

WEBVTT

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00:00:03.310 --> 00:00:11.329

UCR: Good afternoon, Everyone, you know Some of you are joining us virtually and logging on, so we'll just give it a few more seconds to let you connect to your audio and we'll get started

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00:00:22.420 --> 00:00:34.430

UCR: all right. Why, Don't, we get started? So thank you. Everyone for taking the time to participate in our Vision seminar, and it's for our search for Ucr's next Vice Provost and Dean for undergraduate education.

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UCR: I am Tony Adams, director of Human Resources and executive searches, and I'm. Supporting this search.

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UCR: We are pleased to welcome Dr. Teresa Balser today. Dr. Balser is currently a professor of sustainability education

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UCR: at the University of Calgary. She received her Bachelors of Arts in Biology and Earth sciences from Dartmouth.

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00:00:53.410 --> 00:00:57.549

UCR: and a Phd. In microbiology from the University of California. Berkeley.

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

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UCR: The opportunities and challenges facing undergraduate education over the next several years, the specific opportunities and challenges she sees here at Uc. Riverside

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00:01:17.860 --> 00:01:23.209

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

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00:01:23.800 --> 00:01:39.119

UCR: So at the conclusion of Dr. Balser's presentation, we'll open up the session for any questions that you all may have for those of you joining us in person, feel free to raise your hand, and one of our team members will come to you for those of you joining us virtually. Please use the Q. And a. Feature, and with that i'll hand it over to you, Dr.

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00:01:39.180 --> 00:01:39.949

Your Professor.

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00:01:45.070 --> 00:01:56.060

UCR: Thank you very much, and i'm very pleased to be here. So I was, I was told we have a standard first slide, but I had already prepared my first slide to share with you, and

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00:01:56.520 --> 00:02:13.719

UCR: to kind of get us in a mood for future, and thinking about what the future might bring us. So i'll just start off really quickly with I'm very, very glad to be here, and grateful to have the opportunity to speak with everybody that I've spoken with over the last couple of days. I also want to.

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00:02:14.160 --> 00:02:33.419

UCR: I'm visiting today from 27 territories in Calgary and Canada, and acknowledged the traditional caretakers of the land where we're meeting here today, and extend my gratitude as well to the elders, past, present, and future, for the welcome that I've received as I've come, and it really has been quite a welcoming experience, so i'm

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00:02:33.430 --> 00:02:39.030

UCR: grateful to be here. And then, as you heard the prompt for today, I want to give you a bit of a context.

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00:02:39.040 --> 00:02:56.219

UCR: and to the way that I've been thinking about where we're going with undergraduate education generally, and then share with you some of the thoughts and things that I've seen over the last couple of days, and in my preparation, and in all the conversations leading up to this, to this seminar, and then trying to give you a bit of a perspective

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00:02:56.230 --> 00:03:03.260

UCR: on how I might go about approaching the role, and how we would go forward with some of that

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00:03:03.330 --> 00:03:23.059

UCR: going to this bit of context. I recently was invited as part of a panel at a conference in Dublin, and the panel topic was Skills

competencies and knowledge for unwritten futures. And so I was thinking, with a wide range of of senior leaders, presidents, vice chancellor's, chancellors, and executives.

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UCR: on the relevance and the value of universities to future societies, and thinking about that idea. What skills and competencies, and how do we prepare our undergraduates for life in the future? And I was really struck by this concept of unwritten futures, and that was the prompt they gave us, and I thought, Well, that's really interesting, because

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00:03:40.690 --> 00:03:53.210

UCR: that does to me encapsulate the challenge that we're facing, and the opportunity that we're facing the future isn't written, and we don't know, and it's uncertain. There's a lot of things happening. I put the Jetsons here because they fascinate me.

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00:03:53.220 --> 00:04:03.030

UCR: They, more than almost any bit of science fiction. Futuristic thinking, predicted everything we have. They predicted online learning. They predicted

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00:04:03.080 --> 00:04:21.090

UCR: tablets. They predicted smart watches. They predicted everything except social changes. So in Jetsons are still completely the nuclear 1950, S. 1960 s family. So it's. There's a whole like seminar in there somewhere about how we don't actually predict the future Very well. When it comes to social predictions.

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00:04:21.100 --> 00:04:29.250

UCR: We can actually make technological predictions a lot better. That's not the topic of today per day. But the Jetsons really fascinate me when i'm thinking about future.

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00:04:29.740 --> 00:04:34.929

UCR: But anyway, some of that context. And why do we have these unwritten futures? And what is it that's uncertain?

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00:04:35.190 --> 00:04:55.120

UCR: Since 2,010 I've been using this great video about called, Did you know, and thinking about the pace of change and acceleration of knowledge and the idea of data and facts, and that we have all this in a supercomputer in our pocket on our smartphone and trying to move past just teaching facts. So that was in 2,010,

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00:04:55.370 --> 00:05:10.090

UCR: this accelerating and complex world. And now I looked it up last year. I think it was so. It's probably much worse now. 2 and a half quintillion bytes a day. I have no idea what that even means. I'm not a mathematician, and that it just blows my mind.

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00:05:10.100 --> 00:05:28.020

UCR: And so this I used to use this as a give up entirely on teaching facts, because there's no way we can't win. But now I also think about it as part of the uncertainty and part of the the world that we're living in. Well, what do we do if we're not teaching facts? What do we do

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00:05:28.030 --> 00:05:38.150

UCR: in the face of this, especially in another seminar. I have given in the past that we're in a counterfactual world. So facts don't even mean anything more, because we can make them up.

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UCR: So that's an interesting thing. We're also in the middle of this fourth industrial Revolution, and I had given a presentation in in Shenzhen and China on the role of undergraduate education and learning. In the fourth Industrial Revolution I didn't even know we were. We had 4,

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UCR: so we were invited to come and talk about that. And so the fourth industrial Revolution is moving past the age of knowledge, past computers and automation and into cyber physical systems, which is the smart watches and the computer human interface. And the next one is going to be the Borg right? But we're we're actually thinking about smart toilet, smart refrigerators, all of the ways in which we're engaging with technology.

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00:06:16.960 --> 00:06:26.910

UCR: So that's another piece that kind of adds to this unwritten future. What does that mean for us, because we know that in this fourth industrial revolution it affects every single aspect of

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00:06:26.960 --> 00:06:36.190

UCR: every day of all of our lives. And this is the context that we have for an undergraduate education that we're trying to deliver. So driverless tractors

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00:06:36.300 --> 00:06:54.870

UCR: all the simulation, all of the AI, all of the everything the Internet of things. I mean, we're all thinking about the AI that's happening right now. Chat Gpt. What does that mean for how we teach in all of this. So fourth industrial Revolution is a second factor in this

unwritten future, and the uncertainty and the challenges and opportunities that we're facing.

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00:06:56.560 --> 00:06:57.520

UCR: Go.

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00:06:58.250 --> 00:06:59.210

UCR: Hello.

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00:06:59.500 --> 00:07:00.100

Yeah.

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00:07:00.230 --> 00:07:19.680

UCR: we're also facing this very, very dramatically changing world which is environmentally, socially, technologically right. So we have this uncertainty happening around us in terms of everything urbanization, all of the environmental climate change and all that technology that's in the fourth industrial Revolution. So we have this context of oh, my goodness.

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00:07:19.690 --> 00:07:21.979

UCR: what do we do in the face of this.

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00:07:23.080 --> 00:07:35.779

UCR: what I've been learning in the last, actually across the last decade, really thinking about? What are the big changes happening in higher education, not just globally, not just with the world we're massifying. There are more learners. If you look at

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00:07:35.790 --> 00:07:48.209

UCR: the rise of global South, and we look at all the populations where there are school, age, learner, aged children, people that need education. There are more learners, so a wider range of murders. So we're diversifying

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00:07:48.380 --> 00:08:01.110

UCR: and then globalizing. So learning is becoming borderless, collaborative, and reaching everywhere. Right? So this is the big picture, the big envelope, and very much personalizing. So there's an expectation that learning is individualized that there's self paced

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00:08:01.120 --> 00:08:13.250

UCR: learners and learning. We were working on this a little bit in Australia, looking at. How do you help students chart a pathway and actually use the same sort of algorithms that Amazon uses to decide what my next book needs to be.

