.359
UCR: develop not just a vision, but a broadly shared vision. So I have
some ideas about where I would like to lead this unit.

232
00:22:07.130 --> 00:22:09.969
UCR: Those ideas need to be shared.

233
00:22:13.880 --> 00:22:15.290
UCR: So let's work together

234
00:22:15.550 --> 00:22:32.870
UCR: to develop a further set of clarifier values identify with greater clarity our shared mission build relationships at all levels across Ue itself, but also the broader campus community to further important campus objectives, including diversity.

235
00:22:32.960 --> 00:22:40.490
UCR: retention, persistence, time to degree, improving the student experience and improving students outcomes after graduation.

236
00:22:41.980 --> 00:22:45.339
UCR: And that all of that work feeds into

237
00:22:45.490 --> 00:23:03.529
UCR: developing a recognizable identity for undergraduate education that we can then communicate to the broader campus community. So they have a better understanding of what is it that this office contributes? What's the value proposition to the campus to the students to the community of having this organization.

238
00:23:03.600 --> 00:23:06.969
UCR: And then the key piece of the recipe is let's support

239
00:23:07.150 --> 00:23:14.709
UCR: the folks that support the students that includes the staff in Ue that includes folks like the advising community on campus, that it includes

240
00:23:14.870 --> 00:23:17.290
UCR: instructors of all types.

241
00:23:17.400 --> 00:23:19.129
UCR: laddering faculty.

242
00:23:19.180 --> 00:23:25.080
UCR: unit 18 lectures, professors of teaching Federation instructors the whole ball of X.

243
00:23:26.240 --> 00:23:33.479
UCR: And then that's the Vision mission. That's the sketch of how and I just want to leave you with a little personal information. So

244

```
00:23:33.640 --> 00:23:36.080
UCR: maybe I don't feel like such a stranger.

245
00:23:36.260 --> 00:23:39.020
UCR: So it turns out I actually already have a kilt.

246
00:23:40.310 --> 00:23:43.170
UCR: It's blue and yellow. Don't ask me if it fits.

247
00:23:43.690 --> 00:23:51.690
UCR: and then I live at home with my wonderful wife, Michelle. We have a
demon in cat Forum, named Edward Scissors Paws.

248
00:23:51.800 --> 00:23:56.129
UCR: and the world's toughest German shepherd name, Gunner Blau.

249
00:23:56.360 --> 00:23:59.409
UCR: and I hope we have lots of time left for questions

250
00:24:00.420 --> 00:24:05.700
UCR: and thank you for indulging me in my psychodynamic exercise with
you. Appreciate it.

251
00:24:06.160 --> 00:24:09.529
UCR: Thank you, Dr. Trexler, for that wonderful presentation.

252
00:24:13.520 --> 00:24:14.450
UCR: All right.

253
00:24:14.470 --> 00:24:26.180
UCR: As a reminder, we're opening up the session for questions. And so,
if you're joining us in person. Please just raise your hand, and one of
our team members will come to you if you're joining us via the Webinar.
Please submit that question via the Q. And a feature

254
00:24:26.620 --> 00:24:29.039
UCR: right with that let's open it up for questions.

255
00:24:48.240 --> 00:24:53.200
UCR: I am a. Still I was to from the

256
00:24:54.110 --> 00:24:54.700
```

So

257
00:24:55.610 --> 00:24:56.320
A.

258
00:24:57.140 --> 00:25:02.600
UCR: As you know, we are a minority serving institution. In fact, we just got the new letter right.

259
00:25:03.170 --> 00:25:06.510
UCR: and so that corresponds.

260
00:25:06.660 --> 00:25:13.740
UCR: I did not see in your presentation anything about our identity as a minority? 7 institution.

261
00:25:13.760 --> 00:25:21.499
UCR: So what do you think that that means for Ucr being a Hispanic Center institution, and we also are on a PC. As you know.

262
00:25:22.360 --> 00:25:24.040
UCR: I think part of that is.

263
00:25:24.970 --> 00:25:29.760
UCR: I went way too fast, and I put way too much stuff in the presentation. So I apologize for that.

264
00:25:31.590 --> 00:25:49.269
UCR: it's. It's critically important that we understand the the way you see riverside fits into the wider context of education in higher California. And again, one of the great things about this institution is its achievement in social mobility

265
00:25:49.400 --> 00:25:54.230
UCR: and in its commitment to students from diverse backgrounds.

266
00:25:54.430 --> 00:26:01.100
UCR: And one thing I didn't point out in the presentation, but it's a super supercritical piece of the puzzle about Riverside

267
00:26:01.250 --> 00:26:03.999
UCR: is y'all are leaders in

268
00:26:04.080 --> 00:26:07.750
UCR: a higher education, not just in California, but nationwide

269
00:26:07.870 --> 00:26:15.630
UCR: in equating outcomes between students from different backgrounds. So in terms of achievement gaps.

270
00:26:15.830 --> 00:26:17.729
they're much smaller here

271
00:26:17.790 --> 00:26:20.830
UCR: than they are at other institutions of its kind.

272
00:26:20.920 --> 00:26:33.620
UCR: and that's something again to be super super proud of. And I think it's a reflection of all the hard work you've already done to cultivate and recruit diverse student body.

273
00:26:33.790 --> 00:26:38.680
UCR: and to support them in the ways that promote their experience.

274
00:26:40.220 --> 00:26:42.009
UCR: promote their academic

275
00:26:42.060 --> 00:26:44.240
UCR: progress towards degree.

276
00:26:47.640 --> 00:26:52.229
UCR: The last time I was here about 5 years ago, people were asking me this question.

277
00:26:52.610 --> 00:26:54.760
UCR: Matt, what do we need to do

278
00:26:55.130 --> 00:26:59.580
UCR: to promote diversity? What do we need to do to support students

279
00:26:59.760 --> 00:27:11.860
UCR: from diverse background Ons first-generation low-income. You and I looked at the numbers at riverside, and I looked at how those compare to other Uc institutions and other universities nationwide.

