

WEBVTT

1

00:13:38.020 --> 00:13:39.520

UCR: Testing testing

2

00:13:52.460 --> 00:13:53.850

UCR: had seen testing

3

00:14:36.120 --> 00:14:44.729

afternoon. Everyone, you know. Many of you are joining us virtually, and so i'm just going to give it a couple of seconds and ensure that you have some time to connect to your audio.

4

00:14:55.590 --> 00:15:15.290

UCR: All right, everyone. Let's get started. So thank you. Everyone for joining us today for our vision, seminar for Uc. Riverside search for its next Vice Provost and Dean of undergraduate education. I am Tony Adams, director of Human resources and executive searches, and supporting this search, we are pleased to welcome Dr. Louis Rodriguez today.

5

00:15:15.330 --> 00:15:25.299

Dr. Rodriguez is currently a professor in the School of Education and the Bank of America, endowed Chair in Education, leadership, policy, and practice. Here at E. C. Riverside.

6

00:15:25.430 --> 00:15:29.260

he received his doctorate degree in education from Harvard University.

7

00:15:29.790 --> 00:15:34.950

UCR: Please be advised that we have provided Dr. Rodriguez with a prompt for today's vision Seminar.

8

00:15:35.020 --> 00:15:38.949

and he will spend about 20 min or so discussing the following top of it

9

00:15:39.210 --> 00:15:43.959

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

10

00:15:44.320 --> 00:15:48.230

The specific opportunities and challenges he sees here at Uc. Riverside

11

00:15:48.400 --> 00:15:53.419

and his vision for undergraduate education at Ucr, and how he would work towards achieving that vision.

12

00:15:54.020 --> 00:15:56.900

So the conclusion of Dr. Rodriguez's vision, seminar.

13

00:15:57.210 --> 00:15:58.750

or I'm. Sorry presentation

14

00:15:59.080 --> 00:16:00.700

up the session for questions.

15

00:16:00.730 --> 00:16:03.179

So for those of you joining us in person.

16

00:16:03.260 --> 00:16:09.769

please just raise your hand. One of our team members will come to you, and those of you who are joining us virtually use the Q. And a. Feature.

17

00:16:09.910 --> 00:16:11.799

With that i'll hand it over to you.

18

00:16:12.400 --> 00:16:13.360

Thank you so much.

19

00:16:14.900 --> 00:16:21.370

UCR: Welcome! It's great to be here. It's been a really informative last couple of days.

20

00:16:21.490 --> 00:16:23.400

UCR: learning so much about

21

00:16:23.620 --> 00:16:25.570

UCR: undergraduate education

22

00:16:25.660 --> 00:16:34.059

UCR: and all of its programs and its challenges and opportunities from various people I've met with associate Deans across college.

23

00:16:34.100 --> 00:16:37.090

UCR: the Ue leadership U. S. Staff.

24

00:16:37.270 --> 00:16:42.660

UCR: the Chancellor's Cabinet. I met with students, Provost Cabinet.

25

00:16:43.060 --> 00:16:49.679

UCR: and directors of the program. So of course there's a search committee and an academic Senate as well. So

26

00:16:49.820 --> 00:16:51.259

UCR: it's been a really

27

00:16:51.370 --> 00:16:57.969

UCR: a really great learning experience. I look forward to sharing a little bit about my vision for

28

00:16:59.400 --> 00:17:01.300

you. We here at at Ucr.

29

00:17:02.420 --> 00:17:07.879

UCR: as many of you know. I'm not new to campus. This is my seventh year here on campus.

30

00:17:07.900 --> 00:17:21.599

UCR: For 5 of those 7 years I've been in some kind of leadership role. I was 2 years as a associate dean in the school of Education, and then 3 years as interim dean in the School of Education, at the same time kind of doing research and teaching, and engaged in

31

00:17:21.630 --> 00:17:25.709

UCR: lots of what I consider exciting work

32

00:17:25.829 --> 00:17:28.939

UCR: related to some of the areas that i'll talk about today.

33

00:17:29.900 --> 00:17:32.720

UCR: Kind of broadly around student success, which I think

34

00:17:32.820 --> 00:17:36.079

UCR: Ue is largely driven to do for

35

00:17:36.200 --> 00:17:39.789

UCR: Ucr in partnership with so many of us here.

36

00:17:40.070 --> 00:17:42.519

UCR: So with that I will

37

00:17:43.780 --> 00:17:47.890

UCR: talk today about I'll talk a little bit about who I am, my educational journey.

38

00:17:48.010 --> 00:17:51.450

UCR: I'll talk about the opportunities and challenges here at Ucr.

39

00:17:51.860 --> 00:17:55.190

UCR: the challenges and opportunity specifically in undergraduate education.

40

00:17:55.310 --> 00:18:05.190

UCR: and then my vision for undergraduate education and lead to this thing called brilliant reflections, which is a concept I've been working on in my own academic work.

41

00:18:05.290 --> 00:18:07.910

UCR: as I've engaged in trying to understand

42

00:18:08.050 --> 00:18:14.960

UCR: what factors and processes and experiences at the institutional level, how produced students success?

43

00:18:15.940 --> 00:18:23.629

UCR: And i'm writing about this, now that I've been taking Sabbatical in this last year, and it's been a really exciting time to

44

00:18:23.850 --> 00:18:27.849

UCR: think and reflect and write about some of these ideas that I've been thinking about for a while.

45

00:18:29.050 --> 00:18:33.779

UCR: What do I bring? Some of you have heard me talk about the backpack or the Mochilla?

46

00:18:33.850 --> 00:18:35.610

UCR: Right? Muchila

47

00:18:35.740 --> 00:18:36.880

UCR: means backpack.

48

00:18:37.000 --> 00:18:43.249

UCR: and I often draw from popular culture door with the explorer who remembers door. They explore.

49

00:18:43.280 --> 00:18:55.270

UCR: She always carried her on her back, packing in her backpack the little purple machila. She managed to pull ladders and rope in life jackets and whatever was needed books.

50

00:18:56.040 --> 00:18:59.400

UCR: and she always was there to

51

00:18:59.520 --> 00:19:02.059

UCR: to kind of help the situation, save the day.

52

00:19:02.210 --> 00:19:04.650

UCR: I've taken that metaphor instead.

53

00:19:04.840 --> 00:19:06.710

UCR: How can our students?

54

00:19:06.840 --> 00:19:08.720

UCR: How can we see our students

55

00:19:08.820 --> 00:19:12.460

UCR: coming to the classroom coming to the university space

56

00:19:12.970 --> 00:19:15.220

UCR: with their backpack full of

57

00:19:15.320 --> 00:19:17.750

UCR: gifts, strengths

58

00:19:17.940 --> 00:19:21.280

UCR: beyond school supplies their assets.

59

00:19:21.320 --> 00:19:24.939

UCR: And so what am I bringing in my own backpack to this role?

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00:19:25.030 --> 00:19:32.980

UCR: I'm. A product of the local public schools, I'm. From the Linen Empire. Born in San Bernardino, raised in Colton, graduated from Colton High School.

61

00:19:33.020 --> 00:19:39.049

UCR: then realized late in high school that I was not prepared for a four-year university.

62

00:19:39.150 --> 00:19:41.620

UCR: And so when I talk to my counselor, she said.

63

00:19:41.710 --> 00:19:44.210

UCR: you're gonna have to go to a two-year college, and then transfer

64

00:19:44.820 --> 00:19:49.309

UCR: I said, All right, i'm in. I'll do it. Let's do it. So I went to San Francisco Valley College.

65

00:19:49.720 --> 00:19:51.749

UCR: then transferred to Kelsey, San Bernardino

66

00:19:52.340 --> 00:19:54.090

became a McNair scholar.

67

00:19:54.880 --> 00:20:05.439

UCR: I really got engaged with research as an undergraduate, wrote an undergraduate thesis, and then found myself at Harvard for a summer internship which led me to pursue graduate school there.

68

00:20:06.310 --> 00:20:09.579

UCR: Then I started my tenor check career at Fyu, in Miami.

69

00:20:09.700 --> 00:20:15.520

UCR: and then returned to my Alma Mater as a professor in 2,009, coming back to California after spending

70

00:20:16.480 --> 00:20:18.129

UCR: 12 years on the East coast.

71

00:20:19.230 --> 00:20:22.170

UCR: and then came to UCR in 2,016,

72

00:20:22.220 --> 00:20:23.719

UCR: You know, in many ways.

73

00:20:23.750 --> 00:20:27.629

UCR: We all have a resume. We all have a Cv. This is what you would find

74

00:20:29.300 --> 00:20:30.090

UCR: on my

75

00:20:30.140 --> 00:20:37.080

UCR: right, on my faculty profile, but what you won't see, and these are some other things in my world. Chili, my backpack.

76

00:20:37.420 --> 00:20:38.330

UCR: my family.

77

00:20:38.700 --> 00:20:40.320

UCR: born to young parents

78

00:20:41.420 --> 00:20:43.840

UCR: born in San Francisco, raised in Colton.

79

00:20:44.060 --> 00:20:45.859

UCR: Mentors, have been key

80

00:20:45.890 --> 00:20:46.890

UCR: to my

81

00:20:46.910 --> 00:20:49.409

UCR: success. Academic success as a student

82

00:20:49.540 --> 00:20:55.829

UCR: here is me and one of my mentors, Laura Gomez, from Seredino Valley cause she just retired a couple of years ago.

83

00:20:56.030 --> 00:20:59.479

UCR: She was instrumental in my success to transfer.

84

00:20:59.540 --> 00:21:00.250

and

85

00:21:00.990 --> 00:21:05.080

UCR: the experience I had. There was something that I bring

86

00:21:05.100 --> 00:21:07.280

UCR: in my backpack as a student

87

00:21:07.360 --> 00:21:08.190

as a

88

00:21:08.430 --> 00:21:11.149

UCR: as an educator. Now, as a researcher, as a leader.

89

00:21:11.980 --> 00:21:17.580

UCR: the McNair scholars program. I know we don't have one here on campus, but we have similar programs.

90

00:21:17.750 --> 00:21:21.339

UCR: programs, design high impact practice programs

91

00:21:21.720 --> 00:21:23.929

UCR: to support students and research.

92

00:21:24.280 --> 00:21:27.010

UCR: That program was specifically designed for

93

00:21:27.080 --> 00:21:36.639

UCR: first-generation students, low-income students students from historically marginalized backgrounds I was encouraged to apply at Cal State. I did. I was accepted

94

00:21:36.850 --> 00:21:39.570

UCR: transformative life experience for me.

95

00:21:39.750 --> 00:21:48.429

UCR: So I bought a tie. For the first time I traveled for the first time I presented at a conference. For the first time. I got in an airplane for the first time.

96

00:21:49.570 --> 00:21:52.250

UCR: plug me into networks and opportunities. I went to

97

00:21:52.310 --> 00:21:55.599

UCR: University of Illinois and presented. It was amazing.