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00:08:13.270 --> 00:08:22.120

UCR: But helping students decide what's their next class going to be. So there's interesting things happening in the space of just higher education. Writ large and globally.

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UCR: and then.

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UCR: in the face of all this, all this uncertainty, right? It's one of my favorite quotes that I've used for a really long time. We're currently preparing students for jobs that Don't yet exist.

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UCR: using technologies that haven't been invented in order to solve problems. We don't even know our problems yet.

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UCR: and

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UCR: and other other presentations I've given talk about how many times a student changes a job now, within the first 15 years after graduation, how many times they changed careers over the course of their job working life

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00:08:54.710 --> 00:09:13.749

UCR: on all of the changes and things that happen, and by the time they finish a 4 year degree, most of what they've learned is already out data at an out of date. And so what do we do in the face of this? And so, when I am talking with teachers, and we're doing, teaching and learning and faculty development was, Ok, what do we do with all this? What does this mean for us as teachers.

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UCR: When we think about the problem more broadly. All right.

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00:09:17.230 --> 00:09:18.030

UCR: forgotten

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00:09:18.190 --> 00:09:34.039

UCR: Covid. I wanted to forget Covid. We don't get to forget Covid. So on top of that as if all that wasn't bad enough, we have this whole world

now of increased uncertainty, the need for more flexibility, the need for hybrid, and all of that can't forget. Covid can't forget the cats on the laptops.

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00:09:34.480 --> 00:09:38.990

UCR: We need to include that. So as if it all wasn't bad enough.

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00:09:39.410 --> 00:09:54.739

UCR: The concept of thinking, what does it mean for us as teachers? What does it mean for us in universities? What does it mean for undergraduate education? So we know that learning means have changed. There are multiple jobs and careers, and there's a need for lifelong learning for our students. Now, how do we accommodate that

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00:09:54.790 --> 00:10:03.860

UCR: Learning styles and generational expectations have changed. So we're moving now from Gen. Z. Into Gen. Alpha and Jen Alpha is now teenagers

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00:10:03.890 --> 00:10:16.349

UCR: and about to to reach us in University. There's the learning gaps that Covid created there's 10 years of a learning gap that's going to be coming up, and we need to think about. How are we addressing and approaching that

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00:10:16.380 --> 00:10:25.839

UCR: the mental health concerns and what people call pastoral care, the need for pastoral care, whose responsibility is that when students reach us in university

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00:10:25.920 --> 00:10:42.029

UCR: the changing societal expectations. There is a commoditization of education and expectation of employability, and families have adopted. What's more of a customer mentality, I don't like that way of putting it. But it is kind of what we are are managing in a lot of places.

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UCR: The demographics I mentioned right diversity. The increase in first-generation students coming into university, and then the learning and equity gaps that are happening because of Kovat and other reasons. So in the face of all of that.

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UCR: What does the student success look like? What do we do with undergraduate education? And so this is the broader picture of the challenges and opportunities that we're facing.

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00:11:03.860 --> 00:11:06.860

UCR: Challenge. Yes, but there's opportunity in all of it.

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00:11:07.760 --> 00:11:09.280

UCR: So

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00:11:09.340 --> 00:11:23.369

UCR: we think about moving from that down more specifically, and things that I've heard of. I don't have fancy fancy slides with this. This is really me thinking about. What have I seen in the preparation and in the conversations that I've had. That seems like the most important step to be thinking about

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00:11:23.380 --> 00:11:30.080

UCR: for this university. And so I've got a what a how and a Why? Because I always like to think about how and why.

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00:11:30.100 --> 00:11:45.179

UCR: So the what that I was noticing. That's challenge and opportunity, of course, is the student diversity and the demographics. This is an incredibly diverse campus, which is fantastic. The demographics are an opportunity to challenge because you've got the first generation students coming in. You've also that means they're

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00:11:45.520 --> 00:11:57.559

UCR: There's a different kind of engagement that we have with them. That's an opportunity and a need to make sure that we're supporting them. That could be a challenge or an opportunity.

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00:11:57.570 --> 00:12:06.359

UCR: and then the resultant need to find ways to accommodate that growth. So how do we make sure that we have adequate staffing when there's no plan for staff growth

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00:12:06.510 --> 00:12:16.480

UCR: along with the student growth. How do we ensure that the physical spaces are there? How do we make sure the bottlenecks don't become even more bottlenecks. How do we deal with all of that?

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00:12:16.640 --> 00:12:24.210

UCR: The resource constraints and always resources, and it's not just targeted imagination. I think it was supposed to be targeted.

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00:12:24.290 --> 00:12:43.289

UCR: and imagination and ingenuity. But how do we bring in the more resources? How do we not just work harder? But how do we work differently? How do we be creative in thinking about how we address these challenges and turn them into more of an opportunity than a challenge. And then the fact that we've talked about numerous times, right? There is a culture here of

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UCR: decentralization which is one of the challenges at an opportunity. Undergraduate research is a phenomenal thing, and and being at the vibrancy at that center of vibrancy and discovery exploration that a research university has is very much an opportunity.

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00:12:59.240 --> 00:13:03.859

UCR: But it's a challenge as well, for when we want undergraduate education to be taken seriously.

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00:13:04.640 --> 00:13:19.619

UCR: so the how thinking about priorities and things that would be needed. Moving forward. There's the division identity and the role clarity. So, having an action plan and telling the story and bringing together the pieces, and in an integrated way to help

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00:13:19.700 --> 00:13:21.810

UCR: say, here's how we serve the campus.

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00:13:22.660 --> 00:13:38.649

UCR: and ensuring that we have divisional agency, by which I mean having the division do stuff and have that impact and document and share that impact. So leveraging academic status. I didn't put academic status there because I didn't want it to break the line.

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00:13:39.970 --> 00:13:49.639

UCR: just leverage status, partnerships and collaborations, thinking about how do we build that sense of partnership collaboration within the division and then across?

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00:13:49.800 --> 00:14:09.780

UCR: And then ultimately really thinking about how we're serving the University by doing so. And then the unified vision and signature areas. What are we doing there's so much that needs to be done. What is it that the division really wants to do? And what role do we want to play on this campus? So it's a little bit of the how things that would need to happen.

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00:14:10.040 --> 00:14:22.439

UCR: And then why, at least for me it's sort of more of a Why, why, why do this? Why do any of it? So we want to support the whole person in whole life. So learners need to be learning boral life.

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00:14:22.450 --> 00:14:30.199

UCR: but it's not just sitting in a classroom, filling their mind with the facts and the content, or any of that. It's really the whole person's whole life.

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00:14:30.470 --> 00:14:48.569

UCR: We want to be able to unleash the collective brilliance across Ucr. So the the division can be a catalyst for the the creativity and and ingenuity that's out there finding ways to, but connect people that want to talk about teaching and learning that are interested in it, and want to do the very best job they possibly can.

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UCR: Why do some of these things building our capacity and making sure there's a strong foundation for undergraduate work here in undergraduate education.

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00:14:56.970 --> 00:15:04.029

UCR: attracting students, attracting staff, attracting faculty, creating a thriving community that helps us retain them

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00:15:04.370 --> 00:15:18.209

UCR: is another. Why, and then it's the right thing to do right. We're here for education. We're here to support our undergraduates. Not just the research that happens. Otherwise we'd be a Research Institute. We would be a national lab, and we're not.

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00:15:18.620 --> 00:15:21.699

UCR: We're a university. So it's the right thing to do.

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00:15:22.240 --> 00:15:29.429

UCR: So my own vision and approach, and I'm going to share the how and why, and then an example, and then i'll be done.

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00:15:29.820 --> 00:15:31.449

UCR: So what right?