280
00:27:12.000 --> 00:27:13.200
UCR: And I said

281
00:27:13.380 --> 00:27:16.099
UCR: you should not be asking me this question.

282
00:27:16.250 --> 00:27:25.429
UCR: I should be asking you this question. So One important piece of the mission of the Vice Provost and Dean of undergraduate Education is to build on that success.

283
00:27:25.500 --> 00:27:31.009
UCR: and I think there's lots of lessons I need to learn about how you are supporting Hispanic

284
00:27:31.450 --> 00:27:34.690
UCR: students, how your support supporting other students

285
00:27:34.860 --> 00:27:36.680
UCR: from diverse backgrounds.

286
00:27:36.720 --> 00:27:49.659
UCR: but absolutely one of the objectives of the office, and the person who occupies the position has to be. How do we build on this strength that you already have? And I think a piece of the answer is is really

287
00:27:50.730 --> 00:27:58.049
UCR: How do we promote a sense of belongingness? How do we promote the sense of connection between the students

288
00:27:58.110 --> 00:28:15.510
UCR: and the faculty between the students and the institution between the students and each other. And I think some some of these things you're already doing so. First year. Seminar programs have a really positive impact on those outcomes. Living learning communities have a positive impact on those outcomes.

289
00:28:15.520 --> 00:28:22.069
UCR: But so do these experiential learning programs. These are really powerful in terms of building

290
00:28:22.100 --> 00:28:24.900
UCR: a sense of connecting this between students.

291
00:28:24.960 --> 00:28:31.030
UCR: and we saw this during the pandemic. So we launched the
transformative justice and education program

292
00:28:31.130 --> 00:28:34.959
UCR: during fall of 2,020, everybody was still remote.

293
00:28:35.830 --> 00:28:40.060
UCR: The students who went through that program reported to us at the end
of it

294
00:28:40.240 --> 00:28:43.350
UCR: that that cohort experience

295
00:28:44.580 --> 00:28:49.309
UCR: the community that they created around that educational experience

296
00:28:49.800 --> 00:28:53.980
UCR: that made the huge difference in their psychological, well-being and
their sense of connection.

297
00:28:54.600 --> 00:28:56.329
UCR: So that's you know

298
00:28:56.940 --> 00:29:01.290
UCR: there's lots of work to be done for, sure. There's lots of strength
here already.

299
00:29:01.450 --> 00:29:07.440
UCR: and promoting best practices in education supporting the students

300
00:29:07.740 --> 00:29:13.590
UCR: that could be by advising. There's other factors we need to consider
supporting the instructors.

301
00:29:13.780 --> 00:29:17.800
UCR: releasing the energy and excite, so that we

302
00:29:18.000 --> 00:29:20.290
UCR: can recruit and

303
00:29:20.670 --> 00:29:28.810
UCR: and motivate and inspire more teachers to learn about best practices, including inclusive practices in the classroom.

304
00:29:29.340 --> 00:29:32.529
UCR: That, I hope will promote the value that you're identifying.

305
00:29:34.080 --> 00:29:34.780
Thank you.

306
00:29:53.320 --> 00:30:01.769
UCR: Hello again. I'm. Cheryl: with the excite team. You spoke a little bit in your opportunity to slide about creating benchmarks.

307
00:30:02.080 --> 00:30:07.709
and i'm wondering on your last bullet point here. Support the people who support the students.

308
00:30:08.150 --> 00:30:10.680
UCR: And i'll add to that faculty because we're

309
00:30:10.720 --> 00:30:14.140
UCR: faculty facing with a love for our students.

310
00:30:15.110 --> 00:30:18.879
UCR: What sort of benchmarks might you create in order to

311
00:30:18.930 --> 00:30:21.289
measure if we are supporting

312
00:30:21.520 --> 00:30:24.170
those who who support the students and the staff.

313
00:30:24.770 --> 00:30:31.680
UCR: So I think there's potentially different benchmarks that we apply to different groups of people that we're talking about with regards to staff

314
00:30:32.080 --> 00:30:37.140
UCR: in youe. One important aspect is climate

315
00:30:37.320 --> 00:30:39.900

UCR: feel about their experience. When they come to work.

316
00:30:40.250 --> 00:30:43.610
UCR: we can systematically assess that

317
00:30:43.710 --> 00:30:45.110
UCR: and track it.

318
00:30:45.130 --> 00:30:46.950
UCR: so that

319
00:30:50.730 --> 00:30:57.650
UCR: we have a good concrete index of where we're going. With respect to how are we supporting the people who support the students.

320
00:30:57.760 --> 00:31:01.629
UCR: We want a positive climate. When when people come to work.

321
00:31:02.940 --> 00:31:13.390
UCR: if if we're getting indicators that the climate is not where we want it to be. We need to take concrete actions to fix that. And there's a variety of of factors. There are different different strategies. We can take

322
00:31:13.590 --> 00:31:16.339
UCR: with regards to other kinds of benchmarks.

323
00:31:16.400 --> 00:31:19.679
UCR: for in terms of supporting people who support the students.

324
00:31:19.800 --> 00:31:24.320
UCR: how many faculty are taking advantage of the opportunities that excite

325
00:31:24.920 --> 00:31:27.110
UCR: delivers.

326
00:31:28.260 --> 00:31:42.720
UCR: What concrete actions is the excite team taking to promote that? And again, I can't stand here today and say, this is the correct set of metrics. For that.

327

00:31:42.980 --> 00:31:46.940
UCR: in management context is, we work collaboratively

328
00:31:47.300 --> 00:31:50.160
UCR: and continuously with staff to say.

329
00:31:50.250 --> 00:31:52.219
UCR: what's your unit mission?

330
00:31:52.760 --> 00:31:54.689
UCR: What are you trying to achieve?

