

WEBVTT

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00:00:00.440 --> 00:00:06.230

UCR: Good afternoon, everyone. Thank you for taking the time to participate in today's Vision Seminar.

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00:00:06.330 --> 00:00:11.899

UCR: where our search for Ucr. Snacks, Vice Provost and dean of undergraduate education.

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00:00:11.970 --> 00:00:16.210

UCR: I am Rosiev dalgo, senior Hr Generalist, supporting the search.

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00:00:16.520 --> 00:00:19.150

UCR: Today we have Dr. Theodora Berry.

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00:00:19.770 --> 00:00:32.050

UCR: who is currently the vice provost of student learning and academic success, and Dean for the College of Undergraduate Studies, as well as a professor of curriculum studies at the University of Central Florida.

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00:00:32.400 --> 00:00:37.299

UCR: She received her doctorate degree in education for National Louis University.

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00:00:37.910 --> 00:00:47.489

UCR: Please be advised that we have provided Dr. Barry with a prompt for the Vision seminar, and she will spend about 20 min discussing the following topics.

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00:00:47.660 --> 00:00:55.040

UCR: the opportunities and challenges, challenges facing undergraduate education. Over the next several years

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00:00:55.200 --> 00:00:59.770

UCR: the specific opportunities and challenges she sees at Ucr.

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00:01:00.140 --> 00:01:06.850

UCR: her vision for undergraduate education at Ucr, and how she would work towards achieving that vision

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00:01:09.190 --> 00:01:20.680

UCR: once she is done with her vision seminar, we will then open the session for questions and answers, and if you are joining us in person today, please raise your hand, and I will make my way to you

12

00:01:20.780 --> 00:01:23.220

UCR: for those of you joining via the Webinar.

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00:01:23.270 --> 00:01:26.539

UCR: Please submit your questions. You seen the Q. And a. Feature.

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00:01:26.750 --> 00:01:31.919

UCR: and with that I will hand the session over to Dr. Barry to introduce herself.

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00:01:37.440 --> 00:01:38.990

UCR: Good afternoon.

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00:01:39.520 --> 00:01:51.790

UCR: and thank you for this opportunity to present my vision for my candidacy as Vice Provost and Dean of undergraduate education. Here, at the University of California Riverside.

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00:01:51.800 --> 00:02:04.169

UCR: I currently serve as Vice Provost and Dean at the University of Central Florida, holding a faculty line in the Department of Learning, sciences and Research in the College of Community, innovation and Education.

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00:02:04.510 --> 00:02:13.810

UCR: I have been doing work as both a faculty, member and administrator around issues connected to education for over the last 20 years.

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00:02:13.830 --> 00:02:18.670

UCR: and my work is situated firmly and as a curriculum. Theorist

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00:02:19.170 --> 00:02:26.959

UCR: who studies curriculum at the intersections of race, gender and power, using critical race theory and critical race feminism.

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00:02:27.490 --> 00:02:40.389

UCR: Today I want to talk to you about 3 very important things, the first of which are the opportunities and challenges that are facing undergraduate education over the next several years.

22

00:02:40.410 --> 00:02:54.460

UCR: and taking into consideration some of the research that has been done recently around issues related to undergraduate education and specific opportunities and challenges here at the University of California Riverside.

23

00:02:54.530 --> 00:03:04.909

UCR: and then, finally, I vision into action my vision in relationship to undergraduate education here at the University of California Riverside.

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00:03:06.130 --> 00:03:21.449

UCR: So when we think about opportunities and challenges in undergraduate education, opportunities rest in the fact that research universities have engaged in a culture of inquiry that is unique to you. Research, institutions.

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00:03:21.460 --> 00:03:29.810

UCR: creativity, and discovery that open up lots of opportunities for undergraduate students to engage in learning in new and innovative ways.

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00:03:29.960 --> 00:03:33.840

UCR: There's been an evolution in the way in which we talk about academics.

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00:03:33.990 --> 00:03:51.490

UCR: success, and the ways in which we are measuring how students are performing in classrooms, and how that performance and their ability to engage in knowledge, construction, and production have provided more opportunities for students upon graduation.

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00:03:51.500 --> 00:04:10.620

UCR: and that teaching that's happening is integrating the things that faculty members have a passion about researching in into their teaching, and then finally thinking about the ways in which colleges and universities, and particularly research. One institutions have elevated

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00:04:10.630 --> 00:04:14.710

UCR: high impact practices as part of the teaching and learning experience.

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00:04:14.890 --> 00:04:22.419

UCR: But there are some challenges that we faced in this new 20 first century in relationship to undergraduate education.

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00:04:22.570 --> 00:04:38.550

UCR: Both the the Association for Undergraduate Education at Research Universities and the University Innovation Alliance. Note the lagging of Black and Latinx students in relationship to their attendance

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00:04:38.560 --> 00:04:42.859

UCR: at institutions. We've seen that lagging increase

33

00:04:43.110 --> 00:05:00.940

UCR: in the recovery moment here of the pandemic that many students have chosen not to attend university. This is going to be especially important, as we see the impact of decreased birth rates of students from 20 years ago

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00:05:01.020 --> 00:05:10.000

UCR: really sort of impact. The way in which there is a pool of high school students who would likely come to college decrease as well

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00:05:10.250 --> 00:05:14.419

UCR: where it's also noticing six-year completion Rates

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00:05:14.460 --> 00:05:20.699

UCR: amongst black and latinx students are significantly lower, and we see this both in

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00:05:20.890 --> 00:05:34.850

UCR: data that has been collected by Eab, by the National Center for Education Statistics, and the University Innovation Alliance, and then finally, we're also noticing that a moment of pell-eligible students has decreased as well.

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00:05:34.860 --> 00:05:47.030

UCR: and this is raising a concern that has actually reached Washington, DC. As they are now considering increasing the amount of funding available for pell grants.

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00:05:50.690 --> 00:05:55.829

UCR: So what does that mean in relationship to opportunities and challenges at Ucr?

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00:05:55.980 --> 00:05:57.730

UCR: Well, you see, our is. You

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00:05:57.810 --> 00:06:10.759

UCR: speak in that. It is very well poised to really address some of these issues in very meaningful ways. We see a steady increase overall in graduation rates here at the University.

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00:06:10.770 --> 00:06:18.200

UCR: and this is being impacted by the ways in which the University is able to now think about strategic enrollment.

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00:06:18.300 --> 00:06:31.779

UCR: We also notice that the numbers of black faculty percentage wise are on par with the percentages of black students on this campus. Well, why is that important? Because

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00:06:31.790 --> 00:06:38.960

UCR: research has shown that when students get to see individuals who look like them. In front of the classroom

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00:06:39.060 --> 00:06:47.899

UCR: there is a much stronger likelihood that they will perform better. And part of what makes that important is that when students can see

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00:06:48.000 --> 00:07:01.649

UCR: the numbers of percentages of black faculty mirroring the numbers and percentages of black students on campus, there's a much more stronger likelihood that they will encounter black faculty in their academic experience.

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00:07:01.910 --> 00:07:12.159

UCR: We also know that there are significant numbers of underrepresented minority students here with 36.1% of those students identified as Chicano or Latinx.

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00:07:12.330 --> 00:07:26.469

UCR: and 3% as a black or African, American and UCR has been noted as number one in social mobility by US News and World Report, noting, of course, that there have been questions about the viability of that particular statistical measure.

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00:07:27.020 --> 00:07:28.120

UCR: However.

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00:07:29.010 --> 00:07:30.700

UCR: there are some challenges.

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00:07:30.930 --> 00:07:34.880

UCR: retention. Rates and graduation rates, including time to degree

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00:07:34.960 --> 00:07:39.230

UCR: For first time in college. Black and Latinx students are a challenge here.

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00:07:39.830 --> 00:07:44.500

UCR: and we know that the pandemic has had some impact.

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00:07:44.540 --> 00:07:49.589

UCR: but those numbers have not been greatly impact to pre-pandemic numbers.

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00:07:50.090 --> 00:07:53.330

UCR: The 2 to 3 year graduation rates

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00:07:53.500 --> 00:08:00.500

UCR: for black transfer students is not at the best rate. So two-year rate is at 50%.