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00:15:31.700 --> 00:15:48.369

UCR: What I what I see and what I would love to see happen is that we really start to ignite that imagination and foster that innovation in undergraduate education, that we challenge the way that we've always done

things, and that we think about. How can we do them in different ways. What gets us excited? What do we want to try

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00:15:48.660 --> 00:15:58.420

UCR: developing the collective goals that are going to and empower and inspire the learners, teachers, and advisors. How do we think of ourselves as a system? Because it's not just

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00:15:58.540 --> 00:16:02.590

UCR: gosh, we can't I? I always say you can't have happy

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00:16:02.610 --> 00:16:09.240

UCR: thriving students if You've got miserable, unhappy, stressed staff and faculty. So the whole thing is a system

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00:16:09.490 --> 00:16:13.540

UCR: collectively, and power inspire and support the health system.

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00:16:15.200 --> 00:16:22.840

UCR: positioning the division as a catalyst to partner and support for the colleges. Recognizing that this is a it's a support role. We Don't exist

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00:16:22.940 --> 00:16:35.000

UCR: for our own sake. We exist to support the University and then supporting growth and development for everyone Students Faculty staff again across all of the Ucr. So these are the things that I think would be really exciting and important to work on.

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00:16:35.550 --> 00:16:36.420

UCR: How

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00:16:36.600 --> 00:16:48.680

UCR: first level of how I like to think about. How do we do that? Well, how do we do that. Well, how do we do that so engaging everybody, empowering people and catalyzing action, increasing and aligning resources for new efforts get more resources?

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00:16:48.720 --> 00:16:57.680

UCR: However, we can a lot of fundraising, and that's good, and align them to where they're going to have the biggest impact, which is something I've talked a lot about in the last couple of days.

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00:16:57.710 --> 00:17:16.420

UCR: How are we going to do that? How do I tend to do that? So this is sort of my basic philosophy, and how I approach things to invite and include people active and deliberate, bringing people together, task forces, workshops, listening sessions, focus groups, surveys all of it, get people in.

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00:17:16.430 --> 00:17:25.930

UCR: get them talking, bring them together, facilitate that dialogue, build a sense of community, so that we know that we're not just in this by ourselves alone that we're in it together.

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00:17:26.190 --> 00:17:37.369

UCR: that we're inventing things together. Ideation and sandbox space is a lot like what I see exciting doing as well, but really trying to say, what what could we do? What we want to try, and then actually try it.

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00:17:37.540 --> 00:17:47.040

UCR: So show that some of these things can work and get people excited about doing more, and then make sure we tell people about it. Consistent communication, sharing the value of what we do

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00:17:47.610 --> 00:17:49.460

UCR: to the how, Why.

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00:17:49.480 --> 00:17:58.469

UCR: I truly believe that we need all voices, and it's not any one of us that knows everything that knows the answers. It knows how to do it. So we need to bring everybody together.

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00:17:58.550 --> 00:18:04.879

UCR: Nothing's ever going to be perfect. So waiting around for it to be perfect isn't going to help. So dive in, roll up your sleeves and get it going.

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00:18:05.030 --> 00:18:21.329

UCR: Servant leadership. We're in a service role. We're trying to support, making things better. And why not? Why not try and hear things. Why not get out there and push the envelope? So those are the the kind of observations just from the last few days, and trying to share a little bit about how I would approach it.

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00:18:21.340 --> 00:18:25.260

UCR: So in just a few examples. And then one last couple slides

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00:18:25.830 --> 00:18:32.799

UCR: so examples of things that I've worked on in the past so a bit more tangible than just. Bring people together and have ideas and do

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00:18:33.090 --> 00:18:34.899

UCR: which sometimes that works

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00:18:34.920 --> 00:18:43.370

UCR: so working on micro credentials and unbundled and stackable degrees, working on a policy where we actually could use coursera classes for a degree program.

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00:18:43.400 --> 00:18:52.439

UCR: and actually use that as a six-week micro module within a teaching period. And how do we do that bringing that through the academic policy, world

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00:18:52.520 --> 00:19:04.740

UCR: work, integrated or internships and experiential learning there's a whole strategy, bringing in funding and actually starting to integrate that idea of authentic work and authentic assessment.

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00:19:04.750 --> 00:19:23.749

UCR: and do more with that. I'm not saying it's not being done here. It's just examples of the kinds of things I've enjoyed working on. We talked a little bit yesterday about the design for life program that's happening at Stanford. How do we support our undergraduates in figuring out who they are right away, what they want to be working on, how they, how they might want to take their future forward, and

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00:19:23.760 --> 00:19:27.519

UCR: who not just the degree program they're in. But their life

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00:19:27.550 --> 00:19:34.380

UCR: challenge-based learning. I love this challenge based learning and curriculum programs, and I've built a few of these to really get students working on

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00:19:35.000 --> 00:19:39.620

UCR: authentic problems. I don't like real World University is real world. We're in the real world.

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00:19:39.750 --> 00:19:44.959

UCR: But how do we engage students early on in problems that Aren't just canned.

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00:19:45.350 --> 00:19:53.050

UCR: or a cookbook fundraising for student support and innovation, bringing in as much money as we can to actually help with

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00:19:53.140 --> 00:20:03.949

UCR: a whole range of initiatives. And I can answer questions about that. If anyone's interested again, targeted and tailored, resourcing for our students. Make sure we're putting the resources where they're going to make a difference.

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00:20:03.980 --> 00:20:23.050

UCR: and then I've been working on with a couple of universities, the idea of holistic evaluation, of teaching and holistic evaluation for merit and tenure to include inclusive classrooms, inclusion, innovative pedagogy, innovative teaching so that we better recognize and reward that.

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00:20:23.060 --> 00:20:38.160

UCR: So those are just some examples. The last thing to say here is, we have been working our butts off. We have been going above and beyond. Covid has made sure of that. People are tired. People have been doing a fantastic job.

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00:20:38.170 --> 00:20:47.060

UCR: and I think it's really important to think about how the work matters more than ever. The world needs us more than it ever has, and so we get to keep going.

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00:20:47.250 --> 00:20:54.010

UCR: And so these are some of the questions that I was thinking about. How do we better enable rapid curriculum, innovation and change?

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00:20:54.030 --> 00:21:08.059

UCR: How do we support individual development and sustain well-being. And how do we? How do we, as a division help the university, and provide all the services that the students need so these are kinds of questions to to start to nucleate initiatives around.

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00:21:08.070 --> 00:21:16.220

UCR: and it looks a little bit like this. This is an example from Dalhousie. It's a landscape, and it takes a village, and it takes all of us. So

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00:21:16.280 --> 00:21:23.210

UCR: these are our own acronyms from Dalhousie, and I know there are some equivalents and some not exact equivalents.

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00:21:23.310 --> 00:21:39.429

UCR: We need policy and quality oversight curriculum approvals all that sort of stuff coordination. There's tech support, instructional support, peer, support, general infrastructure assessment all of that stuff so the Senate and the Senate committees sit there. This is the Associate Dean's Academic Council. So it's the Associate Dean's Council.

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00:21:39.870 --> 00:21:43.540

UCR: This is Academic Technology Services and the libraries.

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00:21:43.880 --> 00:21:46.290

UCR: This is the center for learning and teaching.

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00:21:46.690 --> 00:21:50.359

UCR: This is the colleges which we call faculties in Canada

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00:21:50.570 --> 00:22:09.370

UCR: that provide the associate Deans, and that directly work on these areas. So this is the the landscape. When I was at Jalhazi we were adding a few other things to the landscape. But to me, what's important about this is it is complex, and we have to embrace that rather than trying to oversimplify it or over focus in one space.

130

00:22:11.000 --> 00:22:13.510

UCR: And so it all fits together.

131

00:22:13.760 --> 00:22:16.029

UCR: It's complex on purpose.

132

00:22:16.090 --> 00:22:34.850

UCR: and that's how it should be. So. The reason I bring this as an example is, I see that it's some of what we have here as well, right that there are multiple units. There are colleges. There are all sorts of things happening that influence, undergraduate teaching and learning influence, undergraduate education. And so there's a there's a need to really embrace all of that. So so

133

00:22:34.860 --> 00:22:43.100

UCR: that's just an example that it is complex. And it's important. And if people like pictures, there are others that make much prettier graphics than I do

134

00:22:43.180 --> 00:22:54.009

UCR: that also try to put it all together, and these are all the areas that we had going on at the University that all influence undergraduate education.