331
00:31:55.270 --> 00:31:59.310
UCR: What over. What time frame is this? A six-month

332
00:31:59.490 --> 00:32:03.589
UCR: objective is this a year-long objective is this a longer term? Project?

333
00:32:03.870 --> 00:32:04.790
UCR: Okay.

334
00:32:04.960 --> 00:32:08.340
UCR: Let's work together to figure out how we measure and assess that.

335
00:32:08.460 --> 00:32:10.920
UCR: and so it doesn't have to be.

336
00:32:12.110 --> 00:32:17.779
UCR: We recruited 200 new faculty to participate in excite programs this year.

337
00:32:18.240 --> 00:32:27.010
UCR: If that objective is not obtainable. We're not going to set it as an objective, if it's not reasonable and feasible that's not a well-defined objective

338
00:32:27.110 --> 00:32:32.109
UCR: that might be our ultimate goal that might be our vision. But if it's not achievable.

339
00:32:32.360 --> 00:32:44.050

UCR: Ok, let's think of another set of steps on the pathway to that objective that are feasible are obtainable. Sometimes you hear this talked about as smart goals.

340
00:32:44.380 --> 00:32:47.630
UCR: right? So that's the process that I would propose

341
00:32:47.760 --> 00:32:53.150
UCR: so operationalizing. This, of course, can be done in many different ways.

342
00:32:53.200 --> 00:32:57.390
UCR: and I don't think the right way to determine an operationalization

343
00:32:57.460 --> 00:32:59.770
UCR: is top down from the vpdu.

344
00:32:59.890 --> 00:33:06.479
UCR: I think it's conversation, collaboration, and dialogue with the people who actually are trying to achieve the objective.

345
00:33:19.510 --> 00:33:23.950
UCR: Hi! Thank you for your visual seminar. This is on Healy, at the chair of the Academy Senate.

346
00:33:24.280 --> 00:33:26.570
I have a question about

347
00:33:26.750 --> 00:33:28.299
UCR: where you do. You see

348
00:33:29.380 --> 00:33:31.010
UCR: the academic Senate

349
00:33:31.140 --> 00:33:37.259
UCR: in your vision for the undergraduate education? And you start given, and considering that Senate holds the

350
00:33:37.500 --> 00:33:41.300
UCR: Social Judiciary a role in upholding the Academic Mission.

351
00:33:41.400 --> 00:33:43.480

UCR: Absolutely.

352
00:33:43.830 --> 00:33:46.110
UCR: I think, I mentioned previously.

353
00:33:47.360 --> 00:33:57.499
UCR: I've been in the University of California Davis Division Academics since 2,002. I've served on committees in various various capacities. I've chaired the undergrad

354
00:33:57.980 --> 00:33:59.060
UCR: council

355
00:33:59.120 --> 00:34:05.249
UCR: at Uc. Davis, which is the undergraduate policy making body at your sister's school up North.

356
00:34:05.440 --> 00:34:08.979
UCR: So I've seen shared governance from the side of someone on the academic

357
00:34:09.170 --> 00:34:14.810
UCR: Senate who is trying to develop an implement positive policy change

358
00:34:15.280 --> 00:34:17.009
UCR: from the Senate perspective.

359
00:34:17.389 --> 00:34:25.170
UCR: I also have seen things work from the other side of the fence for for 8 years, and i'm convinced my philosophy is

360
00:34:25.400 --> 00:34:35.879
UCR: students benefit when academic Senate and the administration side of the House are working again continuously, collaboratively, with open dialogue.

361
00:34:36.170 --> 00:34:41.520
UCR: in order to further the objectives and the values that we hold dear.

362
00:34:41.940 --> 00:34:43.649
UCR: So

363

00:34:43.790 --> 00:34:48.490
UCR: where does the Senate fit into the vision? It's? You are a crucial partner

364
00:34:48.630 --> 00:34:52.320
UCR: in helping us develop the right policies.

365
00:34:52.610 --> 00:34:59.959
UCR: One specific example of this might be around advising, and I don't want to talk out of school.

366
00:35:01.480 --> 00:35:05.300
UCR: I think there are issues surrounding academic advising.

367
00:35:05.690 --> 00:35:15.600
UCR: You see, in general that need to be addressed. There's pressures that advisors are under because of attrition. There's pressures that advisors are under.

368
00:35:15.680 --> 00:35:21.110
UCR: because people are looking at them to be a big piece of the solution

369
00:35:21.300 --> 00:35:27.120
UCR: to the declining enrollment issue with student credit hours per capita.

370
00:35:29.090 --> 00:35:33.500
UCR: In talking to the advisors both here and at my home institution.

371
00:35:33.970 --> 00:35:39.320
UCR: They really would like to see some different standards implemented

372
00:35:39.840 --> 00:35:43.259
UCR: to support them in their efforts to

373
00:35:43.770 --> 00:35:49.370
UCR: to develop their careers in terms of professional development, build up their skill, sets

374
00:35:50.520 --> 00:35:54.520
UCR: adopt and use best practices in academic advising

375

00:35:54.550 --> 00:35:56.120
UCR: to benefit the students.

376
00:35:56.280 --> 00:36:03.570
UCR: I very much would like to talk to academic Senate members see what
their views are on that.

377
00:36:03.870 --> 00:36:12.749
UCR: I get some of that up North through program review from the Academic
Senate. So I believe that this is an issue of mutual concern.

378
00:36:12.940 --> 00:36:29.050
UCR: I don't think the solution can emerge simply from a dictate from
somebody on the Administration side, a Vpd. Or a Provost, or a dean of a
college, or whoever I think there has to be a process of collaboration
and communication with our partners in the academic Senate.

379
00:36:29.260 --> 00:36:33.329
UCR: and that's that's true of advising. I think it's also true of many
other areas.

380
00:36:34.260 --> 00:36:38.930
UCR: So i'm hoping that should I be fortunate and be offered the
position.