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00:08:00.530 --> 00:08:07.329

UCR: The three-year rate is 78.5% and at most research one institutions. Those numbers are higher

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00:08:08.600 --> 00:08:11.729

UCR: to Conno and Latinx faculty here

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00:08:11.880 --> 00:08:21.639

UCR: do not, in fact, mirror the student populations here that are Chicano and Latinx so unlike their black peers on campus. They're not

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00:08:21.720 --> 00:08:25.599

UCR: seeing faculty often that look like them.

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00:08:26.350 --> 00:08:39.459

UCR: And then, finally, we know that there is a shortage of advising support on this campus that there is a need for more professional academic advisors to support more students.

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00:08:39.900 --> 00:08:46.109

UCR: However, what we also know is that most research, one institutions are facing the same dilemma.

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00:08:48.460 --> 00:08:49.210

UCR: So

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00:08:49.790 --> 00:08:55.719

UCR: how might I, if I am so fortunate in privilege to assume this role.

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00:08:55.890 --> 00:08:57.469

UCR: address this issue?

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00:08:57.720 --> 00:09:01.349

UCR: There are 3 pieces that I think are important in relationship to this.

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00:09:01.580 --> 00:09:04.209

UCR: the first of which is this notion of accountability

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00:09:04.430 --> 00:09:10.710

UCR: to assess and evaluate what is here now, what works.

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00:09:11.640 --> 00:09:13.919

UCR: and what could be improved?

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00:09:15.400 --> 00:09:16.260

UCR: So

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00:09:16.280 --> 00:09:20.079

UCR: i'm not one of these people that believes in throwing out the baby with the bathwater.

72

00:09:20.760 --> 00:09:31.600

UCR: I think it's important to understand that there has been some valuable productive work that has already happened on this campus, and to account for it and acknowledge it

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00:09:31.940 --> 00:09:35.310

UCR: to understand what programs and offices are doing.

74

00:09:36.120 --> 00:09:39.259

UCR: how they're doing it, and what's working well.

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00:09:39.560 --> 00:09:44.149

UCR: and to be able to understand where changes might need to happen.

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00:09:44.390 --> 00:09:56.840

UCR: But what that means is that there has to be ongoing dialogue with a number of constituents and stakeholders all across campus to get a full understanding of what's happening.

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00:09:57.010 --> 00:10:05.209

UCR: The other piece of the accountability has to be about a central place within the office that is, collecting data

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00:10:05.390 --> 00:10:07.250

UCR: on all of those things.

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00:10:07.400 --> 00:10:14.579

UCR: and to figure out where data is absent in order to make informed decisions about what needs to happen.

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00:10:14.670 --> 00:10:28.489

UCR: So, having a research center around academic success and specifically having the ability to measure that in relationship to the performance of underrepresented minority students is significantly important.

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00:10:29.070 --> 00:10:38.519

UCR: The engagement of academic success and student success amongst faculty is important. I firmly believe that faculty are on the front line

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00:10:38.870 --> 00:10:40.790

UCR: of student success.

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00:10:41.020 --> 00:10:45.559

UCR: because what is measured in student success is about the academic

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00:10:45.690 --> 00:10:47.100

UCR: performance of students.

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00:10:47.470 --> 00:10:58.300

UCR: So when we talk about retention, persistence, progression, graduation, and success. What we're really talking about is how students are performing in the classroom.

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00:10:59.500 --> 00:11:09.000

UCR: Now, that being said, we also have to understand that that performance hinges on students well-being.

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00:11:09.610 --> 00:11:19.149

UCR: I firmly believe that Ucr is positioned in a way that this could be the inaugural space, with measurements around well-being

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00:11:19.290 --> 00:11:22.769

UCR: tied to academic success, can be made.

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00:11:23.750 --> 00:11:30.350

UCR: But it can't happen without campus-wide dialogues and collaboration with academic senate

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00:11:31.930 --> 00:11:34.090

UCR: Finally, partnerships

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00:11:34.130 --> 00:11:36.230

UCR: are absolutely essential

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00:11:36.490 --> 00:11:50.829

UCR: in in relationship to what works and what might work in this particular cultural space. That is Ucr, because every research one institution is different in relationship to the students it serves

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00:11:51.070 --> 00:11:52.530

UCR: and its constituents.

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00:11:53.300 --> 00:11:59.650

UCR: But there are lessons to be learned from the 2,030 Boyer report that was published by the Ue.

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00:11:59.670 --> 00:12:05.320

UCR: Because they do prove a very important point that equity and excellence can coexist.

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00:12:06.000 --> 00:12:16.289

UCR: There are lessons to be learned from the U. I. A. And their work around the Black Student Success initiative, and one of the steps connected to that has already been made on this campus.

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00:12:16.410 --> 00:12:20.849

UCR: and there is an very important role that's been filled that is addressing that.

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00:12:21.490 --> 00:12:24.419

UCR: and there are lessons to be learned by

99

00:12:24.480 --> 00:12:31.179

UCR: from collaborations with other Hispanic serving institutions that are our ones that are working toward this.

100

00:12:31.380 --> 00:12:41.570

UCR: and Alexander Cartwright, who is currently President at Ucf has formed a coalition around research one Hsis, to have these very conversations.

101

00:12:42.530 --> 00:12:45.200

UCR: So to really sort of close

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00:12:45.250 --> 00:12:51.719

UCR: on this vision, I see 3 very important things necessary in relationship

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00:12:51.910 --> 00:12:56.669

UCR: to this particular role in the academic success of students.

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00:12:56.780 --> 00:12:58.829

UCR: and I call it the C model.

105

00:13:00.410 --> 00:13:02.280

UCR: Continue to support

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00:13:02.480 --> 00:13:07.019

UCR: students in all the ways that students are being currently supported.

107

00:13:07.320 --> 00:13:09.470

UCR: I think that support is absolutely

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00:13:09.520 --> 00:13:21.990

UCR: pivotal, and to investigate using the the existing support and reframing it in a case management model, so that students know that there is a team of people supporting them.

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00:13:22.980 --> 00:13:24.560

UCR: Secondly, engagement

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00:13:25.250 --> 00:13:27.220

UCR: Thinking about this notion

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00:13:27.290 --> 00:13:30.620

UCR: of both, not only student.

112

00:13:30.700 --> 00:13:35.519

UCR: But the fact that when we admit students were actually admitting whole families

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00:13:35.880 --> 00:13:39.529

UCR: who are invested in that student being successful

114

00:13:40.650 --> 00:13:47.350

UCR: and finding ways for not only that family to be invested, but also for

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00:13:47.400 --> 00:13:51.949

UCR: faculty to be faculty, to be engaged with students.

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00:13:52.540 --> 00:13:58.689

UCR: with undergraduate education, with student affairs in very connected ways.

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00:13:59.260 --> 00:14:01.320

UCR: and then finally enhancements.

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00:14:02.120 --> 00:14:06.560

UCR: We want students to have all the kinds of experiences they need.

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00:14:07.110 --> 00:14:10.960

UCR: so that they can do whatever it is they aspire to do

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00:14:11.370 --> 00:14:13.620

UCR: after they walk across the stage.

121

00:14:13.760 --> 00:14:18.110

UCR: whether they decide to go to graduate school, to go into the workforce.

122

00:14:18.200 --> 00:14:22.529

UCR: to go into volunteerism, whatever it is they aspire to do.

123

00:14:23.220 --> 00:14:26.800

UCR: We want to be sure that a Ucr student

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00:14:27.460 --> 00:14:31.059

UCR: has all the knowledge, skills, and abilities necessary

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00:14:31.170 --> 00:14:32.630

UCR: to be successful.

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00:14:33.530 --> 00:14:35.580

UCR: and that is my vision.

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00:14:37.030 --> 00:14:37.940

UCR: Thank you.

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00:14:43.820 --> 00:14:55.630

UCR: Thank you, Dr. Berry. And so at this time we've reached the question portion of our vision seminar for those of you who are on our Webinar.

Please feel free to use the Q. And a feature.

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00:14:55.920 --> 00:15:01.460

UCR: and those of you who are here in person. Please raise your hand, and I will come over to you with the microphone.

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00:15:01.900 --> 00:15:03.520

UCR: We have our first question.

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00:15:08.280 --> 00:15:09.380

UCR: Thank you.

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00:15:09.480 --> 00:15:15.050

UCR: Can you say more about faculty engagement, and how you see

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00:15:16.120 --> 00:15:18.570

UCR: a research one university

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00:15:18.790 --> 00:15:21.730

UCR: doing that sort of thing

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00:15:21.810 --> 00:15:23.850

UCR: in an excellent way.