98

00:21:56.530 --> 00:21:58.090

UCR: I'm a huge

99

00:21:58.170 --> 00:21:59.480

advocate

100

00:21:59.540 --> 00:22:02.939

UCR: for making sure that students are plugged into these kinds of opportunities.

101

00:22:03.150 --> 00:22:06.200

UCR: Finally, ancestors in history.

102

00:22:06.390 --> 00:22:07.950

UCR: Here is a

103

00:22:08.330 --> 00:22:12.650

UCR: newspaper cut out, and here is a family member of mine, a great aunt.

104

00:22:12.760 --> 00:22:15.070

UCR: who is being recognized next to

105

00:22:15.350 --> 00:22:19.029

UCR: Cesar Chavez from the United Farm Workers and crews right now. So

106

00:22:19.130 --> 00:22:20.900

this California Supreme Court Justice.

107

00:22:21.230 --> 00:22:22.769

UCR: this is my Thea Bernie.

108

00:22:22.920 --> 00:22:24.070

UCR: my aunt.

109

00:22:24.090 --> 00:22:26.619

UCR: who is working right here in the west side of San Bernardino.

110

00:22:26.890 --> 00:22:29.859

UCR: who was being recognized for a community service.

111

00:22:30.320 --> 00:22:32.980

UCR: 10 years of surface next to these giants

112

00:22:33.120 --> 00:22:34.280

UCR: here in San Diego.

113

00:22:34.830 --> 00:22:38.959

UCR: and I shared this because here she was fighting for

114

00:22:39.070 --> 00:22:40.870

UCR: the right

115

00:22:41.090 --> 00:22:43.990

for dignity of our community.

116

00:22:44.150 --> 00:22:46.769

UCR: And I feel like I bring that legacy

117

00:22:48.210 --> 00:22:51.660

UCR: to this experience. I bring her contributions

118

00:22:51.680 --> 00:22:53.260

UCR: in my backpack, and so.

119

00:22:53.370 --> 00:22:55.530

UCR: you know, just to put it a little more explicitly.

120

00:22:55.830 --> 00:22:58.000

UCR: I bring up my back. That's not me. By the way.

121

00:22:58.570 --> 00:23:04.020

UCR: family, community, ancestors, language, culture, history.

122

00:23:04.120 --> 00:23:06.950

UCR: people. This is what I bring in my backpack.

123

00:23:07.220 --> 00:23:12.839

UCR: I'm a former transfer student i'm, from the alien Empire. I'm a former first generation college student.

124

00:23:12.870 --> 00:23:19.310

UCR: I'm. A beneficiary of these high impact practices that I would advocate for as vpd UV

125

00:23:21.080 --> 00:23:25.920

UCR: equity-driven mission focused vision-oriented these are the kind of lenses that I bring

126

00:23:26.150 --> 00:23:27.189

to this role.

127

00:23:27.500 --> 00:23:29.759

UCR: opportunities and challenges at Ucr

128

00:23:31.660 --> 00:23:35.620

UCR: continuing to advocate regionally and statewide. What would I mean by that?

129

00:23:35.770 --> 00:23:41.860

UCR: We know there's been significant attention on the inequities across the University of California system. It's no secret.

130

00:23:42.350 --> 00:23:45.539

UCR: I think, a key challenge that we will continue to

131

00:23:46.430 --> 00:23:47.819

UCR: have on their radar

132

00:23:47.990 --> 00:23:49.930

UCR: is to continue to advocate

133

00:23:51.210 --> 00:23:52.590

UCR: for our campus.

134

00:23:53.020 --> 00:23:55.209

UCR: The other challenge is

135

00:23:55.310 --> 00:23:59.399

UCR: both an opportunity and challenge is growing the campus. We know there are

136

00:23:59.450 --> 00:24:10.320

UCR: expectations, and often incentives tied to those expectations to grow our enrollment as a campus that's going to be an ongoing challenge and keeping people connected.

137

00:24:10.530 --> 00:24:13.579

UCR: we know with in a pandemic recovery context.

138

00:24:13.980 --> 00:24:25.710

UCR: This continues to be a challenge, not only for students, but also for employees, for staff members for faculty. How do we keep people connected. How do we use the best tools possible to keep them connected and be

139

00:24:25.980 --> 00:24:33.139

UCR: effective? And also we are able to retain our talent here on campus, because we know people have options.

140

00:24:33.200 --> 00:24:35.620

UCR: We want to make sure we're doing everything possible to keep

141

00:24:36.220 --> 00:24:37.779

people here at Ucr.

142

00:24:38.960 --> 00:24:43.500

UCR: The opportunities I see for Ucr are capitalizing on the strengths of our students.

143

00:24:43.670 --> 00:24:50.140

UCR: One of the one of my goals is to make sure that every undergraduate student is connected to someone or something.

144

00:24:50.600 --> 00:24:56.089

UCR: a program, an experience, a high impact practice, ethnic and gender program.

145

00:24:56.190 --> 00:25:01.360

UCR: campus, employment student housing something beyond their academic major.

146

00:25:01.460 --> 00:25:03.600

UCR: I think that's a real opportunity, because

147

00:25:03.660 --> 00:25:07.490

UCR: what it also does is it has workforce implications for

148

00:25:07.540 --> 00:25:08.510

the region

149

00:25:08.560 --> 00:25:10.320

UCR: Southern California and the State.

150

00:25:10.680 --> 00:25:13.039

UCR: In that, if we are able to cultivate

151

00:25:13.120 --> 00:25:16.939

UCR: leader, leadership and skills and knowledge and professionals

152

00:25:17.080 --> 00:25:18.500

UCR: at the undergraduate level.

153

00:25:18.990 --> 00:25:20.900

We're also creating

154

00:25:21.410 --> 00:25:25.010

UCR: a better quality of life beyond Ucr, because

155

00:25:25.130 --> 00:25:27.030

UCR: we can keep people in the alien empire.

156

00:25:27.950 --> 00:25:29.440

UCR: You know they're

157

00:25:29.490 --> 00:25:31.269

UCR: they're able to buy home.

158

00:25:31.790 --> 00:25:36.410

UCR: They buy vehicles, they coach their children's soccer teams.

159

00:25:36.590 --> 00:25:41.120

UCR: They contribute to the overall quality of life for our entire community.

160

00:25:41.400 --> 00:25:46.420

UCR: and become kind of lifelong supporters of the institution.

161

00:25:47.510 --> 00:25:53.409

UCR: I think another opportunity we have at Ucr is telling the unique story of student success.

162

00:25:53.620 --> 00:25:59.189

UCR: I'm. I'm. Part of a working group that was a spin-off of the Hsi Working group in the Tail of Excellenceia Group.

163

00:25:59.390 --> 00:26:01.079

UCR: Been doing some research on

164

00:26:01.110 --> 00:26:03.569

UCR: student success here at Ucr, and it's been.

165

00:26:03.610 --> 00:26:07.829

UCR: It's really fascinating to hear from the voices of students of graduating students.

166

00:26:07.910 --> 00:26:14.180

UCR: And what do they attribute to their success, and I think we have a really powerful story to tell

167

00:26:14.770 --> 00:26:15.799

the whole country

168

00:26:16.740 --> 00:26:18.450

that's happening here at Ucr.

169

00:26:18.600 --> 00:26:20.559

UCR: and I think that's a real opportunity.

170

00:26:20.720 --> 00:26:22.770

UCR: and I think the last thing that's

171

00:26:22.820 --> 00:26:30.329

UCR: continuously on my radar is diversifying our faculty. If you look at the University of California data over the last 20 years.

172

00:26:30.870 --> 00:26:33.000

UCR: the lines are flat

173

00:26:33.230 --> 00:26:34.180

across the

174

00:26:34.700 --> 00:26:37.479

UCR: the University of California University schools.

175

00:26:38.030 --> 00:26:42.450

UCR: We are probably doing better than all of the other campuses

176

00:26:42.530 --> 00:26:47.029

UCR: slightly, but it's been relatively flat in terms of the trends, and I think

177

00:26:47.260 --> 00:26:48.840

you know it's really time for us to

178

00:26:50.260 --> 00:26:51.209

an impact there.

179

00:26:52.550 --> 00:26:56.670

UCR: What are the challenge and opportunities specifically in an undergraduate education

180

00:26:57.760 --> 00:27:01.650

UCR: 3 areas that I've thought about understanding today's student

181

00:27:02.060 --> 00:27:04.300

UCR: in a pandemic recovery context.

182

00:27:05.410 --> 00:27:09.339

UCR: And some of you have heard me say this many times over the last 2 days.

183

00:27:09.940 --> 00:27:13.220

UCR: The days are gone when we're just thinking about

184

00:27:13.580 --> 00:27:16.869

UCR: student success through purely an academic lens. Like

185

00:27:17.120 --> 00:27:23.099

UCR: all that student needs writing, or that student needs calculus support or support and bio or supplemental instruction.

186

00:27:23.420 --> 00:27:26.879

UCR: We know that students have multiple needs

187

00:27:27.100 --> 00:27:29.799

UCR: in multiple areas of support.

188

00:27:29.960 --> 00:27:32.750

UCR: I think we have to think about ways that

189

00:27:32.860 --> 00:27:36.429

UCR: someone like a vpdue can build bridges

190

00:27:36.580 --> 00:27:37.610

across

191

00:27:37.860 --> 00:27:39.210

UCR: student affairs

192

00:27:39.590 --> 00:27:44.219

UCR: programs to make sure that we're connecting mental health services.

193

00:27:44.360 --> 00:27:53.710

UCR: health services, peer mentoring opportunities, employment opportunities, library services which we've been finding in our data.

194

00:27:54.460 --> 00:27:57.490

UCR: Making sure that basic needs are being met.

195

00:27:57.750 --> 00:27:59.569

we have to be able to bridge

196

00:27:59.690 --> 00:28:01.459

the academic and the

197

00:28:02.230 --> 00:28:06.030

UCR: other needs that students and I learned as interim dean.

198

00:28:07.050 --> 00:28:08.939

UCR: front and center that.

199

00:28:09.750 --> 00:28:13.309

UCR: you know, we put out a call for emergency scholarships after raising money.

200

00:28:14.280 --> 00:28:17.089

UCR: many, many students reached out to us to see.

201

00:28:17.780 --> 00:28:21.880

UCR: Can I have \$50? I need to get some groceries.

202

00:28:22.120 --> 00:28:24.149

UCR: and that was very

203

00:28:24.170 --> 00:28:25.520

eye-opening for us

204

00:28:25.780 --> 00:28:27.680

UCR: about the need that our students have.