381
00:36:39.050 --> 00:36:43.989
UCR: I'm hoping to build that relationship so that there's constant
dialogue back and forth

382
00:36:44.050 --> 00:36:49.069
UCR: around mutual values. Mutual objectives mutually issues of concern.

383
00:37:16.570 --> 00:37:18.650
UCR: I have a question from the Webinar.

384
00:37:19.750 --> 00:37:26.539
UCR: Please share your experience in promoting diversity, equity, and
inclusion in your various roles, and share your perspective

385
00:37:26.590 --> 00:37:35.570
UCR: on the Vpdu's role in creating a more diverse equitable and
inclusive environment. And what has been your greatest success in this
regard?

386
00:37:37.620 --> 00:37:42.259
UCR: I might have to ask you in a minute to repeat the last part of the question.

387
00:37:42.540 --> 00:37:46.070
UCR: But I understand. The question is, what's your experience in promoting Dei

388
00:37:46.110 --> 00:37:49.009
UCR: in various roles? So let's start with that.

389
00:37:49.530 --> 00:37:51.960
UCR: We'll see if I miss something. You please remind me

390
00:37:52.160 --> 00:38:04.139
UCR: so on the teaching side. I've been teaching anti-racist and anti-fascist curriculum in my introsike courses for 30 years, and very happy to talk at length about the specifics of that

391
00:38:04.440 --> 00:38:07.850
UCR: in the research side. My research focuses in part

392
00:38:07.980 --> 00:38:13.800
UCR: on an underserved community that's deaf readers who face significant barriers

393
00:38:13.960 --> 00:38:18.109
UCR: to participation in economic, social, and academic life

394
00:38:18.240 --> 00:38:34.110
UCR: due to on the average lower literacy skills than we need in higher education. So part of the research mission that I've adopted is trying to figure out how that stuff works, so that we can build better systems to remove barriers

395
00:38:34.130 --> 00:38:37.940
UCR: to participation in life for deaf folks

396
00:38:38.210 --> 00:38:42.569
UCR: on the administration side. There's a lot.

397
00:38:42.610 --> 00:38:46.720

UCR: One aspect of it is in the recruitment mentoring and promotion

398
00:38:46.790 --> 00:38:55.289
UCR: of staff from diverse backgrounds, and I would point to one aspect of that as something that I consider a really good success.

399
00:38:55.360 --> 00:38:56.819
UCR: So

400
00:38:59.670 --> 00:39:04.710
UCR: in a particular instance, I was successful in recruiting

401
00:39:04.730 --> 00:39:10.170
UCR: Summer Sessions director, who was a black woman with a

402
00:39:10.190 --> 00:39:13.309
UCR: degree in women and gender studies.

403
00:39:13.510 --> 00:39:17.610
UCR: and she did fantastic work.

404
00:39:17.840 --> 00:39:22.209
UCR: I mentored her for 5 years, she wound up, taking a position at Yale

405
00:39:22.290 --> 00:39:29.470
UCR: at University, not because I mentored her, although I think that helped. But for multiple factors.

406
00:39:29.630 --> 00:39:31.950
UCR: I count that as a success

407
00:39:32.230 --> 00:39:34.900
UCR: in my administrative work.

408
00:39:35.560 --> 00:39:39.870
UCR: It's really important to me to promote a positive, healthy climate

409
00:39:40.230 --> 00:39:41.790
UCR: in the office.

410
00:39:42.050 --> 00:39:44.299

UCR: A piece of that is again

411
00:39:44.510 --> 00:39:47.520
UCR: working on climate issues when when they occur.

412
00:39:47.640 --> 00:39:51.439
UCR: making sure that we are promoting the values of diversity.

413
00:39:51.550 --> 00:39:53.800
UCR: using the symbolic leadership

414
00:39:53.960 --> 00:39:58.620
UCR: capabilities of the position in order to promote those values.

415
00:39:58.800 --> 00:40:00.250
So I

416
00:40:00.270 --> 00:40:05.430
UCR: I hope that I have had some good accomplishments in both research

417
00:40:05.580 --> 00:40:08.429
UCR: teaching and in my administrative role.

418
00:40:10.280 --> 00:40:24.300
UCR: Certainly, in the kinds of programming that I've developed. There's a strong Dei focus. The quarter daggy square is a case in point. Again, so faculty to participate in that program, they submitted an application.

419
00:40:24.370 --> 00:40:29.149
UCR: One of the factors that we considered in approving the applications was.

420
00:40:29.210 --> 00:40:35.669
UCR: Will this project contribute to the Dei Mission, so that produced things like transformative justice and education

421
00:40:35.830 --> 00:40:43.389
UCR: As a program for students. It produced things like a cohort that focuses on immigration, refugees and human rights.

422
00:40:43.700 --> 00:40:51.770

UCR: A huge issue in California. It produced 2 cohorts that deal with
health policy and health disparities.

423
00:40:52.050 --> 00:40:53.589
UCR: and

424
00:40:56.190 --> 00:41:01.830
UCR: we have a public Speaker series that goes along with the Health
Disparities group.

425
00:41:02.070 --> 00:41:09.489
UCR: So we brought in experts on medical policy access to medical
services from all over the country.

426
00:41:09.570 --> 00:41:13.560
UCR: and one of the things we learned through that experience was just

427
00:41:14.060 --> 00:41:18.359
UCR: how different the outcomes are, especially transgender

428
00:41:18.480 --> 00:41:19.810
UCR: people right now.

429
00:41:19.940 --> 00:41:32.109
UCR: And so i'm very proud that we have provided a formal framework for
those issues to be addressed by our faculty and by our students working
together on issues of mutual concern.

430
00:41:33.760 --> 00:41:35.590
UCR: The last part of the question was

431
00:41:37.940 --> 00:41:39.060
Okay.

432
00:41:39.660 --> 00:41:40.600
you answered

433
00:41:48.230 --> 00:41:48.950
UCR: Hi.