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00:15:24.010 --> 00:15:24.830

UCR: sure.

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00:15:25.200 --> 00:15:29.429

UCR: So one of the things that we did

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00:15:29.550 --> 00:15:37.109

UCR: at Ucf that I thought was very useful in relationship to faculty being engaged with students

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00:15:37.130 --> 00:15:40.259

UCR: from sort of a student affairs. Side of the house

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00:15:40.450 --> 00:15:42.310

UCR: was the implementation

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00:15:42.830 --> 00:15:45.379

UCR: of a platform that we call cognitive.

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00:15:46.050 --> 00:15:50.070

UCR: and some of you may have heard about it, but i'll give you a brief description.

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00:15:50.650 --> 00:15:56.479

UCR: Cognitive is a learning platform that prepares faculty members and staff

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00:15:56.610 --> 00:16:11.649

UCR: to be able to intervene on a very entry level way on mental health issues that a student might have or stressful kinds of situations. So it is an online module training that everyone completes.

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00:16:11.780 --> 00:16:24.439

UCR: That helps them to sort of figure out how to be responsive to students who are expressing or demonstrating a stressful kind of situation. Or if you notice that they're missing

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00:16:24.470 --> 00:16:29.279

UCR: lots of classes and something that raises the yellow flag for you.

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00:16:29.380 --> 00:16:37.310

UCR: and it was super helpful to first have a conversation with faculty through our faculty senate about

148

00:16:37.500 --> 00:16:45.079

UCR: what they were noticing in the behaviors of students, as we were going through the the crisis moment of the pandemic.

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00:16:45.620 --> 00:16:58.969

UCR: and then getting some buy-in for faculty to want to become involved in how to be responsive to students who were dealing with those kinds of issues, and how to direct them to the right resource.

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00:16:59.000 --> 00:17:04.920

UCR: because here again, faculty are still at the front line, and those are going to be the first people who notice

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00:17:05.460 --> 00:17:08.109

UCR: when something is happening with a student

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00:17:08.359 --> 00:17:14.749

UCR: in a way that an academic advisor might not get to quite as often because they're not seeing the student quite as often

153

00:17:14.869 --> 00:17:24.110

UCR: in a way that someone in a writing lab or a presentation center or some other space may not see, because they don't see the student quite as often.

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00:17:24.490 --> 00:17:39.919

UCR: And so that's one of the ways in which the faculty engagement could work in relationship to that. But one of the other ways was something that we did when I was at San Jose State, in relationship to not only the recruitment, but also the admission of new students.

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00:17:40.590 --> 00:17:45.660

UCR: The University had what we called

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00:17:45.730 --> 00:17:55.080

UCR: visit days for recruiting these students, and we had admit days for all the newly admitted students, and in both cases

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00:17:55.120 --> 00:17:58.490

UCR: what happens is that, in addition to

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00:17:58.550 --> 00:18:09.289

UCR: doing sort of the campus tour thing that we all are very familiar with. There was an opportunity for faculty to sign up to do many lessons

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00:18:09.640 --> 00:18:11.090

UCR: that

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00:18:11.690 --> 00:18:16.310

UCR: visiting individuals could sit in on and get a glimpse of what it's like

161

00:18:16.390 --> 00:18:18.010

UCR: for their college students.

162

00:18:18.420 --> 00:18:25.549

UCR: so they would do Oftentimes the lesson they had already done, or something they had done multiple times in the room with individuals.

163

00:18:25.720 --> 00:18:32.110

UCR: and then take questions and answers about all kinds of things related to the academic experience.

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00:18:32.360 --> 00:18:34.529

UCR: This was important because we had

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00:18:34.550 --> 00:18:38.740

UCR: at San Jose state a large number of first-generation college students

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00:18:38.890 --> 00:18:53.450

UCR: so for families to be in the classroom with their new student, who have been newly admitted to an institution, and to really get a sense of what their student was going to experience. Sitting in the classroom was transformative.

167

00:18:53.600 --> 00:19:05.049

UCR: and for them to actually meet that faculty member, and to know that this was somebody who would be teaching their students a class in the majors they had selected was huge.

168

00:19:05.290 --> 00:19:23.290

UCR: and having that kind of faculty engagement in relationship to the recruitment and admission of new students was absolutely important and faculty, I have to say, especially my faculty at the time thoroughly enjoyed the opportunity to engage with families in that way.

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00:19:24.050 --> 00:19:25.939

UCR: I hope I've answered your question.

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00:19:34.240 --> 00:19:49.959

UCR: I'd like to go back to the point you made about importance of academic advising. We have staff advisors connected to the colleges, and then we have major advisors who are faculty in the department. How do you see the the different role of the interplay between those

171

00:19:49.990 --> 00:19:51.969

UCR: 2 kinds of individuals? Sure

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00:19:52.330 --> 00:19:55.169

UCR: And first, I want to say that I think

173

00:19:57.640 --> 00:20:07.029

UCR: There, there's a third piece in there that you didn't mention. That also is important in relationship to the advising experience, and that's the faculty adviser.

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00:20:08.850 --> 00:20:10.770

UCR: Ok, Ok, Thank you.

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00:20:11.430 --> 00:20:12.490

UCR: It's so.

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00:20:13.300 --> 00:20:28.589

UCR: That initial advisor is really sort of helping the students sort of lay out the plan. They're new. They're trying to figure out. What should they take? Who should they take it? With what kind of things should they know in preparation for that course?

177

00:20:28.710 --> 00:20:38.490



UCR: What are the rules around dropping a course or adding a course? What if I need to take a leave of absence? Those advisors are providing that kind of information.

178

00:20:38.790 --> 00:20:43.770

UCR: The faculty adviser is the content expert for that field.

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00:20:43.920 --> 00:20:49.529

UCR: They know what classes are needed because of the things that that student

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00:20:49.750 --> 00:20:52.329

UCR: may have to be able to do

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00:20:52.900 --> 00:20:54.390

UCR: when they graduate.

182

00:20:54.910 --> 00:20:56.450

UCR: So, for instance.

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00:20:56.610 --> 00:20:58.329

UCR: if you want to be an animator.

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00:20:58.470 --> 00:21:00.010

UCR: right, and you

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00:21:00.690 --> 00:21:07.179

UCR: have on your in your curriculum, because I don't know what animation does, so i'm making this up. So bear with me.

186

00:21:07.630 --> 00:21:08.580

UCR: So

187

00:21:08.630 --> 00:21:12.379

UCR: if you want to be an animator, and you have a drawing class

188

00:21:12.820 --> 00:21:14.720

UCR: on your curriculum.

189

00:21:15.140 --> 00:21:22.430

UCR: But we all know that, or at least students want to believe that all the animation happens electronically. So they're going to ask

190

00:21:23.000 --> 00:21:29.060

UCR: a general advisor. Well, why do I have to take drawing? Well, they may not know the specific answer to that question.

191

00:21:29.710 --> 00:21:35.119

UCR: but that faculty adviser will be able to say, here's why you have to take drawing if you want to be an animator.

192

00:21:35.650 --> 00:21:43.469

UCR: And here's what you might be doing if you're animating for film versus doing a comic book versus

193

00:21:44.120 --> 00:21:50.110

UCR: doing something computer-generated, and where drawing fits into each one of those things

194

00:21:50.520 --> 00:22:03.219

UCR: so having those 2 types of advisors are important. But but what's more important is that they're in communication with one another, and be super clear about how they support one another

195

00:22:04.160 --> 00:22:06.170

UCR: and part of why

196

00:22:06.440 --> 00:22:12.759

UCR: i'm really interested in that conversations because one of the things that is missing on this campus

197

00:22:13.540 --> 00:22:16.490

UCR: is having a central advising office

198

00:22:16.950 --> 00:22:18.330

UCR: that can help

199

00:22:18.630 --> 00:22:25.280

UCR: support all those college advisors, whether you're a faculty, adviser or professional academic adviser.

200

00:22:25.430 --> 00:22:32.579

UCR: so that there's some clarity around. Who does? What what kind of training do people need to continue their professional development.