205

00:28:29.970 --> 00:28:35.779

UCR: Finally, technology, as it relates to understanding today's student technology and student success. We know

206

00:28:37.370 --> 00:28:38.899

UCR: we were talking about this earlier

207

00:28:39.540 --> 00:28:41.770

UCR: online learning is not going anywhere

208

00:28:41.830 --> 00:28:43.360

UCR: where it's too soon

209

00:28:43.560 --> 00:28:45.669

UCR: in a pandemic recovery context

210
00:28:45.740 --> 00:28:48.199
UCR: to know what next year holds.

211
00:28:49.310 --> 00:28:49.980
UCR: But

212
00:28:50.140 --> 00:28:55.140
UCR: i'm pretty comfortable, saying it's not going anywhere in terms of

213
00:28:55.290 --> 00:28:56.570
UCR: the more

214
00:28:57.350 --> 00:29:01.169
UCR: various modalities that we will be expected to engage. Students in.

215
00:29:02.210 --> 00:29:05.089
UCR: Many of us prefer in person. Some of us were kind of

216
00:29:05.550 --> 00:29:08.950
UCR: convinced or converted because we were forced to do

217
00:29:09.110 --> 00:29:14.810
UCR: online instruction. And then we kind of became believers after the experience

218
00:29:14.850 --> 00:29:18.360
UCR: or open right to the possibility of

219
00:29:18.510 --> 00:29:19.680
UCR: teaching online.

220
00:29:19.980 --> 00:29:23.259
UCR: But that's going to be a challenge for us in the future.

221
00:29:23.380 --> 00:29:27.160
UCR: And I think we're going to just have to continue to be flexible and nimble, and

222
00:29:27.270 --> 00:29:30.869
UCR: find our partners in excite, and others

223

00:29:31.100 --> 00:29:35.630

UCR: across campus to to help us deliver the best learning experience possible for our students

224

00:29:36.190 --> 00:29:37.860

UCR: boosting resources.

225

00:29:39.150 --> 00:29:42.889

UCR: We know there are certain enrollment expectations.

226

00:29:42.970 --> 00:29:46.859

UCR: The hope is that as you boost enrollment, we boost resources.

227

00:29:46.890 --> 00:29:51.609

UCR: but at the same time we know that there are many challenges. With that

228

00:29:52.290 --> 00:29:58.079

UCR: a challenge is boosting Grant, and brought back opportunities or activities

229

00:29:59.130 --> 00:30:05.199

UCR: within the unit and using creativity, leveraging local and national opportunities.

230

00:30:05.920 --> 00:30:12.969

UCR: Another challenge. And this is something I've been hearing over the last couple of days is building a thriving culture within a complex.

231

00:30:13.250 --> 00:30:14.950

UCR: You know, organizational structure.

232

00:30:15.440 --> 00:30:19.039

UCR: We need to learn from and support our Ue and Campus partners.

233

00:30:19.130 --> 00:30:21.460

UCR: I see a challenge of

234

00:30:21.860 --> 00:30:32.329

UCR: getting people to understand that student success is indeed multi-dimensional. There's no just one experience or one class or one program that says this is producing student success.

235

00:30:32.460 --> 00:30:34.930

UCR: It's a more complex issue

236

00:30:35.360 --> 00:30:42.879

UCR: ensuring that undergraduate education is understood locally and beyond who it is, what it's about

237

00:30:42.920 --> 00:30:44.790

UCR: getting people to understand

238

00:30:44.930 --> 00:30:47.389

UCR: you, we as an organization.

239

00:30:47.450 --> 00:30:56.299

UCR: and then continue to cultivate community, especially in this environment, where we might be still a little bit hybrid. How do we continue to cultivate community among

240

00:30:56.900 --> 00:30:59.730

UCR: people on our staff, and definitely with students

241

00:31:01.290 --> 00:31:03.649

UCR: opportunities in undergraduate education?

242

00:31:03.830 --> 00:31:08.020

UCR: I think we need to grow campus, but grow campus strategically

243

00:31:08.280 --> 00:31:10.230

UCR: what's best for Ucr.

244

00:31:10.420 --> 00:31:12.129

UCR: I think there's

245

00:31:12.290 --> 00:31:14.450

UCR: lots of implications as we grow

246

00:31:14.670 --> 00:31:16.630

UCR: right. Implications for

247

00:31:16.870 --> 00:31:19.919

UCR: schools and colleges, faculty and staff

248

00:31:19.950 --> 00:31:25.330

UCR: structural considerations like, do we have space to house people when we grow our numbers.

249

00:31:25.940 --> 00:31:30.510

UCR: not to house people necessarily indoors, but to have office space for people

250

00:31:31.500 --> 00:31:32.260

UCR: up

251

00:31:33.520 --> 00:31:48.470

UCR: opportunities for undergraduate education, creative programming. This is really something i'm excited about. Something that I was able to lead in. The school of education is developing pipeline and pathway programs, I imagine, and envision

252

00:31:49.720 --> 00:31:51.280

UCR: interdisciplinary

253

00:31:51.570 --> 00:31:52.980

UCR: pipeline programs

254

00:31:53.030 --> 00:31:55.049

UCR: across schools and colleges

255

00:31:55.150 --> 00:31:56.910

UCR: where we can

256

00:31:57.440 --> 00:31:58.910

UCR: create programs

257

00:31:59.010 --> 00:32:00.740

UCR: through

258

00:32:00.880 --> 00:32:03.820

UCR: boosting resources to

259

00:32:04.060 --> 00:32:13.699

UCR: to get more people excited about a particular profession or serving their community. So imagine students who are in computer science and business.

260

00:32:13.720 --> 00:32:15.479

public policy

261

00:32:15.510 --> 00:32:25.320

UCR: and humanities, majors, all being under the umbrella of a pipeline program, who are all committed to serving their community in the future.

262

00:32:25.950 --> 00:32:31.269

UCR: What would that program to look like? I would be excited in working with campus partners to design those kinds of programs.

263

00:32:32.870 --> 00:32:36.299

UCR: Spotlighting excellence is a key effort.

264

00:32:36.890 --> 00:32:43.429

UCR: What's going on now in excite in writing in honors. Arc, Adt. Hpeck schools and colleges

265

00:32:43.530 --> 00:32:45.349

UCR: that are considered

266

00:32:45.390 --> 00:32:47.940

UCR: models of excellence for the campus.

267

00:32:47.970 --> 00:32:50.469

UCR: How can we spotlight those? How can you eat?

268

00:32:50.520 --> 00:32:51.410

UCR: B.

269

00:32:51.440 --> 00:32:58.330

UCR: A facilitator of that process where we help tell that story and then ramp up those programs

270

00:32:58.830 --> 00:33:00.350

UCR: for our campus.

271

00:33:01.570 --> 00:33:02.630

UCR: Finally

272

00:33:02.770 --> 00:33:09.250

UCR: partnering and building resources, as mentioned, I'm really excited about working with developments who set some aggressive

273

00:33:09.280 --> 00:33:11.550

UCR: the fund we're raising goals for the unit.

274

00:33:11.590 --> 00:33:14.169

UCR: I think it's a unique opportunity

275

00:33:14.440 --> 00:33:18.139

UCR: and Vpd. We are in Ue to

276

00:33:18.230 --> 00:33:26.259

UCR: to build up some resources and and alumni engagement, and maybe in ways that the unit Hasn't necessarily been able to do in the past.

277

00:33:26.400 --> 00:33:32.449

UCR: If in a regular school or college, they have a captured market or a captured audience of alumni.

278

00:33:32.750 --> 00:33:36.049

UCR: If you're in the school of education, you really child, to educational alumni.

279

00:33:36.170 --> 00:33:42.979

UCR: You're in business. You reach out to business development. You reaches across the campus, so that really is an opportunity to be

280

00:33:43.120 --> 00:33:44.859

UCR: creative and strategic

281

00:33:45.180 --> 00:33:47.330

UCR: partner with people on campus to try to

282

00:33:47.770 --> 00:33:52.010

UCR: boost resources for Ue to be able to

283

00:33:52.410 --> 00:33:57.810

UCR: implement some of these programs. And then the other thing is pursuing

284

00:33:58.410 --> 00:34:00.240

UCR: local and national grants.

285

00:34:02.980 --> 00:34:09.000

UCR: and maybe even partnering with oasis our University innovation fellows

286

00:34:09.980 --> 00:34:11.780

UCR: to figure out ways that we could

287

00:34:11.800 --> 00:34:16.239

UCR: a partner across the campus to build build resources. Now, to get to my vision

288

00:34:16.770 --> 00:34:18.870

UCR: 2 major goals. One

289

00:34:18.989 --> 00:34:21.199

UCR: is making sure every student is connected.

290

00:34:21.500 --> 00:34:22.500

UCR: and 2

291

00:34:22.590 --> 00:34:26.070

UCR: identifying gaps in promoting equity. How do we do this.

292

00:34:27.150 --> 00:34:30.789

UCR: These are the programs that we already oversee within Ue

293

00:34:30.880 --> 00:34:34.770

UCR: honors, education abroad, etc., a lot of high impact practices.

294

00:34:36.550 --> 00:34:39.220

UCR: How do we make this happen? How do we make

295

00:34:39.300 --> 00:34:43.660

UCR: every student connected with one of these opportunities? At least one of these opportunities

296

00:34:43.710 --> 00:34:47.460

UCR: and some of the research I've been doing with colleagues. We're finding that.

297

00:34:48.210 --> 00:34:53.150

UCR: I think, in gender programs, library, academic departments, orientation

298

00:34:53.219 --> 00:34:55.399

UCR: campus, leaving an employment pure mentoring.

299

00:34:55.510 --> 00:35:02.060

UCR: These are all kind of facilitators of student connectedness to things like honors.

300

00:35:02.430 --> 00:35:09.409

UCR: These programs could be really important drivers or levers to help our students connect.

301

00:35:09.540 --> 00:35:13.180

UCR: and i'm looking forward to partnering with the various

302

00:35:13.940 --> 00:35:15.880

UCR: parts of campus to make this happen

303

00:35:16.460 --> 00:35:20.669

UCR: when it comes to reducing gaps. And, by the way, these 2 things are within. The strategic plan

304

00:35:21.340 --> 00:35:22.129

UCR: is

305

00:35:22.160 --> 00:35:26.939

UCR: when we were reducing gaps. What's working out there? What are the gaps?

306

00:35:27.220 --> 00:35:29.059

UCR: How can we implement

307

00:35:29.450 --> 00:35:32.679

UCR: metrics and set timelines to address these?

308

00:35:36.720 --> 00:35:38.149

UCR: I put here

309

00:35:38.280 --> 00:35:39.950

UCR: Tbd unit goals?

310

00:35:40.000 --> 00:35:41.139

UCR: Because I think

311

00:35:41.580 --> 00:35:43.240

UCR: one of the goals I would have

312

00:35:43.300 --> 00:35:47.900

UCR: from the outset is to work with Ue leadership and staff members

313

00:35:48.520 --> 00:35:52.640

UCR: and our partners across campus to identify what would be our priorities.