434
00:41:49.210 --> 00:41:54.960

UCR: Can you share some of your perspective of online learning in its various forms.

435
00:41:56.000 --> 00:41:58.580
UCR: So we've had this conversation

436
00:41:58.780 --> 00:42:02.509
UCR: in several different forms during this visit.

437
00:42:02.700 --> 00:42:03.680
UCR: So

438
00:42:03.930 --> 00:42:09.839
UCR: my philosophy on online education has changed quite a bit over about the past 10 years.

439
00:42:10.240 --> 00:42:11.080
UCR: and a

440
00:42:11.500 --> 00:42:13.939
UCR: prior to 2,020,

441
00:42:14.330 --> 00:42:17.770
UCR: I would have counted myself as a very strong skeptic.

442
00:42:18.220 --> 00:42:23.619
UCR: I didn't see the value, especially given the investments that we need to make

443
00:42:23.810 --> 00:42:31.209
UCR: in order to produce an online course when we could just as easily be delivering the same thing in person.

444
00:42:32.170 --> 00:42:34.069
UCR: like many people in the room.

445
00:42:34.360 --> 00:42:36.819
UCR: you know, spring of 2,020 rolled around.

446
00:42:36.910 --> 00:42:45.530
UCR: and all of a sudden we all got tossed into this emergency situation, where I came back from a trip

447
00:42:45.950 --> 00:42:52.769
UCR: and got an email, saying, we are all going virtual, and we're doing this in about 8 days.

448
00:42:53.040 --> 00:43:01.049
UCR: So I had a class of 400 introductory psychology students, all ready to go. They were all registered.

449
00:43:01.100 --> 00:43:02.829
UCR: They were enrolled in class.

450
00:43:03.200 --> 00:43:06.720
UCR: I had 8 days to figure out how to take my introsite class

451
00:43:06.850 --> 00:43:13.689
UCR: from its in-person version, which I had delivered fortunately a number of times to the online context.

452
00:43:14.080 --> 00:43:29.950
UCR: had some wonderful advantages our center for educational excellence folks, Marco Molinaro and Kem Saich. I pulled together a whole bunch of resources, created a website called the Keep Teaching website, and that was a fantastic resource for instructors like me.

453
00:43:30.050 --> 00:43:35.949
UCR: who had never taught in the online modality didn't fairly want to

454
00:43:36.180 --> 00:43:37.600
but

455
00:43:38.100 --> 00:43:44.930
UCR: there was no other choice at that point. I also was very fortunate in having a couple of colleagues in psychology who

456
00:43:45.060 --> 00:43:46.949
volunteer to host Webinars.

457
00:43:46.980 --> 00:43:56.540
UCR: where they walked us through the Abcs of Here's how zoom works. Here's how an online assessment works. Here's how those students are going to interact with you and each other online.

458
00:43:56.650 --> 00:43:59.789
UCR: So, having been forced to go through that experience.

459
00:43:59.880 --> 00:44:02.319
UCR: It wasn't in all sunshine and roses.

460
00:44:02.370 --> 00:44:06.679
UCR: But there were pieces of it that I thought were really really
intriguing.

461
00:44:07.240 --> 00:44:13.239
UCR: One thing is I found that a lot of my students were more comfortable
and more interactive online

462
00:44:13.330 --> 00:44:16.580
UCR: than they were in an equivalent in-person context.

463
00:44:16.740 --> 00:44:18.939
UCR: and as somebody.

464
00:44:19.810 --> 00:44:22.000
UCR: I have a strong.

465
00:44:22.140 --> 00:44:25.490
UCR: a belief in the value of interactive

466
00:44:25.530 --> 00:44:36.969
UCR: education, active learning experiences, and I was seeing a fair
amount of that in the online class that started me down a road of
thinking about this and talking to people.

467
00:44:37.140 --> 00:44:39.690
UCR: And it turns out that

468
00:44:39.770 --> 00:44:42.129
UCR: for intentionally built.

469
00:44:44.120 --> 00:44:45.899
UCR: purposefully designed

470
00:44:46.050 --> 00:44:47.509

UCR: online courses

471
00:44:47.680 --> 00:44:55.940
UCR: in more or less direct comparisons in person versus online. The
learning outcome equivalents are more or less the same.

472
00:44:57.020 --> 00:45:00.639
UCR: Your colleague, Vpd: we over at University

473
00:45:00.790 --> 00:45:06.920
UCR: Irvine, has some of these data. Some of your computer science folks
here have similar data sets

474
00:45:07.270 --> 00:45:17.370
UCR: that leads me to be less worried and less scared of the online
modality, even though we all need to recognize there are challenges that
come

475
00:45:17.460 --> 00:45:20.480
UCR: with that modality. There is downside risks.

476
00:45:20.620 --> 00:45:28.659
UCR: and there's things that students really don't like about it, like
online proctoring is a real sore point for a lot of students. Those are
issues we need to work through

477
00:45:29.370 --> 00:45:31.059
UCR: in one of my other roles.

478
00:45:31.300 --> 00:45:33.810
UCR: I'm. Your acting director of some Recessions

479
00:45:33.980 --> 00:45:39.130
UCR: and Summer sessions. Enrollments are really important for a number
of

480
00:45:39.160 --> 00:45:44.430
UCR: student outcomes that are really important for a number of
institutional priorities.

481
00:45:45.240 --> 00:45:48.109
UCR: and our summer enrollments boomed

482
00:45:48.300 --> 00:45:50.120
UCR: during the online period.

483
00:45:50.240 --> 00:45:54.759
UCR: Uc. Davis made a conscious decision last year to take that option
away

484
00:45:55.210 --> 00:46:01.940
UCR: and our enrollments tanked, and the reason why is students have
shifted? I believe, in their thinking as well.

485
00:46:02.570 --> 00:46:06.070
UCR: They now have had the experience again, not by choice.

486
00:46:06.460 --> 00:46:07.250
UCR: but

487
00:46:07.500 --> 00:46:09.750
UCR: the experience has been demystified.