201

00:22:32.880 --> 00:22:43.569

UCR: you know, and what kinds of resources are out there, and what kinds of rules might some of these advisors feel like the university needs to have to better

202

00:22:43.720 --> 00:22:59.059

UCR: get students to progress through their academic careers. And one of the conversations I would love to be able to have if I'm. In this role is to talk to advisors about the kind of general support that they feel they might need in order to better perform in their roles.

203

00:23:08.010 --> 00:23:24.320

UCR: Okay, this question was submitted via the Webinar. I appreciate that you shared the importance of working with the academic Senate in making your visions come true, as you know, shared governance takes a different face at different institutions.

204

00:23:24.330 --> 00:23:34.210

UCR: Can you share your experience of working with a Senate on an important initiative, whether successfully or as a learning experience.

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00:23:35.540 --> 00:23:39.710

UCR: I currently work very closely with our faculty Senate now.

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00:23:39.800 --> 00:23:53.910

UCR: and the first opportunity I had to be able to do that was upon my arrival was because, 7 weeks after I took my current position, we closed our campus, as in response to the pandemic.

207

00:23:54.130 --> 00:24:05.689

UCR: and I had to work very closely with the Chair Faculty Senate around a lot of different issues in relationship to how we were going to continue to support students.

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00:24:05.950 --> 00:24:10.950

UCR: but bearing in mind that our faculty needed a ton of support.

209

00:24:11.310 --> 00:24:23.310

UCR: And so one of the things that happened was that in working with the Vice Provost for the division of digital learning. He and I came up with a model where we could

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00:24:23.370 --> 00:24:25.769

UCR: stand up this program where we could provide

211

00:24:25.840 --> 00:24:27.540

UCR: Mentors

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00:24:27.850 --> 00:24:34.929

UCR: faculty mentors to other faculty who were learning to teach online because some of our faculty were very experienced

213

00:24:35.170 --> 00:24:40.229

UCR: at teaching online, and others had absolutely no experience

214

00:24:40.380 --> 00:24:41.240

UCR: and

215

00:24:41.270 --> 00:24:46.629

UCR: getting them all trained with one thing but helping them to feel supported.

216

00:24:47.140 --> 00:24:53.890

UCR: It's a completely different thing, and that was especially important in life of the fact that everybody

217

00:24:53.920 --> 00:24:57.179

UCR: was feeling tremendously stressed in those moments

218

00:24:57.670 --> 00:25:01.260

UCR: nobody knew what was going to happen.

219

00:25:01.460 --> 00:25:03.339

UCR: What this pandemic meant.

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00:25:03.380 --> 00:25:06.819

UCR: how long campus was going to be put nobody knew anything.

221

00:25:07.060 --> 00:25:09.009

UCR: All they knew was they were being taught.

222

00:25:09.070 --> 00:25:17.830

UCR: Oh, you now have to take a class that you prepared to teach in the way that you've been teaching it for 3 years, 5 years, 20 years.

223

00:25:17.910 --> 00:25:19.770  
UCR: and now teach it online.

224

00:25:20.020 --> 00:25:28.829  
UCR: And, by the way, you have to use this platform, you You can do this, but you can't do that. I mean there were lots and lots of things that we hadn't considered.

225

00:25:29.430 --> 00:25:35.769  
UCR: But when the other Vice Provost and I came up with this idea about faculty mentors.

226

00:25:35.870 --> 00:25:40.720  
UCR: Part of it happened because 90% of my faculty in my college

227

00:25:41.140 --> 00:25:44.280  
UCR: had already been trained 100% on how to teach online.

228

00:25:44.960 --> 00:25:45.930  
UCR: And

229

00:25:46.510 --> 00:25:49.059  
UCR: my response was, Well, how can we help

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00:25:49.780 --> 00:25:53.100  
UCR: so that other faculty can know what my faculty know?

231

00:25:53.960 --> 00:26:00.629  
UCR: And at that point he's like? Well, he goes. I have a list of all the faculty who've gone through all this training.

232

00:26:00.700 --> 00:26:04.269  
UCR: Maybe all of these folks can be meant to us if we just ask them.

233

00:26:05.150 --> 00:26:07.239  
UCR: Now the good news was that

234

00:26:08.260 --> 00:26:11.440  
UCR: all of those faculty were generous enough

235

00:26:12.050 --> 00:26:18.529

UCR: to be willing to give up their time to take on at least one other faculty member to Mentor.

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00:26:18.990 --> 00:26:25.730

UCR: and so working in collaboration with Faculty Senate, because we then went to to the Faculty Senate, and we said, hey.

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00:26:25.930 --> 00:26:28.920

UCR: we have this idea. Can you help us

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00:26:29.020 --> 00:26:31.160

UCR: find out who needs help

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00:26:31.670 --> 00:26:36.230

UCR: so that we can provide mentorship to all of these folks?

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00:26:38.060 --> 00:26:42.570

UCR: He was a little hesitant. He's a physicist, so he hit lots of questions.

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00:26:44.100 --> 00:26:49.109

UCR: The good news is that I'm. Minored in physics as an undergrad, so I had lots of answers.

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00:26:50.200 --> 00:27:04.509

UCR: and we were able to figure out the best way to communicate the information, to organize it in a way that supported them, and to place some limits on the people who were functioning as mentors, so that we could be mindful of their mental health.

243

00:27:05.680 --> 00:27:11.889

UCR: because at the end of the day we couldn't have a bunch of faculty, who were trying to do their own job.

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00:27:12.190 --> 00:27:17.979

UCR: help their own families and their own situations, and then serve as mentors without being mindful

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00:27:18.090 --> 00:27:20.710

UCR: of the kind of care they may need to

246

00:27:21.090 --> 00:27:21.850

right.

247

00:27:22.190 --> 00:27:32.990

UCR: So working with the Faculty Senate on on that issue, I've worked with Faculty Senate, when I was department chair at San Jose State. I worked really

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00:27:33.010 --> 00:27:40.780

UCR: closely with Faculty Senate in Texas as associating in the graduate school around policies for graduate students.

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00:27:40.800 --> 00:27:45.670

UCR: and to me that kind of shared governance is absolutely critical

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00:27:46.110 --> 00:27:52.469

UCR: to ensuring that when things get done but 2, they get done in a way that is responsive

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00:27:52.780 --> 00:27:55.249

UCR: to the individuals who are carrying out the work.

252

00:28:02.500 --> 00:28:08.459

UCR: Good afternoon. Good afternoon. So my name is Victor and i'm the current black student Success Coordinator.

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00:28:08.580 --> 00:28:11.179

UCR: I saw you just got

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00:28:11.290 --> 00:28:18.770

UCR: appointed in that moment. Congratulations! Thank you. But I was a senior advisor here for almost 10 years

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00:28:18.990 --> 00:28:22.099

before that. And so my question for you is.

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00:28:22.350 --> 00:28:23.910

how would you go about

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00:28:24.070 --> 00:28:25.960

bridging

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00:28:26.630 --> 00:28:30.460

or fostering those relationships between undergrad education.

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00:28:30.510 --> 00:28:44.980

UCR: between the advising world and student affairs world? Because we're all doing amazing work. We were kind of siloed right? So at the the higher levels, how would you go about fostering those relationships so we can collaborate and

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00:28:45.060 --> 00:28:45.970

kind of

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00:28:46.330 --> 00:28:52.419

do what we've continued to do so far, which is kind of make magic happen, but do it at a more efficient, greater level.

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00:28:52.910 --> 00:29:03.949

UCR: Thank you for your question. I'm going to start out responding to your question the same way that I used to start out teaching classes to undergraduate students.

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00:29:04.490 --> 00:29:05.660

UCR: 2 rules.

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00:29:05.910 --> 00:29:07.819

UCR: Communication is key

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00:29:08.240 --> 00:29:10.200

UCR: and reading is fundamental

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00:29:12.520 --> 00:29:13.930

UCR: communication.

267

00:29:14.450 --> 00:29:22.959

UCR: being able to have regular conversations and meetings with undergraduate themes, with directors, for advising

268

00:29:23.070 --> 00:29:30.680

UCR: with the folks who are directing programs and student affairs is essential to getting everybody on the same page.

269

00:29:31.600 --> 00:29:34.339

UCR: and without that kind of communication

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00:29:34.440 --> 00:29:44.510

UCR: people will continue to function in silos because they have a job to do so. They can't wait and worry about what the other person is doing. You have to be intentional

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00:29:44.830 --> 00:29:48.249

UCR: about ensuring that that kind of communication is happening.