314

00:35:52.800 --> 00:35:58.269

UCR: And I don't know what those are. I mean. I kind of have a sense now of what they are based on my conversations over the last couple of days.

315

00:35:58.300 --> 00:36:03.880

UCR: But this is to be determined. Coke, constructed with our unit to figure out

316

00:36:03.940 --> 00:36:06.140

UCR: What are we going to tackle for the next

317

00:36:06.370 --> 00:36:08.209

UCR: 1, 3 and 5 years.

318

00:36:10.700 --> 00:36:16.139

UCR: How do we accomplish this? We build it a thriving institutional culture across the organization.

319

00:36:16.450 --> 00:36:21.859

UCR: What are some leadership strategies that I would implement number one. Recognizing our excellence.

320

00:36:22.390 --> 00:36:23.509

UCR: I feel like

321

00:36:24.330 --> 00:36:28.300

UCR: the true reflection of an institution's culture is its ability

322

00:36:28.560 --> 00:36:31.059

UCR: to recognize its own excellence.

323

00:36:32.150 --> 00:36:33.399

UCR: Who is going to say.

324

00:36:33.540 --> 00:36:34.919

UCR: No, we don't do that. Here

325

00:36:35.270 --> 00:36:37.770

UCR: we don't stop and recognize our own excellence.

326

00:36:37.890 --> 00:36:40.760

UCR: But sometimes we have to intentionally press pause

327

00:36:40.820 --> 00:36:42.009

UCR: on the work that we're doing

328

00:36:42.400 --> 00:36:43.359

and

329

00:36:44.050 --> 00:36:46.150

UCR: think, reflect, share

330

00:36:46.690 --> 00:36:48.540

UCR: what we're doing well and learn from it.

331

00:36:49.370 --> 00:36:50.670

UCR: How did we get here?

332

00:36:51.210 --> 00:36:55.729

UCR: How do we invest in those programs and create storytelling campaigns.

333

00:36:55.990 --> 00:37:05.159

UCR: I would be really excited to kind of help spotlight us as a platform to help spotlight. What's happening in an HP. What's happening in an H pack what's happening in an arc.

334

00:37:05.380 --> 00:37:08.970

UCR: And let's tell those stories so people know and understand

335

00:37:09.080 --> 00:37:12.800

UCR: internal to the to university, and also externally as well.

336

00:37:13.960 --> 00:37:19.859

UCR: I think a big one thing I've been hearing over the last couple of days. We have to define who we are

337

00:37:19.940 --> 00:37:23.930

UCR: as an organization, and I would be excited to work with

338

00:37:24.420 --> 00:37:26.329

UCR: all of you. We to make that happen.

339

00:37:26.480 --> 00:37:28.350

UCR: What is our identity?

340

00:37:28.560 --> 00:37:31.860

UCR: And I think when we have our identity we can start to develop

341

00:37:31.940 --> 00:37:32.810

UCR: a plan.

342

00:37:33.270 --> 00:37:35.110

UCR: set some concrete goals

343

00:37:35.140 --> 00:37:36.179

UCR: and go forward.

344

00:37:37.230 --> 00:37:41.449

UCR: Number 3 work with schools and colleges to create those pathways that I mentioned

345

00:37:41.530 --> 00:37:42.970

UCR: again. This is kind of

346

00:37:43.210 --> 00:37:49.589

UCR: my forte, if you will. I feel like there's 2 ways of thinking about building creative programs.

347

00:37:49.960 --> 00:37:53.730

UCR: You either apply for money and then create the program

348

00:37:54.150 --> 00:37:55.689

UCR: or you create the program

349

00:37:55.750 --> 00:37:57.270

UCR: and have the money come to you.

350

00:37:57.930 --> 00:38:01.860

UCR: And one of the things that we did in the school of education, and Bob knows this well

351

00:38:01.890 --> 00:38:04.140

UCR: is we built programs

352

00:38:04.770 --> 00:38:08.699

and then went out to sell them, and people were like we want to invest in that.

353

00:38:08.770 --> 00:38:10.359

UCR: and I think we have a

354

00:38:10.650 --> 00:38:13.339

UCR: an interesting model there that I think

355

00:38:13.600 --> 00:38:16.150

UCR: can inform some of our work moving forward

356

00:38:16.720 --> 00:38:17.540

UCR: next

357

00:38:17.570 --> 00:38:18.759

UCR: centering equity.

358

00:38:21.030 --> 00:38:30.029

UCR: This is something that I've done in, although my academic work for the last 17 or 20 years, and it's something that a lens that I use in my own leadership.

359

00:38:31.730 --> 00:38:36.279

UCR: When we look at some of the student data I would collaborate with the ir and identify the gaps.

360

00:38:36.360 --> 00:38:45.399

UCR: I think, when we center equity, we should also be thinking about how do we create community belonging and impact

361

00:38:47.660 --> 00:38:49.890

UCR: almost proxies for equity as well?

362

00:38:51.230 --> 00:38:53.329

UCR: And then advocate for you I,

363

00:38:53.370 --> 00:38:57.429

UCR: The Vpdu, is going to play a very important role, making sure

364

00:38:57.530 --> 00:39:01.400

UCR: that we prioritize the voices of the students faculty and staff of Ue.

365

00:39:02.490 --> 00:39:06.669

UCR: Finally boosting resources, as mentioned, I'm. Very excited about the

366

00:39:06.990 --> 00:39:09.029

UCR: fundraising possibilities within.

367

00:39:11.880 --> 00:39:15.229

UCR: When I talk about brilliant reflections from my Ok. On time.

368

00:39:18.230 --> 00:39:20.100

UCR: you know this is

369

00:39:20.150 --> 00:39:24.209

UCR: who we are. These are our students. I often think that

370

00:39:24.720 --> 00:39:25.930

UCR: if we are.

371

00:39:27.390 --> 00:39:28.299
we're reaching

372

00:39:28.910 --> 00:39:31.389
or achieving student success.

373

00:39:31.960 --> 00:39:34.649
UCR: Our students are going to be able to see their reflection.

374

00:39:35.340 --> 00:39:37.349
UCR: the brilliance of who they are

375

00:39:37.920 --> 00:39:39.349
in, that when they look in the mirror.

376

00:39:39.730 --> 00:39:41.060
UCR: not only of

377

00:39:41.100 --> 00:39:45.899
UCR: themselves, but of their families, their communities, their
histories, their ancestors.

378

00:39:46.340 --> 00:39:49.500
UCR: a lot of times. They're not able to see themselves.

379

00:39:49.940 --> 00:39:52.330
I didn't get a depicted here, but

380

00:39:52.450 --> 00:39:54.090
UCR: sometimes their smoke

381

00:39:54.680 --> 00:39:57.660
UCR: that prevents our students from seeing themselves clearly

382

00:39:57.760 --> 00:39:58.819
UCR: in that mirror.

383

00:40:00.150 --> 00:40:04.140
UCR: And so what I've done is. Say, Ok, let's flip that question.

384

00:40:04.750 --> 00:40:05.560

UCR: What?

385

00:40:05.620 --> 00:40:08.620

UCR: Or the experiences that actually clear the smoke

386

00:40:08.840 --> 00:40:14.670

UCR: so that students can actually see themselves clearly in that mirror so they can see their brilliance.

387

00:40:14.780 --> 00:40:16.470

UCR: and I feel like for me

388

00:40:16.620 --> 00:40:18.589

as a candidate for

389

00:40:18.730 --> 00:40:19.830

Ppd. Ue.

390

00:40:20.340 --> 00:40:24.190

UCR: There are some things out there that we know we're not starting from scratch.

391

00:40:24.270 --> 00:40:26.929

UCR: There's been literature out there. There's been research.

392

00:40:27.270 --> 00:40:28.279

UCR: empirical.

393

00:40:28.310 --> 00:40:29.489

UCR: it's data informed

394

00:40:30.160 --> 00:40:32.640

UCR: equity, but equitable policies, matter

395

00:40:32.960 --> 00:40:35.020

UCR: inclusive pedagogy matters.

396

00:40:35.040 --> 00:40:35.979

mentoring

397

00:40:36.820 --> 00:40:41.390

UCR: leadership and research opportunities, high expectations and support.

398

00:40:41.560 --> 00:40:42.270

UCR: right

399

00:40:43.000 --> 00:40:47.170

UCR: meaningful relationships and connections a student has to feel connected.

400

00:40:47.590 --> 00:40:49.319

They need to feel like they belong.

401

00:40:50.540 --> 00:40:52.229

UCR: Writing support matters.

402

00:40:52.350 --> 00:40:54.930

UCR: having authentic learning, experiences.

403

00:40:55.140 --> 00:40:57.049

UCR: creative programming.

404

00:40:57.140 --> 00:40:58.160

UCR: advising

405

00:40:58.390 --> 00:40:59.770

UCR: cultural validation.

406

00:40:59.930 --> 00:41:02.090

UCR: honoring the voices of students.

407

00:41:02.640 --> 00:41:04.379

UCR: cross-campus, collaboration

408

00:41:05.680 --> 00:41:08.780

UCR: intentional connectedness, right? Making sure people.

409

00:41:08.810 --> 00:41:10.680

UCR: we don't leave it to chance

410

00:41:10.870 --> 00:41:13.650

you have to create the pathways where students

411

00:41:13.960 --> 00:41:15.239

UCR: have opportunities to

412

00:41:16.200 --> 00:41:18.119

UCR: These are all things that

413

00:41:18.750 --> 00:41:20.639

UCR: facilitate that brilliance

414

00:41:21.920 --> 00:41:23.209

UCR: to appear in the mirror.

415

00:41:25.120 --> 00:41:28.499

UCR: So finally, I actually took before I share this. Let me

416

00:41:28.630 --> 00:41:30.009

the premise.

417

00:41:30.080 --> 00:41:30.899

UCR: So

418

00:41:31.400 --> 00:41:35.069

UCR: I've been hearing over the last couple of days that

419

00:41:35.600 --> 00:41:36.560

we need

420

00:41:37.070 --> 00:41:40.990

a direction as you E. There's been a lot of changes. There's been a lot of restructuring.

421

00:41:41.110 --> 00:41:42.759

There's been changes in leadership.

422

00:41:43.700 --> 00:41:44.979

Ue needs

423

00:41:45.680 --> 00:41:46.560
of direction.

424

00:41:46.720 --> 00:41:48.369
UCR: and so I took an attempt

425

00:41:48.770 --> 00:41:49.700
over the last

426

00:41:49.770 --> 00:41:51.040
UCR: 24 h

427

00:41:51.160 --> 00:41:52.130
to kind of

428

00:41:52.970 --> 00:41:54.350
UCR: put in words

429

00:41:56.500 --> 00:42:00.419
UCR: where I think we could go as a unit here on campus.

430

00:42:01.060 --> 00:42:06.510
UCR: so my goal as Vpd. You would be to build a clearly defined Ue
organization.