135

00:22:54.340 --> 00:23:14.319

UCR: So it was just kind of an illustration of hopefully a summit of illustration for the for the whole seminar, and with that really the bottom line, just really there is tremendous opportunity here, as well as the challenge that we see as huge challenges. No question but division of undergraduate education can support the University

136

00:23:14.350 --> 00:23:32.909

UCR: today, and going beyond kind of traditional cultures and traditional ways of thinking and support students in gaining those the skills, the competencies and knowledge that they're going to need for all of those and unique unwritten futures. And so that's kind of ultimately what I see. There's a huge possibility. There's huge opportunity as well as the challenge. So

137

00:23:33.260 --> 00:23:34.150

with that

138

00:23:34.250 --> 00:23:37.170

UCR: whoops that was supposed to just say Thank you.

139

00:23:37.730 --> 00:23:40.090

UCR: The quicker is doing strange things.

140

00:23:40.380 --> 00:23:45.140

UCR: Thank you. Thank you so much for your question for that presentation.

141

00:23:45.460 --> 00:23:52.799

UCR: All right. So, as a reminder for those of you joining virtually. If you have a question for Dr. Balsler, please be sure to put that in the Q. And a feature.

142

00:23:52.820 --> 00:23:57.510

UCR: And then, for those of you joining us in person. Just raise your hand, and one of our team members will come to you.

143

00:24:11.730 --> 00:24:14.459

I was wondering how you see the role of admissions.

144
00:24:14.910 --> 00:24:17.249
and one extreme. It's a funding stream.

145
00:24:17.350 --> 00:24:18.340
It's it's one way to

146
00:24:18.760 --> 00:24:19.320
of us.

147
00:24:19.470 --> 00:24:22.269
On the other hand, increasing selectivity

148
00:24:22.530 --> 00:24:24.109
seems to have a positive feedback.

149
00:24:24.450 --> 00:24:25.710
the public

150
00:24:26.790 --> 00:24:27.779
quality of the

151
00:24:28.850 --> 00:24:29.669
as a

152
00:24:31.230 --> 00:24:31.990
right.

153
00:24:32.260 --> 00:24:38.209
UCR: Yeah, the conundrum of admissions, and the way that I see that is.

154
00:24:39.470 --> 00:24:50.849
UCR: we need to be careful not to put the cart in front of the horse.
This is a terrible, and I don't even know what that even means. Hardly.
But we want to make sure that we're not thinking about admissions just
for admissions, just for numbers, but that we're starting with? Why.

155
00:24:50.980 --> 00:25:03.489
UCR: why do we want? Why do we want them. What are they going to add to
the campus, and then work backward from there and say, then, how do we
find them? How do we admit them.

156

00:25:03.520 --> 00:25:06.270

UCR: and I think that if there's a why.

157

00:25:06.820 --> 00:25:10.620

UCR: then people don't get quite as hung up on. Is it? Selective enough?

158

00:25:10.690 --> 00:25:24.419

UCR: It's. Oh, we've got a vision. We're putting ourselves out there. We're saying we want a diverse thriving campus. And so, therefore we are going to go and make sure that that's what we have, and we're less worried about whether it's the ultimate in selectivity.

159

00:25:24.640 --> 00:25:30.940

UCR: and we're not trying to be at Harvard, and we're not trying to be something else. But this is who we are.

160

00:25:30.960 --> 00:25:33.459

UCR: and I think if you can put that out there.

161

00:25:33.650 --> 00:25:34.810

it

162

00:25:35.700 --> 00:25:43.780

UCR: it becomes the thing people focus on instead of selectivity. I can see myself there. There's values. There's vision. There's a reason I want to be there.

163

00:25:48.590 --> 00:26:04.450

UCR: Thanks very much for your vision. I have a question about the various initiatives that you were explaining the how and your experience in implementing those initiatives. Could you link them more clearly to how they were also advancing Dei initiatives.

164

00:26:04.820 --> 00:26:05.630

Right?

165

00:26:05.710 --> 00:26:08.319

UCR: Right? That's a great question.

166

00:26:10.090 --> 00:26:28.410

UCR: When I think about challenges and opportunities. There's there's more opportunities now that we've learned things from Covid and have capacity to do things differently that can more directly support student

needs. And we've talked about the value of hybrid and the recognition that students coming from different socioeconomic status populations or different backgrounds

167

00:26:28.420 --> 00:26:47.580

UCR: can benefit from some of the things that we now know. So that's one way of looking at it. Another way is the work that I was doing at Calgary, where we were thinking about every single revision of every curricular program working through the Senate Subcommittee that did all the program approvals, revision, approvals and reviews.

168

00:26:47.590 --> 00:27:03.050

UCR: and all of that. I worked with our Vice Provost in Canada. We say, Edi. So the Vice Provost indigenous engagement to create guidelines that we would hold each program accountable for

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00:27:03.060 --> 00:27:15.760

UCR: that were very specifically every single step along the way, like a journey map, for all students admitted all students coming into the program what their experience would be for Dei

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00:27:15.850 --> 00:27:32.479

UCR: through a Dei and accessibility lens as well as on the indigenous side. There are very unique things that are important for indigenous engagement. And so we came up with a program, guide resources, questions to answer, and and really put some good work into making sure

171

00:27:32.490 --> 00:27:50.970

UCR: that we were appropriately looking through these lenses for every single thing that we did with curriculum across the University, and because it was coming through the Senate Committee. What that meant is eventually every single program was going to have a chance to have that revision rather than trying to make a blanket. Everybody is going to do it right now.

172

00:27:50.980 --> 00:27:53.830

UCR: So that's an example. And then, of course.

173

00:27:54.400 --> 00:27:58.080

UCR: specific mentoring programs, peer programs.

174

00:27:58.520 --> 00:28:02.149

UCR: safe spaces, ally programs, you know. Really.

175

00:28:02.180 --> 00:28:06.800

UCR: it has to be central to the thinking that this matters.

176

00:28:24.700 --> 00:28:31.610

UCR: Thank you for sharing your vision to piggyback off that question. I'm interested in knowing if any

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00:28:32.510 --> 00:28:40.840

UCR: say like Number Wise, did you all see an increase in your diversity, or did your student population stay the same?

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00:28:41.180 --> 00:28:48.680

UCR: And how did those programs end up doing in terms of student participation in set programs with the University, holding them accountable.

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00:28:50.440 --> 00:28:55.040

UCR: The work that we did at Calgary was very recent. So unfortunately, I don't have

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00:28:55.670 --> 00:29:00.420

follow along data yet to be able to share the numbers with you that way.

181

00:29:02.760 --> 00:29:12.419

UCR: I know that work that we were doing at Dal housing that was similar, and issues around Dei were more centered

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00:29:13.410 --> 00:29:19.299

UCR: black and indigenous, entering law program and admissions.

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00:29:19.510 --> 00:29:38.109

UCR: I don't want to say targeted because there's all kinds of in the Us. Things going on with targeted. But it was going out and and recruiting and supporting African, Nova, Scotian and Black Canadian free lawyers and indigenous lawyers that tremendously increased the numbers coming into the program.

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00:29:38.150 --> 00:29:48.379

UCR: and there was a very, very successful black advising black student advising program. I loved the woman that was running it, but also was shown to be really really successful.

185

00:29:48.820 --> 00:29:50.010

and bring again

186

00:29:50.280 --> 00:29:53.100

again black and indigenous students into the university.

187

00:29:55.680 --> 00:29:56.770

I

188

00:29:57.170 --> 00:30:00.430

UCR: Do you see a role for your office

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00:30:00.590 --> 00:30:02.210

to

190

00:30:02.730 --> 00:30:07.740

UCR: convene colleges or schools or departments to talk across each other

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00:30:07.830 --> 00:30:10.910

about what's working, what's not working an undergraduate

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00:30:10.970 --> 00:30:15.099

education. And do you see any limitations of that kind of

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00:30:15.280 --> 00:30:16.920

cross-campus dialogue?

194

00:30:18.950 --> 00:30:20.649

Yes, no.

195

00:30:20.680 --> 00:30:21.240

A

196

00:30:21.690 --> 00:30:26.019

UCR: yeah, absolutely. I think there is a role to play?