272

00:29:49.210 --> 00:29:54.630

UCR: But then, when good things happen, when good ideas come to formation.

273

00:29:54.730 --> 00:29:56.840

UCR: when good plans

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00:29:56.890 --> 00:30:00.690

UCR: put in place, document, document document.

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00:30:02.190 --> 00:30:10.969

UCR: make sure that people know here's what's happening. Here's the plan, or here's the procedure. Here's the rule, or here's the policy

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00:30:11.050 --> 00:30:16.979

UCR: and disseminate it, and folks then become responsible for doing what reading it.

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00:30:19.510 --> 00:30:24.010

UCR: So that all the good work doesn't go to waste because it's been documented somewhere.

278

00:30:42.890 --> 00:30:47.420

UCR: Hi! I'm estella lavosto from the office of the I and mathematics.

279

00:30:47.720 --> 00:31:03.379

UCR: and I know of some contact from you, from about the University Innovation Alliance from those activities. I'm. Also a part of the team of Ucr that works with an hsu that you mentioned, or it is funny from the Seal of Excellencies.

280

00:31:03.730 --> 00:31:17.889

UCR: So I was looking a little bit in preparation for today. I just try to think of what I know really the to institution. I want you to your institutional research page, and look a little bit to the data to compare to our days.

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00:31:18.780 --> 00:31:27.660

UCR: and one of the things that I notice is that and I was looking specifically to the Latinics population.

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00:31:28.130 --> 00:31:36.380

UCR: It looks like you have a much better success in a STEM that we do.

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00:31:36.390 --> 00:32:06.379

UCR: Because that's why I was going to ask you, because you know, when the data that you show up we don't show it cases as easily right. But our success at the graduation rate is not as high as it is overall, and we have a big migration to the humanity and social science that do an excellent job and graduate right? So we have overall. We have half of our undergrowth that gravitate are re alligrating the humanities and the social sciences. And I

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00:32:06.390 --> 00:32:07.499

UCR: look at how

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00:32:07.520 --> 00:32:15.269

UCR: the profile and it's very different in. Can you tell us, Talk a little bit about this, what happens? Sure.

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00:32:16.010 --> 00:32:24.490

UCR: So prior to my arrival, we had this wonderful scholar, Dr. Melissa Dagley show up

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00:32:24.760 --> 00:32:29.849

UCR: and got a grant to stand up a program that we call excel.

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00:32:30.800 --> 00:32:32.990

UCR: And it is a program that

289

00:32:33.060 --> 00:32:36.910

UCR: identifies all those newly admitted STEM Rangers.

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00:32:36.970 --> 00:32:50.290

UCR: and determines how to best ensure that they have the foundational groundwork to be successful. So they go through a summer program before they start as freshmen.

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00:32:50.390 --> 00:32:57.629

UCR: and then they get assigned a mentor. There's an instructional specialist that works with them on the math intensive courses, that sort of thing.

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00:32:57.840 --> 00:33:01.420

UCR: But she was intentional about targeting Latinx students

293

00:33:02.740 --> 00:33:13.229

UCR: to ensure that not only that those students operate in sort of a cohort fashion, because one of the things we learn from graduate education that cohort models work.

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00:33:13.650 --> 00:33:17.910

UCR: Students will support each other all day every day and twice on Sunday.

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00:33:19.840 --> 00:33:24.389

UCR: But the other thing that she was really intentional about in relationship to that

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00:33:24.440 --> 00:33:26.720

UCR: was to make sure that their mentors

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00:33:27.100 --> 00:33:28.400

UCR: near them.

298

00:33:29.380 --> 00:33:32.500

UCR: so that they could see themselves in future tense.

299

00:33:33.940 --> 00:33:37.409

UCR: and they got mentors from industry

300

00:33:38.750 --> 00:33:42.259

UCR: from the Latinx community to work with these students.

301

00:33:43.070 --> 00:33:44.700

UCR: and it was transformative.

302

00:33:49.180 --> 00:33:50.090

You're welcome.

303

00:33:56.400 --> 00:33:57.829

Hi, hey!

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00:33:57.900 --> 00:34:00.959

UCR: I'm. Curious! What are some ways that

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00:34:01.090 --> 00:34:03.180

you might

306

00:34:03.980 --> 00:34:07.930

encourage instructors to raise awareness about

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00:34:07.960 --> 00:34:14.649

high impact practices and motivate instructors to explore or adopt practices like that. Thanks.

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00:34:15.969 --> 00:34:25.530

UCR: I will. I will tell you. When I arrived at Ucf. That was a big issue. We had a lot of students who didn't even know what high impact practices were.

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00:34:26.300 --> 00:34:30.890

UCR: And, truth be told, there were a number of faculty who didn't know what they were either.

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00:34:31.790 --> 00:34:34.620

UCR: So basically we had to go on a marketing campaign

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00:34:35.170 --> 00:34:40.370

UCR: and be able to talk to various groups of individuals about high impact practices

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00:34:40.670 --> 00:34:42.729

UCR: and to talk about how

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00:34:42.830 --> 00:34:49.190

UCR: particular practices might be better suited for certain majors, areas, classes that sort of thing.

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00:34:49.929 --> 00:34:58.340

UCR: But on the other side of that we did something that made it a little bit easier for faculty and students to access high impact practices.

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00:34:58.920 --> 00:35:04.419

UCR: We designated certain courses as high impact practice courses.

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00:35:04.930 --> 00:35:12.489

UCR: So what we did was we designed a designation, and did a training around that designation

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00:35:12.800 --> 00:35:14.989

UCR: and invited faculty

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00:35:15.240 --> 00:35:19.890

UCR: by way of a stipend. So there was money involved. That's important to note

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00:35:20.560 --> 00:35:27.049

UCR: to attend the training workshop and then to revamp an existing syllabus

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00:35:27.190 --> 00:35:33.269

UCR: to match up with that particular high impact practice designation. So i'll give you an example.

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00:35:33.570 --> 00:35:42.900

UCR: We have an integrative learning designation, a research, intensive designation, a service learning designation, and a global learning designation.

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00:35:43.850 --> 00:35:47.529

UCR: And there are criterion for each of those things.

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00:35:48.540 --> 00:35:50.970

UCR: We invite faculty to

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00:35:51.060 --> 00:35:55.110

UCR: applied to come to the summer workshop to learn how to

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00:35:55.320 --> 00:35:58.779

UCR: revamped their course for that particular designation.

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00:35:59.320 --> 00:36:05.080

UCR: And then we have a window of time where people can submit their course

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00:36:05.500 --> 00:36:06.520

UCR: syllabus

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00:36:06.780 --> 00:36:15.869

UCR: to gain that designation, and we work closely with the registrar's office to make sure that the course is noted as such, and students can gain

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00:36:16.190 --> 00:36:21.100

UCR: credit for and high impact practice through taking a course.

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00:36:22.540 --> 00:36:33.419

UCR: Then we go to orientation sessions, and and we actually have staff members who, as part of the orientation session for news set for new students.

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00:36:33.480 --> 00:36:45.499

UCR: talk about high impact practices. So it meant partnering with the folks in first-year experience and saying, When you organize your orientation for all new students, we want a time slot

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00:36:45.980 --> 00:36:59.650

UCR: in that orientation so that we can introduce high impact practices to new students and let them know. By the way, if you can't for some reason do undergraduate research because we talk about all the programs first.

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00:36:59.870 --> 00:37:02.579

UCR: and we try to get them to get interested in

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00:37:02.640 --> 00:37:08.630

UCR: getting a faculty mentor for undergraduate research or doing study abroad, or doing a service

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00:37:08.650 --> 00:37:15.380

UCR: project or whatever. But we also understand that we're dealing with a large population of students who work a minimum of 20 h a week.

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00:37:15.920 --> 00:37:17.750

UCR: Some of them work 40 h a week.

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00:37:18.020 --> 00:37:24.050

UCR: So we understand that sometimes these students need another way to get the same kind of experience.

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00:37:24.630 --> 00:37:34.519

UCR: So we've been introduced to those students. By the way, if you cannot do one of these things because you have to work or you play football, whatever the case might be.

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00:37:35.290 --> 00:37:41.489

UCR: Here's another way. You can get engaged in high impact practices, and we talk about the courses.

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00:37:42.540 --> 00:37:53.159

UCR: and we let them know when you see this designation. Next to a course, it means it's a high impact practice, and you can identify which one it plugs in for.