431

00:42:06.820 --> 00:42:08.520
UCR: Who knows who it is.

432

00:42:08.900 --> 00:42:09.970
UCR: its mission

433

00:42:10.400 --> 00:42:15.759
UCR: and driven by a set of core priorities that empowers U. We staff

434

00:42:16.120 --> 00:42:17.370
Ue leadership

435

00:42:17.910 --> 00:42:20.199
UCR: faculty and campus leadership

436

00:42:20.630 --> 00:42:22.620
UCR: promote equity and student success

437
00:42:22.790 --> 00:42:24.319
UCR: across Ucrs

438
00:42:24.570 --> 00:42:25.959
Undergraduate students.

439
00:42:27.550 --> 00:42:28.319
How's that

440
00:42:30.540 --> 00:42:32.069
UCR: this is not sit in stone.

441
00:42:33.040 --> 00:42:35.049
UCR: This is something that we will co-construct

442
00:42:35.870 --> 00:42:36.629
dream.

443
00:42:37.200 --> 00:42:39.649
UCR: The for several months

444
00:42:40.050 --> 00:42:42.809
UCR: afforded the opportunity to be your next vpdu 8.

445
00:42:43.680 --> 00:42:45.899
UCR: But I think this kind of captures

446
00:42:46.240 --> 00:42:49.450
UCR: many of the sentiments that I've been hearing over the last couple
of days.

447
00:42:49.870 --> 00:42:51.799
UCR: There's a lot of good things going on

448
00:42:52.030 --> 00:42:53.389
There's a lot of potential.

449
00:42:54.300 --> 00:42:55.969

UCR: and I feel like this could be

450

00:42:56.230 --> 00:42:57.339

UCR: starting point

451

00:42:57.920 --> 00:42:59.870

UCR: to build off what's already been done

452

00:42:59.970 --> 00:43:02.869

UCR: right again. We're not starting from from Scratch.

453

00:43:02.910 --> 00:43:04.279

UCR: Been a lot of work done.

454

00:43:04.340 --> 00:43:05.929

UCR: There's a lot of good things going on

455

00:43:06.580 --> 00:43:07.499

and let's move

456

00:43:07.640 --> 00:43:09.069

the organization together

457

00:43:09.930 --> 00:43:10.649

forward.

458

00:43:11.740 --> 00:43:13.400

UCR: This kind of

459

00:43:13.500 --> 00:43:14.290

UCR: goal

460

00:43:15.140 --> 00:43:16.969

UCR: could result in

461

00:43:17.390 --> 00:43:19.949

UCR: building a model for undergraduate education

462

00:43:20.420 --> 00:43:22.279

UCR: that's centered on equity in excellence

463
00:43:22.580 --> 00:43:25.340
UCR: that facilitates high quality, undergraduate experiences through

464
00:43:25.460 --> 00:43:27.249
UCR: their robust engagement.

465
00:43:28.160 --> 00:43:30.129
UCR: Responsive to student means.

466
00:43:30.290 --> 00:43:35.380
UCR: and we have to measure our outcomes. We have to continue to make sure that we're moving in the right direction

467
00:43:36.080 --> 00:43:37.040
and being

468
00:43:38.340 --> 00:43:39.189
UCR: open

469
00:43:39.280 --> 00:43:41.950
UCR: to what we count and consider data.

470
00:43:42.230 --> 00:43:46.050
UCR: Of course we're going to look at retention and persistence and graduation rates.

471
00:43:46.340 --> 00:43:49.019
UCR: But how can we incorporate things like community

472
00:43:50.170 --> 00:43:51.899
UCR: and student connectedness

473
00:43:52.060 --> 00:43:55.859
UCR: into the formula of student success here at Ucr.

474
00:43:57.120 --> 00:43:59.150
UCR: You know we've been finding feelings of home

475
00:43:59.370 --> 00:44:00.569
UCR: and belonging.

476

00:44:01.140 --> 00:44:03.770

UCR: How do we add cultural validation

477

00:44:04.010 --> 00:44:07.129

to a formula of student success here at Ucr

478

00:44:07.190 --> 00:44:08.649

that has been mentioned

479

00:44:08.690 --> 00:44:10.120

so much in the literature?

480

00:44:11.740 --> 00:44:15.820

UCR: And how do we facilitate engagement of on and on camp as partners?

481

00:44:16.470 --> 00:44:19.489

UCR: If we can move us in this direction of

482

00:44:19.540 --> 00:44:24.349

UCR: to the starting of a goal, I think we can produce these kinds of results

483

00:44:24.570 --> 00:44:25.809

across the Ue

484

00:44:26.600 --> 00:44:27.649

for Ucr.

485

00:44:27.770 --> 00:44:28.890

UCR: And finally.

486

00:44:28.910 --> 00:44:30.459

UCR: I think Ucr

487

00:44:30.580 --> 00:44:32.419

UCR: is a very special place.

488

00:44:32.890 --> 00:44:34.040

UCR: It serves

489

00:44:34.340 --> 00:44:36.450
UCR: a very exciting student population.

490
00:44:36.800 --> 00:44:39.360
UCR: It's located in a region that i'm

491
00:44:39.500 --> 00:44:41.069
UCR: very passionate about.

492
00:44:42.120 --> 00:44:45.589
UCR: and I think undergraduate education can help take us into

493
00:44:45.610 --> 00:44:47.810
It's next chapter as an institution.

494
00:44:48.180 --> 00:44:49.059
So with that.

495
00:44:53.740 --> 00:45:02.999
UCR: Thank you so much, Dr. Rodriguez, for that presentation. All right, we'll open up the session for questions, just as a reminder. If you're joining us virtually. Please put that question in the Q. And a. Feature.

496
00:45:03.110 --> 00:45:06.599
And then for those of you who are joining us in person, just raise your hand, and we'll come to you.

497
00:45:24.930 --> 00:45:25.600
sure

498
00:45:27.090 --> 00:45:33.549
UCR: how to strengthen a sense of identification with campus or incoming students.

499
00:45:33.650 --> 00:45:37.829
UCR: and for students identification with one another and

500
00:45:37.910 --> 00:45:39.229
UCR: sociability.

501
00:45:40.700 --> 00:45:49.389

UCR: I've often thought we don't do very much talking about the heritage of Ucr. I mean we're 70 years old now

502

00:45:49.600 --> 00:45:54.739

UCR: we have well over way over a 100,000 alumni.

503

00:45:55.450 --> 00:46:01.759

UCR: We have founding history. That's interesting. We have a history of accomplishments.

504

00:46:02.110 --> 00:46:11.000

UCR: but we also have evidence of care and dedication and common experience, now 70 years deep on campus

505

00:46:11.620 --> 00:46:13.710

UCR: that has a lot to do with

506

00:46:13.740 --> 00:46:22.010

UCR: what it means to be in higher education, what it means to get a college education, what it means to be near all these graduate schools and schools.

507

00:46:22.850 --> 00:46:27.249

UCR: and this is part of the University of California and

508

00:46:27.460 --> 00:46:32.979

UCR: the adventure of modernity, the creation of institutions of higher education.

509

00:46:33.320 --> 00:46:33.939

I

510

00:46:34.080 --> 00:46:35.490

UCR: do you think that

511

00:46:35.620 --> 00:46:37.689

UCR: that kind of

512

00:46:39.280 --> 00:46:43.390

UCR: recognition in orientation and in

513

00:46:43.840 --> 00:46:47.800

UCR: campus orientations, and others, might be

514

00:46:48.850 --> 00:46:56.160

UCR: an underutilized resource, a sense of the history of the place, and that the students are becoming

515

00:46:56.500 --> 00:46:58.020

UCR: part of the

516

00:46:58.270 --> 00:47:01.990

UCR: of a place. That's more than a set of buildings and people.

517

00:47:06.240 --> 00:47:07.590

Yeah, really interesting question.

518

00:47:07.720 --> 00:47:08.759

UCR: I think

519

00:47:10.330 --> 00:47:17.129

UCR: orientation and those kinds of spaces, seminars within schools and colleges, freshman seminars.

520

00:47:17.670 --> 00:47:19.580

UCR: perfect opportunities to kind of

521

00:47:20.580 --> 00:47:26.430

UCR: recognize those kinds of histories and the many histories that exist on campus.

522

00:47:28.640 --> 00:47:31.709

UCR: So yeah.

523

00:47:32.640 --> 00:47:39.789

UCR: yeah, it pushes beyond. I'm just here to major in. Not just. But i'm here to be an accountant, or I'm here to be a future doctor.

524

00:47:41.050 --> 00:47:41.779

UCR: Kind of

525

00:47:41.850 --> 00:47:46.640

UCR: maybe gives Student a sense of identity in a different way, or connectedness with the institution.

526

00:47:46.670 --> 00:47:48.769

UCR: And then I think that needs to be cultivated.

527

00:47:49.250 --> 00:47:58.200

UCR: not just a one-time being, but something that happens across the experience. So I think there's a role. I think there's a role for something like that that could be really interesting.

528

00:47:58.320 --> 00:48:03.319

UCR: It would be also interesting to know if how do other institutions do that.

529

00:48:03.620 --> 00:48:06.609

UCR: or do they do it at all right, or they they kind of

530

00:48:06.890 --> 00:48:10.089

UCR: acknowledge or recognize or learn from that that history.

531

00:48:15.410 --> 00:48:21.129

Hi. Thanks so much for sharing your vision I really appreciate and very much agree with your

532

00:48:21.300 --> 00:48:27.800

your goals is Vp. Du, and also your proposal for plugging students into opportunities.

533

00:48:27.880 --> 00:48:32.570

UCR: But I keep thinking, then coming back to the question of how how do we do that?

534

00:48:32.630 --> 00:48:35.449

UCR: So i'm wondering if you could say a little bit about

535

00:48:35.600 --> 00:48:39.190

UCR: what concrete steps, programs.

536

00:48:39.500 --> 00:48:41.280

actions. Would you take

537

00:48:41.500 --> 00:48:51.480

UCR: in your role as the Vpd. You to actually to develop those meaningful connections with students and for students? Yeah. Yeah. Oh, really, good question

538

00:48:53.660 --> 00:48:54.700
we've been.

539

00:48:54.910 --> 00:48:59.710
UCR: It's almost been like a brainstorming session over the last couple of days, so I have some fresh ideas.

540

00:48:59.990 --> 00:49:03.129
UCR: But one thing that came up was. You know. How do I work with?

541

00:49:03.200 --> 00:49:05.759
UCR: You know, Associate dean of student success

542

00:49:06.630 --> 00:49:08.160
UCR: and partnering with

543

00:49:08.410 --> 00:49:10.770
UCR: Emily's division in enrollment

544

00:49:11.860 --> 00:49:13.359
UCR: and student affairs?

545

00:49:13.490 --> 00:49:17.189
UCR: Or we can create some common messaging to students.