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00:30:26.070 --> 00:30:45.970

UCR: I think a lot of how that is manifested will depend on who's sitting in the seat right? And I, I happen to be trained as a facilitator and really enjoy facilitative dialogue and bringing people together and engaging my background in the work that I've done is inherently introduced and interdisciplinary myself, and have built a number of

198

00:30:45.980 --> 00:30:53.809

full curricular programs that are very cross-disciplinary. So it's something that has a lot of meaning to me. So I think it is entirely possible

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00:30:54.290 --> 00:30:56.160

UCR: the question will be.

200

00:30:56.360 --> 00:31:01.409

UCR: how that role plays out, how much sits with the Vpdu themselves.

201

00:31:01.510 --> 00:31:20.690

UCR: and and how much is catalyzed by the units within the division, and how that rolls out, and I think that's not clear at the moment that that's part of why I was hearing some of what I was hearing about. What is our role, and what's our identity? And how do we fit together? And how do we integrate? And how do we have the impact we could have? So that's why I say Yes, there's a role.

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00:31:20.700 --> 00:31:25.440

UCR: There's a role for the Vice Provost Dean as well as for the division.

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00:31:25.520 --> 00:31:28.559

UCR: But that's not totally clear. What that is, and that will depend

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00:31:28.590 --> 00:31:30.520

UCR: is a

205

00:31:30.880 --> 00:31:35.279

UCR: what was the second part? I think I said no, but I might have been supposed to say yes.

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00:31:36.800 --> 00:31:50.899

UCR: the second the second is, Are there limitations to that kind of cross-campus dialogue about that that's right that's? Why, I I should have said no, because there's no absolutes in anything right. Everything is it depends, or it's complicated. But

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00:31:51.150 --> 00:31:52.769

UCR: I see a lot of value in it.

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00:31:52.800 --> 00:31:56.060

UCR: There's good that there's challenges in it, and I see

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00:31:56.670 --> 00:32:01.350

UCR: care that needs to be taken. And this just came out a number of times in different conversations. I've had

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00:32:02.050 --> 00:32:08.999

UCR: acknowledgment and recognition of the autonomy of the colleges, and the necessity of their kind of

211

00:32:10.320 --> 00:32:14.260

UCR: programmatic ownership in the disciplinary ownership that is

212

00:32:14.330 --> 00:32:25.710

UCR: valuable and necessary. And then it's a question of Well, how do we work with that now? When I worked across the with the Deans across the campus on both Calgary and Dalhousie and and other places.

213

00:32:25.970 --> 00:32:31.709

UCR: there is a lot of energy and enthusiasm for creating new programs as long as it isn't seen as threatening

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00:32:31.780 --> 00:32:43.660

UCR: or or taking away from other things that might be seen as more core. So you can get people excited. You can get them talking, and you can build some really neat things. And then, if we see that's going somewhere. Then maybe

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00:32:43.710 --> 00:32:49.840

UCR: maybe we do more with that. So there's not limitations. But yes, there are things that to be aware of

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00:32:50.240 --> 00:32:51.719

to be respectful of.

217

00:32:56.380 --> 00:32:58.220

UCR: There is a question from the Webinar.

218

00:32:58.370 --> 00:33:07.769

UCR: What specific strategies will you use to build relationships with the leadership in Ucrs academic advising realm and student affairs realm.

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00:33:10.090 --> 00:33:14.319

UCR: I don't think the strategy is particularly clever. It's really just listening

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00:33:14.430 --> 00:33:20.249

UCR: right. It's actually inviting people engaging, sitting down, putting the time in and listening.

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00:33:20.440 --> 00:33:29.999

UCR: We're really paying attention to what we hear, and then together looking for? What are the gaps, and what are the challenges? And what do we need to do to ingest them.

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00:33:30.020 --> 00:33:31.240

Right? So it's.

223

00:33:31.380 --> 00:33:46.180

UCR: It's similar to what the college is, too. There's a tremendous need for respect for the value, and the different roles that are played across all of the campus. And so the strategy really is to just listen deeply and recognize that

224

00:33:47.130 --> 00:33:50.449

that there is an important role for us all to play.

225

00:33:51.220 --> 00:33:55.019

Then what do we need to do to play it? What are the problems we're actually trying to solve?

226

00:34:00.060 --> 00:34:03.149

UCR: All right. I have a question that was submitted during registration.

227

00:34:03.290 --> 00:34:10.490

UCR: What might you propose as a way to manage our critical shortage of teaching space, including lab teaching space

228

00:34:11.449 --> 00:34:14.669

UCR: all right, every every every Soviet campus seems to have this.

229

00:34:15.080 --> 00:34:25.379

UCR: I was. I was in a conversation with the Government in Alberta about this, and they wanted us to triple the number of students in certain things. And I said, Ok, we're just going to start doing double decker seats in the classrooms.

230

00:34:25.530 --> 00:34:42.999

UCR: One of the things is to look at how we're using classroom space. I know that in some places I've been there's people that will come in, and and during the class actually look to see the capacity, the percentage of the seats that are full and get it and get a sense of when is the busiest time. So there's better ways to use the space.

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00:34:43.199 --> 00:34:52.479

UCR: That is the physical space face to face space. And then, of course, there are other ways that we can use hybrid learning or online learning

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00:34:52.500 --> 00:34:57.450

for certain things, because some things would lend themselves really well to online. And does that then for you up space.

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00:34:57.610 --> 00:35:02.409

UCR: usually when people start talking about space, and you take a look at it, and you audit the space used.

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00:35:02.890 --> 00:35:06.750

UCR: We all know there are certain hours of the day. That's the only time anybody wants to teach

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00:35:06.980 --> 00:35:13.909

UCR: or go to class. We also saw in Australia. We saw that after the first 2 or 3 weeks a attendant.

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00:35:14.080 --> 00:35:23.699

UCR: It's actually dropped tremendously because it wasn't mandatory. And so most of the space was empty. So we had this problem when we were booking rooms based on the registered or enrolled size of the class.

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00:35:23.940 --> 00:35:25.350

UCR: 3 weeks in

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00:35:25.690 --> 00:35:30.059

UCR: You've got 27 people in 110 person classroom, and that's it.

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00:35:30.180 --> 00:35:30.950

It's

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00:35:31.320 --> 00:35:32.899

UCR: there's a need to. Really.

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00:35:33.440 --> 00:35:51.899

UCR: I like data informed in evidence-informed approaches to things rather than making assumptions about how stuff is. And so it would be. How are we using this space, which spaces are the best spaces which spaces need the most help, which are the bigger spaces which are the better spaces? Who wants them. How often are they used? And then also are there places where we can free up space

242

00:35:51.910 --> 00:35:54.109
for using online?

243

00:36:02.550 --> 00:36:11.010

UCR: There's another question from the webinar. Can you expand on your neurodiversity work, and what that means for the future of undergraduate education.

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00:36:11.240 --> 00:36:13.170
the which

245

00:36:13.560 --> 00:36:20.970

UCR: can you expand on your neurodiversity work? And what that means for the future of undergraduate education.

246

00:36:24.560 --> 00:36:30.710

UCR: I just didn't understand the word before diversity was a neurodiversity 0. Yes.

247

00:36:31.240 --> 00:36:31.870
okay.

248

00:36:34.550 --> 00:36:39.740

not sure. I quite catch what euro diversity is but the diversity work and the

249

00:36:40.600 --> 00:36:45.259

UCR: future in general. So, Ok, if I've got that.

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00:36:48.640 --> 00:37:01.519

UCR: try to think that I mean the future of undergraduate education and the future of education and higher education is diversity. This is what's going to be happening, and we really have to think i'm working hard on thinking about. What do we do to move

251

00:37:01.560 --> 00:37:17.450

UCR: past the traditional more colonial approach and colonial constructs of the University, so that we can actually have welcoming and belonging for the undergraduates that are coming in. And we know that there is a rise in a global South, and we know that there is an increase in diversity.

252

00:37:17.460 --> 00:37:25.340

UCR: And so we have to find ways to make sure that classrooms are inclusive. It looks like you're going to clarify for me. So i'm, seeing that face.