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00:37:54.720 --> 00:38:03.570

UCR: And students love having that option, and in many cases they do the course, and later on they might do some other experience, because sometimes the course is the gateway

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00:38:04.100 --> 00:38:15.229

UCR: to them, deciding. Oh, I think I want a faculty, Mentor, to do undergraduate research, or I think I want to do alternative spring, break and get service learning credit. Or I think I want to do study abroad

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00:38:15.630 --> 00:38:17.690

UCR: because I did a global learning course.

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00:38:18.670 --> 00:38:35.709

UCR: but it really meant being intentional about marketing high impact practices to both faculty and students, and working with a variety of different groups across campus to include first-year experience, student government, faculty, Senate.

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00:38:35.720 --> 00:38:39.070

UCR: and a bunch of other people. So that everybody was informed.

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00:38:45.970 --> 00:38:49.339

UCR: Okay. The following question was submitted via the Webinar.

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00:38:49.670 --> 00:38:53.289

UCR: Social mobility is a point of pride for UCR.

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00:38:53.320 --> 00:39:01.570

UCR: and an important measure of our success. Can you talk more about your concerns with a measure of social mobility.

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00:39:03.690 --> 00:39:04.910

UCR: Well.

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00:39:06.280 --> 00:39:18.800

UCR: first of all, as you noted in my presentation, I took note of the fact that UCR is, in fact, number one amongst research institutions for social mobility. So it should be a point of pride.

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00:39:19.380 --> 00:39:26.529

UCR: The concern that has been raised isn't necessarily with the social mobility designation

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00:39:27.150 --> 00:39:29.909

UCR: more so about who designated it.

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00:39:30.590 --> 00:39:33.869

UCR: So if you've been paying attention to

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00:39:33.930 --> 00:39:42.149

UCR: things like inside, higher LED and the Chronicle, more and more institutions and programs within the institutions

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00:39:42.460 --> 00:39:50.779

UCR: are sort of backing away from the way in which institutions are being ranked by the Us. News and World Report.

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00:39:52.470 --> 00:39:54.990

UCR: because some folks have

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00:39:55.160 --> 00:39:59.990

UCR: done a little bit of analyses, and decided that the rankings

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00:40:00.400 --> 00:40:06.369

UCR: weren't quite as valid as they believe they should be. Now I haven't done

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00:40:06.500 --> 00:40:10.899



UCR: the statistical analysis myself. I have other things to do

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00:40:12.030 --> 00:40:12.589

the

361

00:40:13.070 --> 00:40:17.720

UCR: But when you have these very well-ranked institutions.

362

00:40:17.900 --> 00:40:20.089

UCR: very notable institutions

363

00:40:20.960 --> 00:40:24.979

UCR: now questioning the validity of the rankings

364

00:40:25.670 --> 00:40:28.309

UCR: it bears to mind

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00:40:28.690 --> 00:40:32.929

UCR: what's being really questioned? Is it about how institutions

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00:40:33.060 --> 00:40:42.499

UCR: are being ranked? Is it about the statistical measures, and the the process by which the ranking happens is about the Criterion.

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00:40:42.700 --> 00:40:46.559

UCR: and I think all of those things are coming into question in relationship to that.

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00:40:48.840 --> 00:40:50.580

UCR: But at the end of the day

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00:40:51.590 --> 00:40:53.980

UCR: that ranking has not disappeared.

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00:40:54.050 --> 00:40:57.270

UCR: and people still are validating that ranking.

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00:40:57.570 --> 00:41:01.009

UCR: So it is still a point of pride for Ucr

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00:41:02.860 --> 00:41:06.950

UCR: until such time as us news and world report decides differently.

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00:41:10.940 --> 00:41:27.950

UCR: I like to comment a little bit more about the ranking, because I have look at the ranking right and try to read. But the Us. Muse and Rankin says that the methodology and the methodology is very simple, right? Because they look at the percentage of Pell students that you and how many of them graduate

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00:41:27.960 --> 00:41:38.279

UCR: it doesn't address any of the issues that you put one on part of your vision about really enhancement of a career degree, and really prepare them

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00:41:38.290 --> 00:41:49.960

UCR: to really have that transformational social mobility. So it's not very sophisticated. It's very simple, and that's part of what's getting questions. So that's what I think is the question.

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00:41:49.970 --> 00:42:06.429

UCR: It's more rigorous in the sense that some of the other rank in the Us. News and ranking because it's real data right, but the other that they are all is much softer. But still it doesn't measure the complexity, or really generating social mobility.

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00:42:06.440 --> 00:42:27.529

UCR: So I think it's good that we are aware of that, and there's something to be said for that. And the reason why I say that is because I have also that concern about the and there is something to be said for that, because I haven't thrown out the baby with the bathroom. I think us news and world report does some things that helps us to understand

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00:42:27.540 --> 00:42:38.219

UCR: what it means for institutions to be successful. But I i'll share a quick antidote with you. I think i'd been in Orlando for about a week.

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00:42:38.280 --> 00:42:43.199

UCR: so my furniture hadn't arrived. My car hadn't arrived. I'm just

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00:42:43.560 --> 00:42:45.109

UCR: i'm there right.

381

00:42:45.240 --> 00:42:49.399

UCR: and so you know I got to eat. So I go out to eat.

382

00:42:50.150 --> 00:42:56.160

UCR: and i'm in this restaurant, and this young lady who is waiting on me is wearing a ucf t-shirt.

383

00:42:56.830 --> 00:42:59.369

UCR: So I strike up a conversation with her.

384

00:43:00.040 --> 00:43:04.590

UCR: Oh, you're a Ucf student. No, I just graduated. Really.

385

00:43:04.750 --> 00:43:05.979

UCR: What was your major

386

00:43:06.170 --> 00:43:07.389

UCR: legal studies?

387

00:43:07.410 --> 00:43:08.220

UCR: Oh.

388

00:43:08.490 --> 00:43:10.520

UCR: are you going to law school? Well, not yet

389

00:43:11.450 --> 00:43:14.229

UCR: like. Really. Well, I want to study for the Alsat.

390

00:43:14.330 --> 00:43:19.630

UCR: Well, I've been at Uc. Of just long enough to know that we had a pre-halshy law office.

391

00:43:19.720 --> 00:43:23.050

UCR: who helped students prepare for the Lsat

392

00:43:23.550 --> 00:43:34.280

UCR: and and prepare applications for Law school and all those sort of things. So I asked her if she had visited the office. She had been a Uc. 4 years, started as a freshman, and had never heard of this.

393

00:43:35.960 --> 00:43:37.909

UCR: and i'm a little stunned

394

00:43:38.920 --> 00:43:39.729

right.

395

00:43:40.060 --> 00:43:48.730

UCR: so I then say to her, Well, what's your plan? Well, you know I'm just going to work here until I can make some money and hopefully get into law school.

396

00:43:49.850 --> 00:43:50.779

UCR: Now

397

00:43:51.400 --> 00:43:53.220

UCR: this was January.

398

00:43:53.450 --> 00:43:56.380

UCR: which means that if she got into law school

399

00:43:56.680 --> 00:44:00.470

UCR: it would be beyond the six-month mark of her graduating

400

00:44:01.650 --> 00:44:03.440

UCR: by the time she started it

401

00:44:04.770 --> 00:44:09.290

UCR: and us news war report. In fact, I don't know that anybody measures for that

402

00:44:10.070 --> 00:44:10.819

right.

403

00:44:11.630 --> 00:44:18.179

UCR: And yet we all know that if something doesn't happen within those first 6 months

404

00:44:18.450 --> 00:44:20.239

UCR: of students graduating.

405

00:44:21.980 --> 00:44:25.570

UCR: They're likely to get off track in relationship to career.

406

00:44:27.160 --> 00:44:42.780

UCR: and it might be a year, 2 years, 5 years before they managed to get back on track, or they might just completely switch tracks and so have a

degree in one thing, and end up finding themselves doing something completely different later. Now, there's nothing wrong with that, because I am one of those people

407

00:44:43.200 --> 00:44:44.029

UCR: right?

408

00:44:44.350 --> 00:44:50.750

UCR: Because I am not a opera singer today. Okay, never have been, even though I studied vocal music

409

00:44:50.900 --> 00:44:52.169

UCR: for years.