488
00:46:10.210 --> 00:46:12.500
UCR: and now what they are telling us

489
00:46:12.890 --> 00:46:16.500
UCR: various channels, it's very clear we want the option.

490
00:46:16.560 --> 00:46:18.890
UCR: We don't want to be forced into these classes.

491
00:46:18.920 --> 00:46:28.450
UCR: but if we are at home during the summer and away from campus, we
still would like to further our education. We still would like to make
progress towards our degrees.

492
00:46:28.850 --> 00:46:31.489
UCR: But we want to do that in the virtual space.

493
00:46:31.530 --> 00:46:34.630
UCR: So my philosophy is, it's like fire

494
00:46:35.220 --> 00:46:39.610

UCR: Fire can cook your food, or it can burn your house down, depending on how it's managed.

495
00:46:39.730 --> 00:46:48.270
UCR: And I think online courses online instruction, when it's managed well, is a net positive. Again, recognizing that there's concerns that we need to work through.

496
00:46:58.700 --> 00:47:02.789
UCR: And as your acting summer Sessions director, I want to see a lot more online classes.

497
00:47:02.840 --> 00:47:05.039
UCR: I just want good ones. Not that much.

498
00:47:06.280 --> 00:47:08.179
UCR: Thank you for sharing this far.

499
00:47:08.340 --> 00:47:12.890
UCR: My question is regarding. We recognize that you see, Riverside.

500
00:47:12.930 --> 00:47:17.399
UCR: Our various identities were a very diverse institution. But

501
00:47:17.750 --> 00:47:24.660
UCR: research indicates that we know this to be true, that diversity and a critical mass of this population doesn't always equate to engagement in

502
00:47:24.740 --> 00:47:26.779
UCR: critical programs, right.

503
00:47:26.880 --> 00:47:32.770
UCR: And so i'm interested to hear your experience in the Auggie program, Auggie Square.

504
00:47:32.800 --> 00:47:37.679
UCR: What partnerships to fortify in order to create a diverse pool

505
00:47:37.820 --> 00:47:42.710
UCR: of students of applicants that were really interested in transformative justice.

506

00:47:43.050 --> 00:48:03.020
UCR: How did you, you know, get folks interested and invested in this
broadly shared vision to ensure that you know we were getting that
diverse body of students and really engaging your critical interests.
Yeah, thank you for that question. That applies to the Quarter daggy,
square program. It also applies in all of our programs broadly construed.

507
00:48:03.350 --> 00:48:18.670
UCR: Here's a case in point, and and I promise that we will return to
quarter Daggy square in a minute. So the Washington program is at Davis.
It's parallel to the Riverside Washington program, where students go to
Washington for a quarter. They have an internship experience

508
00:48:18.730 --> 00:48:20.929
UCR: in in various capacities.

509
00:48:21.810 --> 00:48:27.819
UCR: That program is expensive for students. And what that means is
there's unequal access.

510
00:48:28.030 --> 00:48:38.429
UCR: This is a problem that has bedeviled the Uc. System now for years
and years, and I don't have a solution to it. But we very closely monitor
here. The students who are applying

511
00:48:39.120 --> 00:48:51.880
UCR: Here's who's actually succeeding in the application process. Here's
who's participating. And here's what their reports look like after they
go through the program.

512
00:48:52.010 --> 00:49:09.880
UCR: and there's a ton of work that needs to be done there to improve
diversity, and it's largely a a problem of of access. It's. Not that we
don't have interested applicants, although students will self filter as
well, right? We know there's a lot of students from diverse backgrounds
who don't

513
00:49:10.040 --> 00:49:12.240
UCR: apply to that kind of program

514
00:49:12.480 --> 00:49:16.909
UCR: because they simply don't see themselves being able to afford the
cost. And that's

515
00:49:17.090 --> 00:49:20.330

UCR: that's something that we worry about all the time.

516
00:49:20.360 --> 00:49:24.279
UCR: So there's that with regards to the quarter D Aggie Square program.

517
00:49:24.340 --> 00:49:32.679
UCR: We have a really diverse pool of students who are interested. So far we've been able to accommodate every student who wanted to participate.

518
00:49:32.740 --> 00:49:48.559
UCR: So our cohorts run from between 15 students to 25, and thus far we've never had to turn a student away, and when we look at the demographics of the applicants. They are more diverse than the Uc. Davis student population. Generially speaking.

519
00:49:48.680 --> 00:49:53.570
UCR: for the case, if it were the case that we were not, seeing that in our application

520
00:49:53.710 --> 00:50:02.760
UCR: numbers we absolutely would seek to take steps to rectify that. So there's a difference between these 2 programs in terms of who participates.

521
00:50:03.030 --> 00:50:05.859
UCR: and I think it just boils down to cost

522
00:50:06.080 --> 00:50:13.149
UCR: our students don't. There are some to be fair. There absolutely are some costs that are associated with going from

523
00:50:13.240 --> 00:50:24.430
UCR: the city of Davis across the causeway to Sacramento. And so we have done things like provided transportation passes for folks to help defray some of those costs.

524
00:50:28.020 --> 00:50:32.579
UCR: One of the advantages I think, of a quarter in Aggie Square style program.

525
00:50:32.740 --> 00:50:45.829
UCR: though, is it doesn't have the same barriers to participation as some of these other experiential learning programs, and that's the model

that we want to follow to the greatest extent possible. We don't want to build this wonderful program

526
00:50:46.010 --> 00:50:53.680
UCR: and then be telling a whole bunch of students. I'm sorry you can't come, because you have to pay. We want to keep costs

527
00:50:53.970 --> 00:50:58.640
UCR: within the limits that allow the widest range of participation possible.

528
00:50:58.670 --> 00:51:01.789
UCR: So other than in fact, students

529
00:51:03.200 --> 00:51:06.599
UCR: there are transportation options that are available to them for free.