546

00:49:17.590 --> 00:49:21.600
UCR: So they hear the same message across the schools and colleges.

547

00:49:22.640 --> 00:49:24.610
UCR: And here's a concrete step.

548

00:49:25.850 --> 00:49:30.179
UCR: If our goal is to have students within their first 10 weeks on campus to connect

549

00:49:30.650 --> 00:49:32.720
UCR: with someone or some program

550

00:49:32.810 --> 00:49:33.930

UCR: before December

551

00:49:34.060 --> 00:49:35.789

UCR: of their first year on campus.

552

00:49:36.080 --> 00:49:38.029

UCR: They need to hear that

553

00:49:38.390 --> 00:49:41.320

UCR: in those sessions, in those orientation sessions.

554

00:49:41.360 --> 00:49:48.470

UCR: in their respective schools and colleges. And so then looping in advising is going to be key for that kind of messaging.

555

00:49:49.670 --> 00:49:54.130

UCR: It might be their advisor that ends up being that one person that they're connected to.

556

00:49:54.160 --> 00:49:55.760

UCR: or that one opportunity.

557

00:49:56.380 --> 00:49:58.270

UCR: the the advisor might be the glue

558

00:49:58.320 --> 00:49:59.109

to

559

00:49:59.160 --> 00:50:00.529

UCR: an opportunity.

560

00:50:00.560 --> 00:50:06.780

UCR: But they might not be. They might be a living, learning experience in their dorms.

561

00:50:06.890 --> 00:50:09.759

UCR: It might be a student employment opportunity.

562

00:50:10.200 --> 00:50:13.529

UCR: but that would be almost like a homework assignment for our students.

563

00:50:13.750 --> 00:50:17.849

UCR: and we could use our existing structures like orientation

564

00:50:17.930 --> 00:50:19.229

and connecting

565

00:50:19.270 --> 00:50:21.839

UCR: with our Sams in each of the schools and colleges

566

00:50:21.890 --> 00:50:26.920

UCR: to work with that advisors to maybe send that message out in some way. Maybe use technology

567

00:50:26.940 --> 00:50:29.430

UCR: creatively to get that kind of messaging out.

568

00:50:30.370 --> 00:50:34.719

UCR: I was talking yesterday with Natalie as the you University of Inhibition

569

00:50:35.810 --> 00:50:36.540

UCR: Travel

570

00:50:37.210 --> 00:50:39.859

Is that the title University of the Innovation Fellow

571

00:50:42.150 --> 00:50:44.359

UCR: about the use of text

572

00:50:44.470 --> 00:50:52.719

UCR: messaging, and how there's been studies. Large scale studies around the country on boosting, fast food completion rates, using text messaging where

573

00:50:52.780 --> 00:50:58.389

UCR: an organization will send a text to the student and the parent right before the deadline, and that has boosted

574

00:50:58.540 --> 00:51:00.080

festival participation.

575

00:51:00.360 --> 00:51:02.620

UCR: How can we use those kinds of tools to kind of

576

00:51:02.670 --> 00:51:04.979

message? Our students on

577

00:51:05.730 --> 00:51:08.369

UCR: your homework. This quarter is to connect

578

00:51:08.460 --> 00:51:09.180

with

579

00:51:09.530 --> 00:51:12.430

UCR: a program an opportunity. A person

580

00:51:12.480 --> 00:51:13.399

UCR: beyond

581

00:51:13.630 --> 00:51:14.649

your coursework

582

00:51:14.790 --> 00:51:15.490

of.

583

00:51:15.560 --> 00:51:19.280

UCR: I think, in gender programs is another one right? Making sure that you know

584

00:51:20.100 --> 00:51:23.319

UCR: peer mentors. That's another kind of facilitator there.

585

00:51:23.620 --> 00:51:27.230

UCR: I know, in the School of Education we built in in partnership with the arc

586

00:51:27.920 --> 00:51:30.939

UCR: we built in peer mentors to our transfer

587

00:51:31.080 --> 00:51:36.680

UCR: and freshmen seminars. So every student has access to sometimes 2 peer mentors in their class.

588

00:51:36.980 --> 00:51:38.310

UCR: They could also be

589

00:51:38.560 --> 00:51:41.790

people that communicate that message to our students.

590

00:51:42.020 --> 00:51:47.609

UCR: So that kind of gets to the weeds to how some of that work could happen.

591

00:51:48.350 --> 00:51:54.899

UCR: But I am a big believer in not creating more work for people, but using the existing structures

592

00:51:54.960 --> 00:51:56.470

UCR: to kind of reimagine

593

00:51:56.620 --> 00:52:00.609

UCR: how we might be able to do things just a little bit differently to accomplish our goals.

594

00:52:05.880 --> 00:52:06.759

Thank you.

595

00:52:07.790 --> 00:52:08.799

UCR: Question.

596

00:52:09.080 --> 00:52:10.450

UCR: Follow up to that.

597

00:52:10.520 --> 00:52:13.120

UCR: Do you see any opportunities that we could

598

00:52:13.290 --> 00:52:17.949

UCR: leverage our academic status as a way to move forward some of those initiatives

599

00:52:18.380 --> 00:52:20.869

UCR: through single unit courses. Things like that.

600

00:52:21.770 --> 00:52:28.349

UCR: Can you see a little more about academic status, so can we leverage our academic status to move forward some of our initiatives.

601

00:52:28.880 --> 00:52:31.040

UCR: So now we're academic division.

602

00:52:31.280 --> 00:52:34.190

UCR: Are there opportunities for

603

00:52:34.600 --> 00:52:40.649

UCR: creating courses that may deal with some of those connectedness and initial, as you mentioned.

604

00:52:40.860 --> 00:52:44.700

UCR: Yeah, I would be really interested in hearing from the leadership across the different

605

00:52:44.720 --> 00:52:49.169

UCR: divisions to see that that recommendation came up earlier as well from someone else.

606

00:52:50.600 --> 00:52:54.950

UCR: I don't know if it was no writing already. Has some of those structures in place.

607

00:52:56.360 --> 00:53:02.189

UCR: But yeah, I mean, I think that's something that I would be open to hearing from our unit leadership

608

00:53:02.380 --> 00:53:03.890

UCR: to see if there's a

609

00:53:03.930 --> 00:53:08.880

UCR: an interest in that. And how might those structures help facilitate that connectedness.

610

00:53:09.080 --> 00:53:13.799

UCR: Marco was talking about international and study abroad. Could we think about using our

611

00:53:13.830 --> 00:53:16.000
UCR: our status now as an academic unit

612
00:53:16.090 --> 00:53:18.439
UCR: to build in study abroad

613
00:53:19.090 --> 00:53:20.129
UCR: courses

614
00:53:21.310 --> 00:53:22.609
UCR: into the experience.

615
00:53:22.640 --> 00:53:29.089
UCR: I mean, I think that's an interesting concept. I think the sky is the limit. It's. How quickly do we want to get there.

616
00:53:29.480 --> 00:53:33.449
UCR: and keeping in mind that we want to set some goals that we are all ready to

617
00:53:33.960 --> 00:53:37.660
UCR: focus on. But that's come up a couple of times, so I imagine that's going to be

618
00:53:38.080 --> 00:53:38.809
an important

619
00:53:39.880 --> 00:53:40.609
UCR: priority.

620
00:53:45.870 --> 00:53:49.019
UCR: Follow up with that direction because

621
00:53:49.110 --> 00:53:56.010
UCR: you talk about the magnetic scholars right? And that was really gave you your connectedness, this transformative experience.

622
00:53:56.070 --> 00:53:59.379
and the Mac nearest corner is an experience than breach

623
00:53:59.530 --> 00:54:05.380

the student affair and the academic right because you get supported all the way around the students.

624

00:54:06.370 --> 00:54:24.570

UCR: The Manmere scholars is a program that has usually around 30 32 36 students per campus, and we have 10,000 only Latinik students that will be eligible for that program. So you need like 300 programs like that in order to serve just

625

00:54:24.670 --> 00:54:30.799

UCR: only that group of students. So that's never going to work in an institution like us.

626

00:54:30.910 --> 00:54:41.389

UCR: So I do think that we really had to think seriously incorporating those experiences and those opportunities in the curriculum itself, right

627

00:54:42.200 --> 00:54:51.359

UCR: help and integrating and student affairs in those experiences. It shouldn't be something parallel, because, you know, we are really talking about

628

00:54:52.290 --> 00:54:54.429

UCR: a students or first generation.

629

00:54:54.680 --> 00:54:55.470

UCR: You know, Bell.

630

00:54:55.740 --> 00:55:02.730

UCR: they don't. They don't know these opportunities, but also they don't have the time to do this parallel curriculum. Right? So

631

00:55:02.860 --> 00:55:07.160

UCR: I think for an Hs. I. As we are for a minority around institution.

632

00:55:07.300 --> 00:55:11.020

it should be integrated in the

633

00:55:11.090 --> 00:55:11.660

right.

634

00:55:11.930 --> 00:55:14.569

so it it

635

00:55:15.130 --> 00:55:19.910

UCR: so I don't know it's just the hsi, which is going to comment exactly the

636

00:55:19.970 --> 00:55:28.509

UCR: that it's just the idea. Why, Don't, we integrate it right, not have time extra for other things, since our students are working and doing so many other things.

637

00:55:28.600 --> 00:55:35.629

UCR: I would be able to think about it. Yeah, I mean, I think some of the community gauge learning efforts as a high impact practice

638

00:55:35.880 --> 00:55:39.199

UCR: it kind of it could be service. It could be research

639

00:55:40.410 --> 00:55:46.350

UCR: on a much more micro level. There's a little bit of that happening in some of the schools and colleges.

640

00:55:48.570 --> 00:55:52.909

UCR: and then programs that I mentioned that have that we've built.

641

00:55:52.930 --> 00:55:55.700

UCR: But that's very school or college Pacific.

642

00:55:55.720 --> 00:56:00.029

UCR: but I would be open to learning more about universities that have built it in

643

00:56:00.060 --> 00:56:10.989

UCR: to the curriculum and more robust ways to reach more students. Because You're right. I mean it's it could be scaled right?

644

00:56:11.820 --> 00:56:13.850

UCR: 100 different programs

645

00:56:15.240 --> 00:56:17.240

like McMahan, right where it's only serving

646

00:56:18.050 --> 00:56:19.319

of students.

647

00:56:23.720 --> 00:56:25.819

UCR: There's a question from the Webinar.

648

00:56:26.270 --> 00:56:34.210

UCR: So building on the discussion of your Mochilla, what would you say? You hope her students add to their modulas based on their time at Ucr.

649

00:56:34.540 --> 00:56:41.889

UCR: And what will you do as vpd you to help bolster those backpacks to make sure our students leave Ucr prepared.

650

00:56:41.920 --> 00:56:44.120

UCR: or whatever is next for them?