410

00:44:53.670 --> 00:44:57.570

UCR: But the point is, if we're going to measure something.

411

00:44:58.790 --> 00:45:03.409

UCR: we have to have strong enough criterion that can be validated

412

00:45:03.710 --> 00:45:07.160

UCR: in order to know whether or not that measurement holds true.

413

00:45:17.910 --> 00:45:23.450

UCR: Thank you. Hi. Can you share some of your perspective about online learning.

414

00:45:26.420 --> 00:45:31.499

UCR: So first of all, let me just say online learning is not going anywhere anytime soon.

415

00:45:31.970 --> 00:45:32.910

UCR: In fact.

416

00:45:33.260 --> 00:45:38.950

UCR: the way in which we approach online learning probably now needs to become

417

00:45:39.140 --> 00:45:48.799

UCR: more part of the normal operating ordinary business of higher education, regardless as to whether or not we're at a brick and mortar institution or a completely online one.

418

00:45:49.710 --> 00:45:54.020

UCR: because the pandemic changed the way we think about online learning.

419

00:45:55.160 --> 00:45:59.039

UCR: Secondly, online learning is not just this monolithic thing.

420

00:45:59.400 --> 00:46:05.140

UCR: So most of us here online learning, and we think, oh, they're taking a class virtually.

421

00:46:06.860 --> 00:46:08.940

UCR: and that's very basic.

422

00:46:09.380 --> 00:46:20.160

UCR: But what it also means is they could be taking that class as it completely, asynchronously, which means that students do it at their leisure and on their own time, and something's recorded, They

423

00:46:20.350 --> 00:46:24.600

UCR: they submit stuff, it gets graded, and they never interact with anybody.

424

00:46:25.400 --> 00:46:37.460

UCR: Then there's the middle of the road thing where they might be doing some of those things completely on their own, on some kind of schedule. And then there's some interaction periodically with someone

425

00:46:37.520 --> 00:46:38.979

UCR: who was teaching.

426

00:46:39.540 --> 00:46:44.469

UCR: And then you've got the sort of third category where it is completely synchronous.

427

00:46:44.760 --> 00:46:53.989

UCR: You have to show up at a specific time on a specific day. That person is live. Everybody is live on the screen. You're engaging with people live.

428

00:46:54.240 --> 00:46:55.330

UCR: and

429

00:46:55.500 --> 00:47:07.490

UCR: when you take an exam there's the whole responders thing. Your camera has to be on, so that they know it's you taking the exam and not somebody else, all of those things. And then there are a bunch of things in between those things.

430

00:47:08.540 --> 00:47:12.079

UCR: So online learning has become as multi-dimensional

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00:47:12.600 --> 00:47:16.010

UCR: as in-person learning in many cases

432

00:47:17.040 --> 00:47:19.470

UCR: the question that I got earlier today

433

00:47:19.760 --> 00:47:23.239

UCR: was about what engagement looks like online.

434

00:47:24.750 --> 00:47:27.629

UCR: And the answer to that question is, it depends.

435

00:47:28.190 --> 00:47:34.480

UCR: And it depends on how much engagement is happening, whether or not it's completely synchronous.

436

00:47:35.150 --> 00:47:42.829

UCR: And there's a lot of activity happening, or if it's completely asynchronous, or if it's something in the middle.

437

00:47:43.000 --> 00:47:44.359

UCR: And so how we

438

00:47:45.260 --> 00:47:49.049

UCR: define student engagement in online learning.

439

00:47:49.390 --> 00:47:51.580

UCR: it's based on the pedagogical

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00:47:51.900 --> 00:47:53.029

UCR: method

441

00:47:53.120 --> 00:47:54.849

UCR: that's happening for mine

442

00:47:55.810 --> 00:47:59.879

UCR: in much the same way that when you're in person

443

00:47:59.980 --> 00:48:07.419

UCR: and you're in a class, some classes there's all kinds of engagement. There's group work so forth and so on. And other classes.

444

00:48:07.530 --> 00:48:09.259

UCR: somebody standing here.

445

00:48:09.290 --> 00:48:11.079

UCR: anybody sitting out there.

446

00:48:11.380 --> 00:48:21.609

UCR: and there's talking happening by the person here, and everybody else is either taking notes, or they're on their phone or on tik Tok, or they fall asleep

447

00:48:24.100 --> 00:48:24.990

UCR: right?

448

00:48:26.400 --> 00:48:27.439

UCR: And

449

00:48:27.600 --> 00:48:30.649

UCR: the pedagogy influences

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00:48:30.690 --> 00:48:31.959

UCR: the engagement

451

00:48:32.490 --> 00:48:39.250

UCR: to a certain degree. Because we still have students. You can have somebody who could be jumping up and down. The students still fall asleep in the back of the room. Right?

452

00:48:40.170 --> 00:48:40.930

UCR: Yeah.

453

00:48:41.620 --> 00:48:45.779

UCR: But overall the pedagogy influences the engagement.



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00:48:46.090 --> 00:48:51.420

UCR: So online learning then, has to become and continue to become innovative

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00:48:51.780 --> 00:48:53.530

UCR: and have to consider

456

00:48:53.840 --> 00:48:55.629

UCR: who's teaching the class

457

00:48:55.760 --> 00:48:59.570

UCR: what the content is, and how to get students engaged.

458

00:49:00.180 --> 00:49:02.169

UCR: and it's ever evolving

459

00:49:02.320 --> 00:49:05.299

UCR: and keeping up with the technology is the challenge. Right?

460

00:49:11.020 --> 00:49:18.329

UCR: Hi, Dr. Barry, Welcome to Ucr. You You mentioned innovation and the University Innovation Alliance.

461

00:49:18.400 --> 00:49:23.950

UCR: Innovation involves risk, appetite, some successes, some failures.

462

00:49:24.040 --> 00:49:33.559

UCR: And so I wonder if you could talk about over the course of your career. You know in your past Roles department chair Associate Dean, etc.

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00:49:33.890 --> 00:49:44.320

UCR: Was there a time where you were part of something that wasn't successful and that changed you, or you learned from that, and you were better on the other side of that.

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00:49:44.770 --> 00:49:45.649

Hmm.

465

00:49:46.360 --> 00:49:48.370

UCR: The short answer is, Yes.

466

00:49:50.970 --> 00:49:53.160

UCR: I learn a lot from

467

00:49:53.190 --> 00:49:55.480

UCR: things that Don't work well.

468

00:50:01.220 --> 00:50:08.419

UCR: and so let me give you an example. So I was associating in the graduate school at the University of Texas, San Antonio.

469

00:50:09.350 --> 00:50:16.129

UCR: and we were attempting to put together a universal handbook for graduate students

470

00:50:17.330 --> 00:50:18.959

UCR: as a guideline.

471

00:50:19.500 --> 00:50:23.309

UCR: but not as the overall change standing rule

472

00:50:23.380 --> 00:50:31.690

UCR: for all graduate programs to have to follow because one of the things that I was very explicit about is

473

00:50:32.790 --> 00:50:35.200

UCR: graduate. Programs are unique.

474

00:50:35.350 --> 00:50:38.330

UCR: and the colleges that they live in are unique.

475

00:50:38.370 --> 00:50:44.710

UCR: You have to be mindful that certain things have to happen in the context of that space in those programs.

476

00:50:45.530 --> 00:50:48.950

UCR: But the purpose of the Handbook was to ensure

477

00:50:49.090 --> 00:50:54.760

UCR: that there were articulated rights and responsibilities of graduate students.

478

00:50:55.590 --> 00:51:13.410

UCR: so that everybody could be on the same page around some general things. And and so we were really trying to mirror what happens at the undergraduate level, because there's a general undergraduate handbook about. Here are the things that you do here, the things that you don't do so forth and so on, right?

479

00:51:14.760 --> 00:51:15.720

UCR: And

480

00:51:16.920 --> 00:51:18.659

UCR: the idea of a handbook.

481

00:51:18.690 --> 00:51:24.549

UCR: It was great, and all of the associate Deans for graduate education for all the colleges agreed that we needed it.