253

00:37:25.810 --> 00:37:42.049

UCR: Okay, Yes. So there's some clarifying information here on the Webinar. This question stems from the Cv developing work integrated learning for neuro-diverse. So I'm: sorry I thought you said euro, as as in European. And so I like

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00:37:42.200 --> 00:37:43.709

UCR: really confused out.

255

00:37:43.840 --> 00:37:54.000

UCR: Okay, Thank you. Thank you. I appreciate that for those who don't know I'm. Very hard of hearing and ends are a real challenge for those of us who are hard of hearing ends and peas

256

00:37:54.060 --> 00:38:09.299

UCR: ends, and Ms. And P's and D's and things. Okay, so neurodivers. Yeah, one of the really neat things that we did was work with the Shinu family foundation to so to recognize that our students who are neurodivers. My niece is high-functioning autistic, for example.

257

00:38:09.930 --> 00:38:28.860

UCR: don't see the world in the way that that some others do. They see it in a very unique, and it's a very valuable way. But it's not always understood by the employers that might want to bring students in as interns as they don't always have equal access to internship opportunities or work integrated learning opportunities. So what we wanted to do with the Sine family foundation is actually partner with them

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00:38:28.900 --> 00:38:30.399

UCR: to

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00:38:30.930 --> 00:38:32.580

UCR: train employers

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00:38:33.260 --> 00:38:52.120

UCR: and work with students, so that the burden Isn't, just on the student to provide opportunities for the students who are neurodivers to go into the workplace and get that work integrated. Learning what was an interesting challenge, was figuring out, how do we actually partner with the foundation? Usually a foundation will say, we want to give you money, and they give us almost 4 million dollars.

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00:38:52.130 --> 00:39:09.140

UCR: and we'd say great, leave it with us. But then they said, No, no, we really want to be a partner with you. And so that was part of what was interesting for us, as part of a challenge was to work with them in that. But hopefully, that explains it. So as far as the future goes, we know we're seeing increased incidences of

262

00:39:09.150 --> 00:39:15.810

UCR: or diagnoses and recognition of the range of neurodiversity that's out there.

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00:39:15.830 --> 00:39:18.049

UCR: and and and so I don't want to risk

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00:39:18.070 --> 00:39:21.140

UCR: lumping it all in as one, because I know it's an incredibly diverse.

265

00:39:21.330 --> 00:39:25.520

a range of things that we would then say our neurodiversity

266

00:39:26.320 --> 00:39:32.579

UCR: neurotypical, neurotypical neurodiverse but we want to make sure that we're supporting those students as well.

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00:39:34.450 --> 00:39:36.349

I remember somebody sharing

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00:39:37.270 --> 00:39:41.840

UCR: It's how you even write a syllabus. So writing a syllabus for someone who's

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00:39:42.190 --> 00:39:56.079

UCR: a D. Or adhd, they see page differently. They see information differently, and and what stands out to them is really different. And so the way they follow something on a page. And so thinking about. How do we account for that with our students

270

00:39:56.140 --> 00:39:57.169

is valuable?

271

00:40:02.580 --> 00:40:04.609

UCR: Another question from the Webinar.

272

00:40:04.660 --> 00:40:10.420

UCR: In this role you would be overseeing a large pool of skilled professional staff

273

00:40:10.540 --> 00:40:12.779

that work outside the colleges.

274

00:40:12.920 --> 00:40:20.860

UCR: Can you share what you have done in the past to promote and support staff on campus? And how you would do the same at Ucr.

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00:40:23.070 --> 00:40:28.360

UCR: I think one of the most fundamentally important things to me about supporting this staff is

276

00:40:29.000 --> 00:40:40.780

UCR: clarity of expectation, and trust them trust that they are professionals, trust that they know what they're doing and bringing them together and working again as part of a community, not leaving people to be individual on their own.

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00:40:40.910 --> 00:40:41.560

The

278

00:40:41.640 --> 00:40:45.869

UCR: recognizing there is belonging for us to that. We're part of something that.

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00:40:46.090 --> 00:40:59.950

UCR: And so I just I think that's really critical. So when I work with the staff that have been sitting with me in the various offices I've occupied, that's been a huge thing, communication, not just when it's needed, and not just

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00:41:00.020 --> 00:41:18.579

UCR: reporting line kinds of meetings, but actually engaging together in a in a sense, of what are we doing? And why are we doing it, and what, what what drives us, and what what what excites us about it. And there's a a commonality of of care. People care about the students they're working with. They care about the work that they're doing.

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00:41:18.590 --> 00:41:20.349

and I think when you

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00:41:20.800 --> 00:41:30.500

UCR: have the opportunity, you make the opportunity to come together. It helps keep us going, because otherwise we get exhausted, tired, burned out, and nobody likes to feel like they're.

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00:41:31.230 --> 00:41:31.819

You know.

284

00:41:31.930 --> 00:41:32.979

all on their own

285

00:41:33.660 --> 00:41:46.710

UCR: and alone. So to me. That's really critical. But then I tend to put the human first in almost everything, to think about that sense of belonging and not isolation, but together and community, and make sure that we're fostering that.

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00:41:47.280 --> 00:41:48.680

But it goes a long way

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00:41:53.830 --> 00:41:56.969

UCR: all right. I have another question that was submitted during registration

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00:41:57.120 --> 00:42:01.120

UCR: as a part of the administration. How do you envision working with the Senate?

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00:42:02.020 --> 00:42:03.469

I love the Senate.

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00:42:04.330 --> 00:42:14.269

UCR: I do. It's an interesting body that actually has put their time in their effort and their care and their passion into the governance of the university. And that's important.

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00:42:14.300 --> 00:42:19.979

UCR: It's the body that actually extends across the whole of University, and very few other things do

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00:42:20.110 --> 00:42:25.640

UCR: that have representation across the whole of university. So when I've worked with the Senate.

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00:42:25.900 --> 00:42:29.430

UCR: the last couple of places in Canada

294

00:42:29.980 --> 00:42:31.229

UCR: communication.

295

00:42:31.270 --> 00:42:34.749

UCR: sharing with them, presenting with them, proposing.

296

00:42:35.150 --> 00:42:47.389

UCR: Gosh! We started at Dalhousie. Think tank sessions that ran in parallel to the Senate, so that senators would have more opportunity to discuss and have dialogue instead of the very formal, because the and it's so formal

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00:42:48.280 --> 00:43:00.680

UCR: that it's hard to actually have a conversation in a in a Senate meeting. So I have really enjoyed working with the Senators again. It's that respect respect for the roles, respect for the effort, respect for what people are putting into it, and why they're putting that into it.

298

00:43:01.690 --> 00:43:03.890

So I

299

00:43:04.880 --> 00:43:09.249

UCR: hopefully that answers, I know you can't tell me whether that answers the question.

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00:43:09.290 --> 00:43:11.589

UCR: but hopefully, that's it.

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00:43:11.990 --> 00:43:20.490

UCR: I respect what it is that senators are doing, and why they do it. And yes, we can tease them. We teach the Senate. Sorry, Senate, but

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00:43:21.470 --> 00:43:27.939

there's tremendous value in being able to work with them. They are partners. They are colleagues, and they have a really important role to play.

303

00:43:39.320 --> 00:43:41.570

UCR: Okay, this question is from the Webinar.

304

00:43:42.330 --> 00:43:46.590

UCR: Please tell us something about yourself that's not on your wonderful resume.

305

00:43:46.750 --> 00:43:49.170

UCR: maybe a couple of things you're passionate about.

306

00:43:49.320 --> 00:43:50.250

Oh, gosh!

307

00:43:50.320 --> 00:43:55.879

I'm interested in lots of things, but they're all kind of nerdy. It's probably more than not on the resume.

308

00:43:56.500 --> 00:44:02.489

UCR: I absolutely love science fiction and fantasy, reading and writing.

309

00:44:02.600 --> 00:44:08.210

UCR: I am in playing and performing music since I was 10 years old.

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00:44:08.430 --> 00:44:14.109

UCR: so mostly woodwinds, classical and jazz and early music Renaissance.

311

00:44:14.290 --> 00:44:19.469

UCR: I can sing a little, but we don't really want me to right now.