651

00:56:44.680 --> 00:56:48.360

UCR: You know I think a. Really, that's a great question. Thank you for that.

652

00:56:51.560 --> 00:56:53.569

UCR: I think a really

653

00:56:53.650 --> 00:57:01.380

UCR: strong indicator of effectiveness or success as an institution. Of course it's persistence and retention and graduation.

654

00:57:01.690 --> 00:57:04.990

UCR: But if students can walk out of here with a

655

00:57:06.730 --> 00:57:08.299

UCR: with this desire

656

00:57:08.330 --> 00:57:09.160

to

657

00:57:09.290 --> 00:57:11.209

UCR: want to serve their communities.

658

00:57:12.180 --> 00:57:13.330

I think we've

659

00:57:13.860 --> 00:57:15.479
made some advances.

660

00:57:15.780 --> 00:57:18.160
UCR: so that would be in their modula this kind of

661

00:57:18.680 --> 00:57:24.840
UCR: desire and commitment to want to serve. So whatever they end up
doing if they go to graduate school on the East Coast

662

00:57:25.060 --> 00:57:27.999
UCR: that they're always thinking, how am I going to come back and serve

663

00:57:28.770 --> 00:57:31.470
UCR: wherever i'm from the Bay area? La

664

00:57:31.620 --> 00:57:32.870
UCR: San Diego.

665

00:57:33.060 --> 00:57:35.380
I know it was. I think it's something like any.

666

00:57:35.980 --> 00:57:39.909
UCR: There's a number out there. 88% or 92% of our students come from

667

00:57:40.010 --> 00:57:43.400
this region or Southern California, the greater Southern California
region.

668

00:57:44.090 --> 00:57:49.370
UCR: But I think that's one thing I would like to see added to their
Mochilla, their backpack is

669

00:57:49.420 --> 00:57:51.420
UCR: this desire to say.

670

00:57:51.700 --> 00:57:58.429
UCR: Oh, i'm going to go to medical school in the you know, in Florida,
but i'm coming back to them an empire to become a medical doctor.

671

00:57:58.930 --> 00:58:04.799

UCR: I'm an engineer. I'm. A computer engineer. I'm going to go to Stanford to grad school. But i'm coming back.

672

00:58:04.990 --> 00:58:06.399

UCR: I think.

673

00:58:07.250 --> 00:58:10.120

UCR: adding that to their backpack could be really

674

00:58:10.370 --> 00:58:11.100

UCR: powerful.

675

00:58:11.260 --> 00:58:12.900

UCR: And maybe there's ways we can

676

00:58:13.080 --> 00:58:14.939

UCR: measure that over time.

677

00:58:16.200 --> 00:58:20.600

UCR: I'm looking at her. She She asked the question. But I know you're just delivering it.

678

00:58:22.950 --> 00:58:24.180

UCR: But yeah, so

679

00:58:24.890 --> 00:58:28.600

UCR: that would be one

680

00:58:30.220 --> 00:58:35.120

UCR: other, not just serving their community, but wanting to come back to Ucr

681

00:58:36.010 --> 00:58:43.330

UCR: right, wanting to serve and stay connected to Ucr eventually. It might not be 2 years out, because they're trying to get their careers established.

682

00:58:43.610 --> 00:58:44.359

UCR: but

683

00:58:45.870 --> 00:58:52.270

UCR: maybe it's through philanthropy. But maybe it's through service.
Maybe they're willing to mentor

684

00:58:52.380 --> 00:58:53.350

UCR: as an alum

685

00:58:54.680 --> 00:58:58.930

UCR: mentor. Students do their organization. That could be another thing
that

686

00:58:58.960 --> 00:59:02.040

UCR: we could. This kind of the spirit of

687

00:59:03.140 --> 00:59:06.609

UCR: giving back painted forward, I think, could be

688

00:59:06.830 --> 00:59:08.490

UCR: a really powerful

689

00:59:09.200 --> 00:59:12.010

UCR: move in the right direction, and it would be great

690

00:59:12.300 --> 00:59:12.899

to

691

00:59:13.370 --> 00:59:14.589

UCR: and steal that

692

00:59:15.610 --> 00:59:16.680

UCR: as the

693

00:59:16.860 --> 00:59:18.050

proceed to their degree.

694

00:59:23.530 --> 00:59:42.599

UCR: Thank you, Dr. Rodriguez. That was an excellent presentation. I
really value the way that you've been able to center the Inland Empire as
a place of excellence, an extension of the I. E. And really looking at
our students and our our university with an asset lens, I really value
that. Thank you so much

695

00:59:42.610 --> 00:59:57.700

UCR: building on this concept of the backpack and the Monchilan, and really seeing the potential, and not this conversation as an R. One institution that we can't have excellence and equity, that they're mutually exclusive. But we can, in fact.

696

00:59:57.710 --> 01:00:02.620

UCR: have equity and be excellent. And there's a lot of examples of that, and I think Ucrs

697

01:00:02.640 --> 01:00:13.049

UCR: prime, and has so much potential to do that my question is a lot of that navigational capital, and fatigue is placed on the student.

698

01:00:13.110 --> 01:00:31.130

UCR: And when I think about this concept of the backpack that's also included on their backs. So how do you see an alleviation, a support where we all come together. And and you reminded us today so clearly that we all play a role right, and I appreciate as the student affairs practitioner

699

01:00:31.450 --> 01:00:39.180

UCR: inviting, and reminding that student affairs plays a role in this holistic well-being of the student that we have but how do we alleviate some of those

700

01:00:39.400 --> 01:00:46.059

UCR: obstacles, especially for a demographic, that we have right first Gen. High Pell Grant receiving, etc.

701

01:00:46.140 --> 01:00:51.020

UCR: I'm curious and i'm also interested in co-constructing what that may look like them Being.

702

01:00:52.010 --> 01:00:53.770

UCR: Yeah, Thank you for that question.

703

01:00:56.020 --> 01:00:58.480

UCR: You know, I think part of it starts.

704

01:00:58.810 --> 01:01:00.919

UCR: What is their force? First point of contact

705

01:01:00.990 --> 01:01:02.049

at the University.

706

01:01:02.220 --> 01:01:06.230

UCR: How can we use those experiences, those opportunities to affirm

707

01:01:06.260 --> 01:01:12.680

UCR: our students? I mean one of the practices that we developed in the school, and Bob and I were working together on. This is

708

01:01:13.200 --> 01:01:15.570

UCR: explicitly telling our students

709

01:01:15.900 --> 01:01:16.959

UCR: you belong here.

710

01:01:17.500 --> 01:01:18.759

UCR: We value you.

711

01:01:18.820 --> 01:01:20.549

UCR: Ucr needs you here.

712

01:01:21.340 --> 01:01:27.499

UCR: and that came from Lauda Randon's validation theory that's been in the literature for 30 years.

713

01:01:27.550 --> 01:01:35.320

UCR: that students need to be validated within the first 6 weeks of campus and that has empirical

714

01:01:35.340 --> 01:01:36.540

implications

715

01:01:36.680 --> 01:01:38.530

UCR: for their long-term success.

716

01:01:40.120 --> 01:01:41.560

UCR: It might come from

717

01:01:41.720 --> 01:01:43.169

the unit, and

718

01:01:43.660 --> 01:01:46.310

opportunities like orientation or seminars.

719

01:01:46.430 --> 01:01:51.319

UCR: but it could also come from other opportunities like their first day in class.

720

01:01:51.680 --> 01:01:52.819

UCR: Whatever class

721

01:01:52.850 --> 01:01:55.499

UCR: we were talking last night at dinner

722

01:01:55.770 --> 01:01:56.430

of.

723

01:01:57.150 --> 01:02:02.409

UCR: and to what extent do faculty share their stories with students on the first day of class.

724

01:02:03.320 --> 01:02:05.009

UCR: their educational journeys.

725

01:02:05.680 --> 01:02:10.130

UCR: Right? I've incorporated this into my pedagogy as a faculty member.

726

01:02:10.180 --> 01:02:13.330

UCR: and I created slides similar to the first slide you saw

727

01:02:13.760 --> 01:02:16.660

UCR: pictures. You didn't hear the music because I didn't include it.

728

01:02:17.040 --> 01:02:27.230

UCR: But I have about 10 slides that I talk about my background. And why do what I do? And some of the people I go into so much more detail, and the students come up to me after and say

729

01:02:27.730 --> 01:02:31.780

UCR: i'd never had a teacher or a professor share their stories

730

01:02:31.890 --> 01:02:34.249

UCR: with us, and it's an invitation.

731

01:02:34.690 --> 01:02:36.519

UCR: because if my

732

01:02:36.570 --> 01:02:39.560

UCR: instruction is to get them to share who they are.

733

01:02:40.040 --> 01:02:42.930

UCR: I can't expect them to do that. If i'm not willing to share who I am.

734

01:02:43.790 --> 01:02:47.329

UCR: But I and I think any instructor can do this in any subject area.

735

01:02:47.870 --> 01:02:50.820

UCR: Of course, we're going to share with whatever we're comfortable sharing.

736

01:02:51.290 --> 01:02:55.959

UCR: But I would really encourage us to capitalize on all of those kinds of opportunities

737

01:02:56.110 --> 01:03:00.370

UCR: to a firm. Recognize, validate. Our students create this

738

01:03:00.510 --> 01:03:01.840

UCR: culture of belonging

739

01:03:02.450 --> 01:03:04.450

to kind of alleviate

740

01:03:04.830 --> 01:03:07.820

UCR: that weight that a lot of students are bringing with them

741

01:03:08.140 --> 01:03:09.149

UCR: that could

742

01:03:09.480 --> 01:03:15.570

UCR: lower the shoulders a little bit right that if you come in tents you just came from your job. You were working at Dennis all night.

743

01:03:16.030 --> 01:03:17.929

UCR: You're concerned about your little sister

744

01:03:17.980 --> 01:03:22.230

UCR: so and so is sick. You have to get home to watch your grandparent leader.

745

01:03:22.680 --> 01:03:25.310

UCR: Then go back to work and study in between all of that.

746

01:03:26.660 --> 01:03:28.950

UCR: coming into a space for 2 h.

747

01:03:29.360 --> 01:03:30.349

where you can kind of

748

01:03:30.410 --> 01:03:31.789

UCR: exhale a little bit.

749

01:03:32.150 --> 01:03:34.049

UCR: Engage, learn.

750

01:03:34.320 --> 01:03:35.500

be supported.

751

01:03:36.490 --> 01:03:39.070

I think that would be a step in the right direction, and we in it.

752

01:03:39.200 --> 01:03:43.400

UCR: Of course, all of the other kinds of programs, ethnic and gender programs.

753

01:03:43.880 --> 01:03:46.670

UCR: student or other student life programs.

754

01:03:46.760 --> 01:03:49.660

UCR: The library, our research has shown.

755

01:03:49.770 --> 01:03:52.609

UCR: The library has played a key role, especially in the pandemic.