530
00:51:06.640 --> 00:51:11.900
UCR: If that gets them to Sacramento, it doesn't necessarily get them to the internship sites.

531
00:51:12.060 --> 00:51:20.700
UCR: And so we we are working on ways to try to defray those additional costs other than that there's really no cost other than time and commitment to the program.

532
00:51:20.950 --> 00:51:27.610
UCR: And so again, I think that's what accounts for the difference in participation. I would love to have an endowment fund

533
00:51:27.750 --> 00:51:33.010
UCR: where we will just stip in students to go to Washington. I think that would open the doors much wider.

534
00:51:34.160 --> 00:51:36.619
UCR: So again. Irvine.

535
00:51:36.840 --> 00:51:48.579
UCR: one of the faculty members there on his own reconnaissance, managed to pull together a small fund that helps to phrase some of those costs that is unique in the system. Nobody else has figured out how to do that.

536

00:51:48.620 --> 00:51:51.269
UCR: but that's something i'd be very interested in pursuing

537
00:51:51.840 --> 00:51:53.669
at Riverside, if the opportunity

538
00:52:02.900 --> 00:52:06.020
UCR: I have a question that was submitted during registration.

539
00:52:06.500 --> 00:52:12.459
UCR: What role do you see? The Vice Provost and Dean having, and
contributing towards the development of

540
00:52:12.550 --> 00:52:16.029
UCR: a strategic enrollment management plan for the campus.

541
00:52:17.500 --> 00:52:20.649
UCR: So I was talking to Emily about this earlier today.

542
00:52:21.410 --> 00:52:26.849
UCR: You have an office of admissions and enrollment that is responsible
formally for

543
00:52:27.170 --> 00:52:29.370
UCR: identifying recruiting

544
00:52:30.710 --> 00:52:31.899
UCR: and yielding

545
00:52:32.000 --> 00:52:34.289
UCR: students for the campus.

546
00:52:34.970 --> 00:52:41.829
UCR: The role that I think the Vpdu plays is not a direct role in sort of
influencing how the

547
00:52:41.980 --> 00:52:44.299
UCR: application. Files are red.

548
00:52:44.360 --> 00:52:46.309
UCR: It isn't necessarily

549
00:52:46.350 --> 00:52:47.979
UCR: in.

550
00:52:49.140 --> 00:52:52.089
UCR: you know, somehow trying to interfere with the normal

551
00:52:52.130 --> 00:53:07.370
UCR: way admissions is run. I do think there are some opportunities, though, so can a vice. Provost and dean of undergraduate education work with campus partners to build stronger connections to community colleges. For example.

552
00:53:07.450 --> 00:53:21.189
UCR: when we have existing relationships with community colleges. Hopefully, that will encourage more of those transfer students to apply. We yield the better pool, and we we yield a a stronger student body. As As a consequence of that.

553
00:53:21.840 --> 00:53:25.310
UCR: I think there's a less direct route

554
00:53:25.530 --> 00:53:29.040
UCR: that gets to where we want to go with regards to recruitment.

555
00:53:29.190 --> 00:53:33.450
UCR: So if we just say our goal is to recruit more students

556
00:53:34.380 --> 00:53:38.539
UCR: that doesn't really tell us how to act in the moment in a concrete way.

557
00:53:38.610 --> 00:53:41.989
UCR: to further that objective. If, instead, we say.

558
00:53:42.280 --> 00:53:46.540
UCR: we want students at Uc. Riverside who are currently matriculate.

559
00:53:47.000 --> 00:53:50.110
UCR: we want them to have the best possible experience

560
00:53:50.330 --> 00:53:55.580

UCR: during their time here in the classroom, on campus, in the residence halls, in the community.

561
00:53:55.610 --> 00:53:58.670
everywhere where we have some influence.

562
00:53:58.960 --> 00:54:02.420
UCR: If we maximize the quality of that student experience

563
00:54:02.800 --> 00:54:04.890
UCR: that will over time

564
00:54:05.560 --> 00:54:06.799
UCR: improve

565
00:54:08.410 --> 00:54:09.729
UCR: the recruitment.

566
00:54:10.350 --> 00:54:11.999
UCR: So here's a question.

567
00:54:13.360 --> 00:54:16.489
UCR: If you want to go find ducks at supper time.

568
00:54:17.190 --> 00:54:18.350
UCR: Where do you look?

569
00:54:20.870 --> 00:54:26.430
UCR: It's a tough question. There might not be any wildlife biologists. You look for them in a barley field.

570
00:54:27.460 --> 00:54:32.750
UCR: That's where they want to be, because the barley field provides them with everything they need

571
00:54:32.980 --> 00:54:34.709
UCR: in order to be healthy

572
00:54:35.030 --> 00:54:37.370
UCR: and happy and successful.

573

00:54:37.430 --> 00:54:40.080
UCR: A wheat field is an Ok. Substitute.

574
00:54:40.570 --> 00:54:45.170
but if you find ducks in one wheat field on Tuesday. They may not be
there on Wednesday.

575
00:54:45.210 --> 00:54:48.880
UCR: because a wheat field is not as good of an environment for the ducks

576
00:54:49.560 --> 00:54:51.119
as a barley field is.

577
00:54:51.380 --> 00:54:52.419
UCR: that's just

578
00:54:52.490 --> 00:54:53.490
UCR: biology.

579
00:54:53.680 --> 00:54:56.000
UCR: and how the environment works for ducks.

580
00:54:56.610 --> 00:54:58.659
UCR: So, metaphorically speaking.

581
00:54:59.340 --> 00:55:02.660
UCR: what do we need to do at Uc Riverside to plant a barley field?

582
00:55:03.530 --> 00:55:06.349
UCR: We don't need to bring in a bunch of bulldozers

583
00:55:06.750 --> 00:55:16.319
UCR: and tear up the landscape and completely transform the way
everything looks. We might very well need to change an aspect of our
function where we stop planting wheat

584
00:55:17.000 --> 00:55:18.569
UCR: and we switch over to Barbie.