312

00:44:20.330 --> 00:44:26.419

UCR: Those things i'm passionate about love animals love hiking, biking, running, being outdoors.

313

00:44:26.760 --> 00:44:29.899

UCR: Mountain person more than an ocean person.

314

00:44:30.540 --> 00:44:32.379

UCR: love the world of travel.

315

00:44:32.410 --> 00:44:39.210

UCR: I have really really enjoyed having the opportunity that I've had through my career, to be able to explore the world a bit.

316

00:44:43.280 --> 00:44:47.920

UCR: Not a good stand-up comedy comedian. I've discovered that don't ask me to do stand up

317

00:44:48.200 --> 00:44:49.629

chart it once. Didn't work

318

00:44:50.140 --> 00:44:54.549

UCR: improv classes are a great way to improve your teaching, and a great way to make a full out of yourself.

319

00:45:02.510 --> 00:45:06.399

UCR: Ok, this is a question that was submitted during registration.

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00:45:06.610 --> 00:45:14.659

UCR: How do you think that the vpdue role will contribute towards developing a strategic enrollment management plan for Ucr.

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00:45:16.950 --> 00:45:28.880

UCR: The first thing that comes to mind is that it absolutely needs to be in partnership with the colleges. We heard that the colleges are the ones that are going to need to work with the students that come in because they're coming into a program and a college.

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00:45:29.030 --> 00:45:32.960

UCR: But I think we have an important role to play in that

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00:45:33.330 --> 00:45:36.219

UCR: facilitation of what is the vision for their campus?

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00:45:36.640 --> 00:45:39.350

How do we? And I think there's a piece there that

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00:45:40.090 --> 00:45:57.970

UCR: it feels like we don't quite have the integration that we could have not just within the division, but across the university in terms of a vision for undergraduate education graduate outcomes, for example, who do we want to graduate at that. We would be proud of saying, this is a UCR riverside student, not necessarily just an engineering student that we're proud of.

326

00:45:58.320 --> 00:46:02.150

UCR: or a business student or a public policy student, or whatever else that is.

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00:46:02.230 --> 00:46:14.599

UCR: But who is it that we want to graduate? And then coming together to say, well that should inform the strategic enrollment management. So we were working on strategic enrollment management. How is he looking at the whole journey of the student, and how they find us.

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00:46:14.830 --> 00:46:26.049

UCR: what their experience of the website is, what their experience of application is, what their experience of matriculation, as what their experience of coming in, and all of those are things where I think the due plays are really important

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00:46:26.340 --> 00:46:36.450

role. And then, of course, the Vpg. As the head facilitator and coordinator of all that in engaging in those conversations across the

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00:46:38.230 --> 00:46:42.080

So we're supporting, how can we help? How do we help? How can we help.

331

00:46:42.140 --> 00:46:44.979

and how can we catalyze and facilitate?

332

00:46:55.000 --> 00:46:58.139

UCR: This? Is another question submitted during registration?

333

00:46:58.220 --> 00:47:02.359

UCR: Can you give us an example of your experience with shared governance?

334

00:47:02.590 --> 00:47:06.520

UCR: And what has been your approach in working within shared governance.

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00:47:09.510 --> 00:47:17.829

I hesitate only because shared. Governance means so much to me, and I've been universities where it doesn't exist, and I've seen what happens when that is the case

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00:47:19.100 --> 00:47:22.270

UCR: so shared. Governance can be maddening and challenging.

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00:47:22.510 --> 00:47:26.580

UCR: But it is absolutely critical, and some of what I've seen.

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00:47:27.210 --> 00:47:33.879

UCR: I've seen the extremes. When I was at Wisconsin, Madison it was almost overly shared, and it was Faculty Government.

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00:47:34.330 --> 00:47:40.750

UCR: and there wasn't sufficient input from staff or students or anybody else. So it wasn't really sure in some ways, but it wasn't it wasn't.

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00:47:41.060 --> 00:47:50.499

UCR: and then I've been in places where it doesn't exist, and it is extreme kind of autocratic top down, hierarchical, almost authoritarian.

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00:47:50.520 --> 00:47:52.080

and

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00:47:52.580 --> 00:47:54.299

UCR: I think just right, is

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00:47:54.360 --> 00:47:59.229

UCR: somewhere in the middle there, and thinking about what shared means, and really looking at?

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00:47:59.460 --> 00:48:02.499

UCR: What are the decisions that are shared, and in what way?

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00:48:02.700 --> 00:48:14.590

UCR: Whose job is? What? So you think about that big giant chart? I put up with everything that influences teaching and learning. But there is a lot in there about policy, and there's a lot in there that involves governance.

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00:48:14.880 --> 00:48:22.759

UCR: So my experience with shared governance is, it's absolutely critical. It can be challenging. It can take more time than corporate. America wants it to take.

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00:48:23.420 --> 00:48:30.890

UCR: but it's necessary, because without it. We aren't a university, and those voices do matter. As I said, all voices matter.

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00:48:32.360 --> 00:48:40.509

UCR: My approach in working with it is to first respect it. I mention about working with the Senate. The Senate is the heart of shared governance at a university.

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00:48:40.540 --> 00:48:44.789

UCR: So respect it. Work with the Senate.

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00:48:45.020 --> 00:48:46.140

UCR: support it.

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00:48:46.290 --> 00:48:52.589

foster it and challenge it where needed, so that we're making sure that we're including more of those voices and what gets shared.

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00:49:02.440 --> 00:49:05.439

UCR: Another question that was submitted during registration.

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00:49:05.630 --> 00:49:11.469

UCR: Please share your experience with mentoring and supporting development for faculty and staff.

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00:49:15.080 --> 00:49:25.719

UCR: I'm thinking, how much time do we have actually, in the sense of it's been something that has been such a critical thing for me throughout my entire career.

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00:49:25.990 --> 00:49:37.300

UCR: I early on did leadership, development, and training for the purpose of being able to support and work with, and Mentor, my peers, my colleagues, my postdoc, my grad

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00:49:37.350 --> 00:49:54.760

UCR: students, all of it. And so my experience starts with that, with the recognition that we're only as good as the people around us, and together we're better. And we truly truly believe that. And so all the way along

that shifted to actual involvement in faculty development teaching classes on teaching classes that involved

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00:49:54.770 --> 00:50:09.080

UCR: postdocs, grad students, assistant professors, junior faculty that then moved into even broader starting to work on career development and career trajectories. And actually every year in Australia I would work with

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00:50:09.470 --> 00:50:28.100

UCR: 20 or so people that were going up for promotion, and mentor them, and work with them and review their materials, and I put on workshops, and to to help them, which has just continued so to me. It's really critical that we are supporting one another in our development, and that we make the opportunities that that people need, that we're

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00:50:28.110 --> 00:50:29.619

centering at paying attention to it.

360

00:50:40.070 --> 00:50:43.049

UCR: Another question from registration.

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00:50:44.250 --> 00:50:52.120

UCR: Can you tell us a little bit about how you see the staff's role in supporting the success of the Vpdu?

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00:50:55.260 --> 00:50:56.649

I would almost flip it.

363

00:50:57.320 --> 00:50:58.560

you know, in a

364

00:50:58.810 --> 00:51:02.619

in a way, right? So how does a Vpd do we support the success of this stuff?

365

00:51:03.630 --> 00:51:10.399

UCR: But, yeah, we work together. It's a collaboration and a team.

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00:51:10.490 --> 00:51:13.990

This stuff are absolutely essential

367

00:51:14.140 --> 00:51:17.690

There isn't anything without that and without them

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00:51:17.900 --> 00:51:21.000

UCR: across the division, and then also thinking about that

369

00:51:21.200 --> 00:51:25.009

extending that to the University right? We often undervalue the role.
That stuff.

370

00:51:25.030 --> 00:51:25.700

Okay.

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00:51:26.880 --> 00:51:30.720

And so they're They're absolutely essential. And we should be thinking
about. How do we support their success?

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00:51:41.760 --> 00:51:43.170

Anyone know any good jokes

373

00:51:44.360 --> 00:51:45.690

we already know? I don't.

374

00:51:47.620 --> 00:51:51.350

UCR: Here's another question from the registration.

375

00:51:51.950 --> 00:51:54.829

UCR: How would you describe yourself as a leader.