482

00:51:26.120 --> 00:51:30.429

UCR: but it got a little bogged down because everybody wanted

483

00:51:30.660 --> 00:51:33.810

UCR: more and more specific things

484

00:51:34.260 --> 00:51:52.729

UCR: in there. Well, what about this, and what about that? But we don't do that in my program? But we do this in this program, but not in that program in our college and having to re-enerate that the specific details belonged in their own handbooks in their colleges and their programs

485

00:51:53.420 --> 00:51:56.869

UCR: was more than a notion, I'll just say

486

00:51:58.010 --> 00:52:02.539

UCR: and something that should have only taken us a semester to do

487

00:52:03.300 --> 00:52:05.660

UCR: took us almost 2 years to do.

488

00:52:07.270 --> 00:52:08.379

UCR: and

489

00:52:08.830 --> 00:52:10.970

UCR: I can tell you that I was

490

00:52:11.550 --> 00:52:14.159

UCR: not 100% happy

491

00:52:14.350 --> 00:52:15.339

UCR: with

492

00:52:15.410 --> 00:52:18.860

UCR: the amount of time that it took us to get it accomplished.

493

00:52:19.160 --> 00:52:21.979

UCR: The good news is that we did get it accomplished.

494

00:52:22.440 --> 00:52:31.409

UCR: and the other thing about that was sort of understanding also that it was important for people to understand that we had to start somewhere.

495

00:52:31.620 --> 00:52:34.620

UCR: But we were not going to start with perfection.

496

00:52:35.570 --> 00:52:38.649

UCR: because we also had to understand that

497

00:52:38.700 --> 00:52:52.380

UCR: with every new graduate program or with programs that came off the books, or with different rules in relationship to accreditation. Things were going to need to continually change with this handbook.

498

00:52:52.880 --> 00:52:57.710

UCR: so that we were responsive to changes that impacted the institution.

499

00:52:59.060 --> 00:53:00.049

UCR: So

500

00:53:00.260 --> 00:53:03.130

UCR: the lesson I learned in that was that

501

00:53:04.230 --> 00:53:08.130

UCR: you can never say there were 2 lessons One You can never say something too often.

502

00:53:08.350 --> 00:53:11.109

UCR: because sometimes people need to hear it multiple times.

503

00:53:12.260 --> 00:53:16.100

UCR: I also learned that my patience wasn't as great as I thought it was

504

00:53:17.600 --> 00:53:28.210

UCR: because I thought I was a superpatient person, and at some point. When we got to about month and number 8, I thought I was going to pull my hair out right so.

505

00:53:29.710 --> 00:53:33.169

UCR: But the other thing that was also important. Is it validated

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00:53:33.300 --> 00:53:38.700

UCR: and affirmed from me the necessity for people to feel valued and heard

507

00:53:40.640 --> 00:53:43.870

UCR: that no matter how small

508

00:53:44.210 --> 00:53:46.059

UCR: or how specific

509

00:53:46.280 --> 00:53:51.119

UCR: their idea was for information that they felt needed to be in this handbook

510

00:53:52.940 --> 00:53:54.869

UCR: that we discussed

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00:53:55.060 --> 00:53:56.080

UCR: every

512

00:53:56.410 --> 00:53:57.490

idea

513

00:53:57.510 --> 00:53:58.889

UCR: and every

514

00:53:59.670 --> 00:54:00.379

yeah.

515

00:54:00.700 --> 00:54:08.979

UCR: so that we were able to answer all those things for everybody, because we also understood that if the associate Dean

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00:54:09.350 --> 00:54:17.329

UCR: for that college had that question, it was likely that 2 or 3 of their department chairs. Who ran those programs Had those questions, too.

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00:54:19.950 --> 00:54:20.839

UCR: You're welcome.

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00:54:22.750 --> 00:54:28.850

UCR: The following question was submitted via during the registration of Webinar.

519

00:54:29.400 --> 00:54:36.520

UCR: Please share your experience in promoting diversity, equity, and inclusion in your various roles.

520

00:54:37.230 --> 00:54:39.580

UCR: How much time we have.

521

00:54:40.600 --> 00:54:41.740

UCR: Thank you.

522

00:54:42.740 --> 00:54:50.319

UCR: I've had a lot of experience in promoting diversity, equity, and inclusion, because I think it's absolutely essential

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00:54:50.560 --> 00:54:56.240

UCR: that there are a multitude of experiences and voices that get heard

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00:54:56.310 --> 00:55:01.600

UCR: the higher education experience. And I will tell you Frankly, that

525

00:55:01.660 --> 00:55:03.989

UCR: if someone else had not

526

00:55:04.180 --> 00:55:08.280

UCR: value the same kind of thing, I would not be standing here today.

527

00:55:08.650 --> 00:55:14.969

UCR: and i'm a third-generation college student. And so it really

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00:55:15.200 --> 00:55:23.520

UCR: speaks volumes to me that all the things I've learned from my mother who went to college, and my grandmother, who went to college.

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00:55:23.600 --> 00:55:27.599

UCR: even though their college experiences were very different from my own.

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00:55:28.240 --> 00:55:32.919

UCR: because there were things that didn't exist for them that existed for me

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00:55:32.960 --> 00:55:37.479

UCR: were valuable in relationship to what I brought to the table.

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00:55:37.580 --> 00:55:49.179

UCR: And so with that in my current role one of the things that I did was, I stood up a diversity, equity, and inclusion work group in in my college and division

533

00:55:49.970 --> 00:56:03.259

UCR: to ensure that we were addressing some things in relationship to how staff function, how we supported students from a variety of different backgrounds. What kinds of questions we investigated in a relationship to the work that we were doing.

534

00:56:03.460 --> 00:56:05.310

UCR: and I wanted those

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00:56:05.580 --> 00:56:08.899

UCR: voices to come from the staff

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00:56:08.990 --> 00:56:14.539

UCR: in my units and the faculty, and my my college, and not necessarily

537

00:56:14.570 --> 00:56:19.080

UCR: come from my office, or from the office of diversity, equity, and inclusion

538

00:56:19.100 --> 00:56:34.839

UCR: sort of top down down, because they understood the daily work that they were doing, serving as a department chair for the department of African-american studies. One might think. Well, why would you be worried about diversity, equity, inclusion there?

539

00:56:35.470 --> 00:56:42.729

UCR: Well, what many people Don't know is that African-american studies as a discipline is quite diverse.

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00:56:42.820 --> 00:56:49.019

UCR: and there are a number of individuals who do not look like me, who are experts in the field.

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00:56:49.040 --> 00:57:05.729

UCR: because it's a field that they've chosen to engage in. And so, as a result, my faculty reflected that kind of diversity, and also diversity and relationship to the sub-disciplines within the field in relationship to the department.

542

00:57:05.740 --> 00:57:22.189

UCR: and so my department and I hired faculty in my department, who were Vietnamese, who were Caribbean, who were African, who had one woman who was from Ireland. But that was her work right so.

543

00:57:22.220 --> 00:57:26.680

UCR: and that is truly representative of the field.

544

00:57:26.750 --> 00:57:29.079

UCR: And then, and working with

545

00:57:30.000 --> 00:57:30.959

UCR: A

546

00:57:31.610 --> 00:57:41.100

UCR: in working with the the graduate school and and the team that I had because part of my role as an associate. Dean was also directing recruitment

547

00:57:41.170 --> 00:57:45.130

UCR: and and in promoting engagement of graduate students

548

00:57:45.150 --> 00:58:01.820



UCR: across campus, and so my staff was very diverse as well, and I was very intentional about the staff reflecting the community because the University of Texas at San Antonio was also an HSI, and I felt it was absolutely important

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00:58:01.830 --> 00:58:20.949

UCR: that my staff reflect the community of the of the campus in relationship to that so, and and I could probably go on all the way back to my first days as an assistant professor and program director for an alternative teacher certification program, where all of my folks

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00:58:20.960 --> 00:58:38.319

UCR: were really sort of reflective of not only teacher education in North Carolina, but but also thinking about those individuals who were coming into an alternative teacher certification program, and ensuring that we were reflective of the community and the schools that they would be prepared to teach in

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00:58:42.880 --> 00:58:44.229

UCR: Dr. Very.

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00:58:44.310 --> 00:58:57.870

UCR: We are at time already. And so thank you, Dr. Very. And thank you. Everyone for participating whether you were here in person or online during this vision Seminar as a reminder.

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00:58:57.880 --> 00:59:04.519

UCR: please be sure to provide your feedback via the Candidate Survey, which can be found on the executive searches page.

554

00:59:04.540 --> 00:59:06.439

Thank you again, and have a great day.