585
00:55:18.850 --> 00:55:26.630
UCR: If we do that we'll get more ducks metaphorically. If we focus on
the things that make Uc. Riverside a supportive.

586
00:55:26.840 --> 00:55:29.219
UCR: happy environment for students.

587
00:55:29.880 --> 00:55:31.050
UCR: They will come

588
00:55:32.280 --> 00:55:34.669
UCR: just like the ducks will come to the barley field.

589
00:55:34.780 --> 00:55:43.260
UCR: How one does that in detail. That's a long engaged, involved
conversation with lots of different stakeholders, including the students
themselves.

590
00:55:43.360 --> 00:55:46.889
UCR: our friends in the Academics and at other administration units.

591
00:55:47.060 --> 00:55:47.919
UCR: But that's

592
00:55:48.230 --> 00:55:51.749
UCR: that's the vision. Let's build the barley field.

593
00:55:54.630 --> 00:55:57.769
UCR: Students, of course, are not ducks. It's an analogy.

594
00:56:00.880 --> 00:56:02.070
UCR: Students are larger.

595
00:56:02.370 --> 00:56:03.060
For example.

596
00:56:03.270 --> 00:56:04.530
on your average. Doc.

597
00:56:09.880 --> 00:56:12.739
UCR: Ok, we have another question from registration.

598
00:56:13.500 --> 00:56:21.250

UCR: Can you give us an example of your experience with shared governance? And what has been your approach in working within chart governance.

599
00:56:21.560 --> 00:56:26.560
UCR: Thank you again. I have been an academic senator for years and years at Uc. Davis.

600
00:56:26.910 --> 00:56:31.760
UCR: serving on undergraduate council for many years, and then taking over

601
00:56:31.900 --> 00:56:34.750
UCR: the function as chair of that committee before I

602
00:56:34.980 --> 00:56:37.750
UCR: came over to be a faculty administrator.

603
00:56:37.980 --> 00:56:43.309
UCR: So my experience is I've worked on developing policy

604
00:56:43.590 --> 00:56:48.560
UCR: on the Senate side. So some of this is in response to accreditation concerns.

605
00:56:48.780 --> 00:56:54.020
UCR: We had a strong initiative that I led to

606
00:56:54.880 --> 00:57:00.329
UCR: change the way we dealt with program learning outcomes and assessment. So prior to

607
00:57:00.540 --> 00:57:02.359
UCR: 2,012, when I

608
00:57:02.750 --> 00:57:04.819
UCR: stood in as undergraduate

609
00:57:04.890 --> 00:57:15.399
UCR: council chair, we didn't have any program learning outcomes period, and we had no assessment activity outside of the school of Engineering College of Engineering.

610
00:57:15.570 --> 00:57:22.769
UCR: So in developing that policy from the Academic Senate side we looked at the College of Engineering as a model.

611
00:57:22.820 --> 00:57:28.499
UCR: We adopted the best practices that we could adopt from what they were doing for abet accreditation.

612
00:57:28.770 --> 00:57:31.469
UCR: We got that policy change

613
00:57:32.030 --> 00:57:35.220
UCR: under my leadership as committee chair passed through the Senate.

614
00:57:35.420 --> 00:57:38.350
UCR: And so today every

615
00:57:38.740 --> 00:57:43.250
UCR: undergraduate program at Uc. Davis has program learning outcomes, and they have an assessment

616
00:57:43.290 --> 00:57:45.930
UCR: that is continuous and ongoing.

617
00:57:46.040 --> 00:57:46.930
UCR: So

618
00:57:48.210 --> 00:58:00.390
UCR: lots of other kinds of experiences dealing with campus-wide issues as an academic Senate member, and as a committee chair some of that was around ge reform. Some of it was about how we deal with prerequisites.

619
00:58:00.640 --> 00:58:03.150
UCR: so I've seen things from that side.

620
00:58:03.870 --> 00:58:12.560
UCR: Then I came over to the administration side, and some of the exact same things that I had worked on as a senator were things that I was told to implement

621
00:58:13.160 --> 00:58:14.040
UCR: as

622
00:58:14.150 --> 00:58:21.980
UCR: a faculty administrator. I like shared governance. I think it makes everything stronger. There's all kinds of talent

623
00:58:22.210 --> 00:58:33.109
UCR: on the academic side. Amongst the faculty. There's all kinds of talent on the administration side, and things work the best when those 2 sides are in constant communication.

624
00:58:33.990 --> 00:58:36.859
UCR: developing shared values, shared vision

625
00:58:36.970 --> 00:58:39.120
UCR: and to implement things together.

626
00:58:39.180 --> 00:58:43.149
UCR: and again, a piece of it that might be a little bit.

627
00:58:43.610 --> 00:58:46.489
UCR: Not as co-equal is.

628
00:58:46.900 --> 00:58:54.530
UCR: I think, the administration has a really strong responsibility to support faculty in ways that they need to be supported to succeed in the classroom.

629
00:58:59.420 --> 00:59:07.280
UCR: We are at times Thank you so much for your remarks, Dr. Tracks, or do you have any final thoughts?

630
00:59:09.660 --> 00:59:17.619
UCR: I would just like to say to people that I have really really enjoyed the visit. Everyone I spoke to has been tremendously supportive.

631
00:59:17.650 --> 00:59:22.310
UCR: and I very much appreciate all of your participation in the process.

632
00:59:22.420 --> 00:59:29.949
UCR: and I just want to thank you for being so hospitable. It's really been a pleasure getting to meet you. All

633

00:59:32.520 --> 00:59:45.710
UCR: all right. Thank you so much, and thank you. Everyone for joining us in person, and those of you who are joining us virtually as a reminder. You can provide your feedback via the candidate feedback survey found on the Executive Searches website, and thank you and thank you again. Dr.