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00:51:55.250 --> 00:51:57.269

UCR: and how would others describe you?

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00:52:00.430 --> 00:52:03.060

Wouldn't it be not if they were exactly the same thing?

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00:52:06.890 --> 00:52:14.670

UCR: So from feedback that I've gotten in from my own sense of myself and
reflection, I would describe myself as

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00:52:15.260 --> 00:52:18.990

empathetic. Listening, caring people centered.

380

00:52:19.110 --> 00:52:20.979
engaged.

381
00:52:21.690 --> 00:52:23.830
UCR: unorthodox, irreverent.

382
00:52:24.490 --> 00:52:26.040
UCR: willing to try things.

383
00:52:27.680 --> 00:52:31.750
UCR: and I think others would describe me as full of ideas

384
00:52:32.110 --> 00:52:39.580
UCR: I mean paroding backwards. I've heard full of ideas visionary, maybe intense

385
00:52:40.040 --> 00:52:41.029
caring

386
00:52:41.580 --> 00:52:43.959
also engaged also listening.

387
00:52:44.380 --> 00:52:44.970
So

388
00:52:45.130 --> 00:52:49.300
UCR: I don't think they're radically different. But I think I,

389
00:52:49.950 --> 00:52:52.450
under play, and others might see different things.

390
00:53:02.380 --> 00:53:04.319
UCR: There's a question from the Webinar.

391
00:53:04.380 --> 00:53:10.700
UCR: What role do graduate teaching assistance? Play in your vision for undergraduate education.

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00:53:11.400 --> 00:53:18.190
We had such an interesting couple of conversations about this, and it's so important, and there's different ways to look at it.

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00:53:18.200 --> 00:53:31.639

UCR: On the one hand, the graduate TAs are often the first person that students go to, and they're a bit more of a safe space, maybe because they're closer in age or than the ones that students encounter in different ways. So their aa

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00:53:32.000 --> 00:53:38.160

UCR: a line to mentoring and support for our undergrads. So that's one way of looking at it. So they're essential that way.

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00:53:38.440 --> 00:53:42.790

UCR: But the other role they play is They are doing

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00:53:43.300 --> 00:53:50.419

UCR: quite a bit of the teaching they should be developing as teachers themselves. So we want to support them in that way, so that they're supporting

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00:53:50.540 --> 00:53:55.430

the university and providing the kind of undergraduate learning experience that we want to have

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00:53:55.890 --> 00:54:06.789

UCR: for our students. So they're influencing the classroom environment, and they are a first line for a lot of the undergrads. So when we support them and we support their development. And I've done a number of things with that with

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00:54:06.820 --> 00:54:14.740

UCR: this seminar for graduate student development in their teaching, recognizing that they have lots of things they want to discuss. How do they be?

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00:54:15.170 --> 00:54:25.159

UCR: How do they be the authority in the classroom when they're the same age as the students are teaching. So there's all kinds of things that grad students want a chance to talk about. So we've given them the space to do that. So as I was talking with

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00:54:25.180 --> 00:54:28.600

that, this is an area of overlap. That's a really important one

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00:54:28.710 --> 00:54:31.369

for for for the work that we do.

403

00:54:41.580 --> 00:54:42.259

Hello!

404

00:54:42.320 --> 00:54:51.339

UCR: So what do you think? Some of the biggest, largest challenges are facing the average Ucr student, and their ability to be successful here.

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00:54:51.600 --> 00:54:54.450

So I guess i'm. I'm asking sort of you know.

406

00:54:55.310 --> 00:54:56.270

whatever you.

407

00:54:56.710 --> 00:55:00.889

UCR: what over the last few days have you? Have you learned about the Ucr students, or do you hear.

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00:55:00.980 --> 00:55:04.219

or or just feel generally that our our students are facing.

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00:55:05.620 --> 00:55:13.199

UCR: I've only had a chance to really talk with one student that's currently a student, and then had a bit of a conversation with the student that was giving me the tour.

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00:55:13.230 --> 00:55:18.730

UCR: So I have a limited lens to look at that. But from what I have experienced.

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00:55:18.780 --> 00:55:24.370

UCR: There is a really nice sense of energy for the students here. They want to be here

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00:55:24.490 --> 00:55:27.619

and there's a sense of the value of being here.

413

00:55:27.660 --> 00:55:31.279

I think the the challenges that I would see.

414

00:55:31.910 --> 00:55:42.629

UCR: I would imagine, because there is a fairly large percentage of first-generation students there's, probably some imposter syndrome and some uncertainty going on in the sense of do I belong here? How can I be successful.

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00:55:42.690 --> 00:55:50.730

UCR: so that I don't know if it's about number one? But it would be certainly something. I would imagine, that we'd want to ensure that we were supporting the students with.

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00:55:50.830 --> 00:55:59.319

UCR: Of course, there's just a general mental health concerns or concerns about all this stuff that I showed at the very beginning is really overwhelming. It's overwhelming for me.

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00:55:59.500 --> 00:56:05.109

UCR: and I know that it's overwhelming for for our students, as we think about all the problems in the world, and we want to fix them.

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00:56:05.350 --> 00:56:23.599

UCR: And the world seems to have gone crazy. So I think that's also a challenge, maybe not so unique to here. But a real challenge is, I think of it as that sense of agency and efficacy. It's one of the big challenges when we talk about working with our faculty and faculty development and teaching as well as how do we embed opportunities to develop agency

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00:56:23.610 --> 00:56:28.370

and efficacy and self-efficacy into the learning experiences that we want our students to have.

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00:56:29.100 --> 00:56:32.670

UCR: So it's I know that I want to do something, but I don't know how to do it.

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00:56:32.950 --> 00:56:35.290

UCR: And and so then i'm just going to get mad

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00:56:35.490 --> 00:56:42.169

UCR: rather than Here's how to approach it. And here are options that I have. But I think that's a real key. And then a third thing is

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00:56:42.310 --> 00:56:47.149

UCR: also not probably unique to students here. But that sense of

424

00:56:48.540 --> 00:56:50.429

UCR: Who am I going to be?

425

00:56:50.720 --> 00:56:58.780

UCR: It's a little less clear. I'm going to do this job, and then that's it. And for 30 years i'm going to do that job, and then i'm going to retire, or 40 years, or however long. And now it's. Oh, my goodness.

426

00:56:58.930 --> 00:57:00.239

what am I going to do? And

427

00:57:00.930 --> 00:57:04.190

And who do I want to be? That's always been the case. Probably

428

00:57:04.360 --> 00:57:06.680

so for a traditional age student.

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00:57:06.740 --> 00:57:11.260

but it's certainly when you couple that with the uncertainties that the world has.

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00:57:11.490 --> 00:57:12.490

and

431

00:57:12.510 --> 00:57:13.319

A

432

00:57:13.820 --> 00:57:16.069

and the things that are impacting us all.

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00:57:21.970 --> 00:57:34.979

UCR: All right, Dr. Bolster. I want to thank you so much for your time. We are almost at time, and I just want to make sure that I give you an opportunity to close out this session with any final remarks that you might have for our attendees. Great? Well, thank you. I think

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00:57:34.990 --> 00:57:42.049

UCR: the slide that I showed last is this, says bottom line. There is tremendous opportunity here. There's a tremendous challenge and tremendous opportunity.

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00:57:42.450 --> 00:57:48.380

UCR: There's a disaggregation and culture shifts and challenges to address.

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00:57:48.510 --> 00:58:04.069

UCR: but that that should never feel like an impossibility. It's a huge opportunity that it's a wide open space. So I really appreciate the opportunity to to have engaged with you all over the last day and a half, and so thank you for taking the time to. I know how much time

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00:58:04.080 --> 00:58:13.359

UCR: these things take in particular, thanks to the search committee that has been going along with this for a whole lot longer. So really, thank you. I appreciate it being here.

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00:58:14.480 --> 00:58:15.209

Thank you

439

00:58:16.790 --> 00:58:28.459

UCR: all right, and thank you. Everyone for joining us in person, and virtually just as a friendly reminder, we have a candidate feedback survey available for you. You can find that on the Executive Searches website. Thank you.