756

01:03:52.900 --> 01:03:57.489

UCR: just for students to feel connected to campus when so much was still online

757

01:03:58.160 --> 01:03:59.209

UCR: construction

758

01:03:59.450 --> 01:04:02.680

UCR: contact with advisors. But the library was opening up.

759

01:04:03.130 --> 01:04:04.310

as students were like

760

01:04:05.540 --> 01:04:09.190

finally a place where we could come and sit with one another and study and

761

01:04:09.800 --> 01:04:11.160

UCR: socialize in

762

01:04:12.650 --> 01:04:13.970

work toward our degree.

763

01:04:16.020 --> 01:04:16.629

So.

764

01:04:25.030 --> 01:04:33.070

UCR: so, so thanks for the wonderful presentation. I kind of have a follow up that goes along the lines of the you know what's in the backpack.

765

01:04:33.300 --> 01:04:42.730

UCR: and you know definitely love the conversation around community service. And then, you know, bringing up the whole notion of us being an r one as well.

766

01:04:42.950 --> 01:04:47.749

UCR: It also seems like what you're saying is right, like as we're writing. The next chapter

767

01:04:47.770 --> 01:04:55.579

UCR: is an addition to, or and maybe a corollary to the community service is also, or in our one of Research Institute.

768

01:04:55.600 --> 01:05:05.710

So we're going to be creating students for the next generation of problem solvers. We have to solve climate. We have to solve things that are involved with medical health

769

01:05:06.240 --> 01:05:16.690

well-being. So it just seems like there is a partnership there campus-wide, where maybe some of the glue is kind of around this idea of

770

01:05:16.740 --> 01:05:22.729

UCR: we're all in this together and collective problem-solving is something. Maybe we put this in our

771

01:05:22.780 --> 01:05:36.330

UCR: students backpacks as well. Then they're here to help solve problems, some of which we don't even know what they are yet, you know. So I just wanted to kind of throw that out. Yeah, yeah, that's a really great one. I mean it's some of this research I've been doing here

772

01:05:36.510 --> 01:05:37.520

UCR: to my colleagues

773

01:05:39.060 --> 01:05:40.310

UCR: peer mentorship.

774

01:05:40.970 --> 01:05:43.950

UCR: It's a lever for student agency.

775

01:05:43.980 --> 01:05:46.370

UCR: It's an opportunity for student agency right

776

01:05:46.540 --> 01:05:47.700

UCR: because they

777

01:05:47.880 --> 01:05:50.149

UCR: are able to share with someone like them

778

01:05:50.870 --> 01:05:53.540

UCR: what they know and what works and what doesn't work, and

779

01:05:53.870 --> 01:05:55.819

UCR: and that cultivates their own

780

01:05:56.230 --> 01:05:58.370

UCR: connectedness and leadership

781

01:05:58.430 --> 01:06:00.030

experiences on campus

782

01:06:01.230 --> 01:06:08.919

UCR: and then, therefore, becoming kind of like these problem solvers, right. They're They're not just recipients of some service or whatever, but they're

783

01:06:09.110 --> 01:06:10.100

UCR: they're providing.

784

01:06:11.620 --> 01:06:14.720

UCR: So I like that framing of problem solving, because I think that's

785

01:06:14.790 --> 01:06:16.770

UCR: we want to add that to the

786

01:06:17.080 --> 01:06:21.599

UCR: it's add problem solving to that right? Why do you need to tackle some of the

787

01:06:21.640 --> 01:06:23.569

UCR: critical issues that we know are

788

01:06:23.830 --> 01:06:25.810

UCR: here now and ahead of us.

789

01:06:31.290 --> 01:06:34.089

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

790

01:06:34.400 --> 01:06:39.470

UCR: So what might you propose as a way to manage our critical shortage of teaching space.

791

01:06:39.490 --> 01:06:42.040

UCR: including lab teaching space.

792

01:06:43.870 --> 01:06:51.820

UCR: Yeah, I mean, I know this has been an ongoing conversation, and I've been. I've been privy as interim details privy to a lot of the conversations across campus on

793

01:06:52.060 --> 01:06:53.920

UCR: space challenges and

794

01:06:55.720 --> 01:07:03.889

UCR: right, that being directly connected to resources and what's available, what's not available? How many years would it take to build a building

795

01:07:03.920 --> 01:07:06.700

UCR: by the time we build the building? It's?

796

01:07:07.140 --> 01:07:07.779

You know

797

01:07:08.070 --> 01:07:09.289

UCR: where we've grown

798

01:07:09.490 --> 01:07:11.529

UCR: by this much, so we're going to need more.

799

01:07:11.720 --> 01:07:13.070

UCR: It's a never-ending

800

01:07:13.900 --> 01:07:14.879

UCR: story there.

801

01:07:17.510 --> 01:07:22.129

UCR: you know. I think it would be an interesting step

802

01:07:22.190 --> 01:07:23.629

UCR: to Assess

803

01:07:24.950 --> 01:07:30.089

UCR: how, if at all space has been alleviated, because there are now more courses online.

804

01:07:30.510 --> 01:07:33.469

UCR: Has that helped move us in the right direction

805

01:07:34.150 --> 01:07:35.240

UCR: in any way?

806

01:07:35.450 --> 01:07:43.399

UCR: Not that i'm saying that that should be the solution. But has that helped alleviate? I know we're no longer teaching over in the movie theaters anymore.

807

01:07:43.460 --> 01:07:50.389

UCR: So we do have more space like in student success center. But that's one effort we have, Mr. But that's one

808

01:07:51.810 --> 01:07:52.569

effort.

809

01:07:52.600 --> 01:07:56.459

UCR: I would certainly follow the dialogue.

810

01:07:56.680 --> 01:07:58.609

UCR: I know that's a much larger

811

01:07:59.220 --> 01:08:02.929

UCR: undertaking than just Ue, because there's

812

01:08:03.290 --> 01:08:05.670

UCR: it. It it evolves all the way up to

813

01:08:06.000 --> 01:08:07.580

UCR: office of the President and

814

01:08:09.990 --> 01:08:11.699

UCR: various other voices.

815

01:08:11.870 --> 01:08:17.270

UCR: But I think it goes back to the number one challenge that I mentioned on my slide, which is

816

01:08:17.290 --> 01:08:22.660

UCR: continuing to advocate for the campus. And if there's any way I can contribute to that

817

01:08:22.720 --> 01:08:24.240

UCR: advocacy.

818

01:08:33.330 --> 01:08:35.439

follow up comments about that.

819

01:08:35.569 --> 01:08:41.680

So I recently visited Asu to just see something about their AR VR program.

820

01:08:41.790 --> 01:08:43.200

But in

821

01:08:43.250 --> 01:08:44.450

tangentially

822

01:08:44.479 --> 01:08:49.190

it was mentioned that they have this sort of wet lab program where they have an intense week.

823

01:08:49.319 --> 01:08:51.920

where all the students would come to this.

824

01:08:52.000 --> 01:08:52.649

a

825

01:08:52.810 --> 01:08:56.390

very concerted lab, and go through all the lab materials

826

01:08:56.660 --> 01:08:59.180

to actually going through the curriculum.

827

01:08:59.350 --> 01:09:00.180

The course.

828

01:09:00.399 --> 01:09:01.410

and

829

01:09:01.470 --> 01:09:05.569

because wet labs require specific space and safety standards, and we

830

01:09:05.750 --> 01:09:08.000
have a lot of labs across campus.

831

01:09:08.430 --> 01:09:09.719
How

832

01:09:09.740 --> 01:09:12.759
would it be possible, first of all, would that be a possibility to

833

01:09:12.790 --> 01:09:13.429
to

834

01:09:14.390 --> 01:09:14.969
the

835

01:09:15.990 --> 01:09:18.510
utilize that sort of logic.

836

01:09:18.550 --> 01:09:20.620
to create labs for Ucr.

837

01:09:20.960 --> 01:09:21.889
that

838

01:09:22.000 --> 01:09:23.629
that solve that problem.

839

01:09:23.729 --> 01:09:24.540
And

840

01:09:24.840 --> 01:09:26.099
how would that even be?

841

01:09:26.510 --> 01:09:30.649
Because we've got so many different departments and different agendas
going on?

842

01:09:31.649 --> 01:09:32.360
That was.

843

01:09:32.630 --> 01:09:34.880

UCR: I thought, that was an interesting yeah solution.

844

01:09:35.149 --> 01:09:39.800

UCR: I mean, I would probably collaborate with or ask, You know.

845

01:09:39.870 --> 01:09:41.870

UCR: some of the majors that

846

01:09:42.069 --> 01:09:43.340

UCR: How's the labs

847

01:09:43.760 --> 01:09:45.479

UCR: and ask them what are their needs

848

01:09:46.310 --> 01:09:49.410

UCR: get a sense of. Where are we? And where are we coming up short

849

01:09:49.649 --> 01:09:51.489

UCR: and kind of assess

850

01:09:52.170 --> 01:09:55.090

UCR: again? That's it's kind of far beyond my

851

01:09:55.260 --> 01:09:58.220

UCR: job description, if you will.

852

01:09:58.570 --> 01:10:01.710

UCR: but I think, having those kinds of conversations.

853

01:10:01.870 --> 01:10:03.820

UCR: it would be a step in the right direction.

854

01:10:05.010 --> 01:10:05.830

UCR: and then

855

01:10:06.020 --> 01:10:08.580

UCR: determine if some of our

856

01:10:08.700 --> 01:10:13.649

UCR: schools and colleges and departments that have those labs are already doing some of that to a certain extent I don't know.

857

01:10:14.620 --> 01:10:15.710

but that's certainly.

858

01:10:15.800 --> 01:10:21.629

UCR: I always find it interesting to learn from what other campuses are doing, because you never know how it could to inform

859

01:10:22.120 --> 01:10:28.039

UCR: for us. And then how might other campuses be looking to us. I shared this before

860

01:10:28.410 --> 01:10:33.149

UCR: my first year. As interim Dean. I went to a national conference of Deans of schools of education.

861

01:10:33.350 --> 01:10:36.110

and I was sitting there with about 8 people.

862

01:10:36.210 --> 01:10:39.060

UCR: and someone sat down and looked at my name Tag, and said.

863

01:10:39.280 --> 01:10:43.570

UCR: Oh, you're at Ucr. You are our aspirational institution.

864

01:10:43.970 --> 01:10:48.559

UCR: I was like, what does that mean? And she was like, we want to be like you.

865

01:10:49.470 --> 01:10:56.250

UCR: We are looking to you because of the things that you've done. We're growing to be like you, and then we have aspirational institutions too.

866

01:10:56.330 --> 01:10:58.739

UCR: But I thought that was interesting, because

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01:10:58.930 --> 01:11:00.489

you never know how we could be

868

01:11:01.510 --> 01:11:02.469

instructing

869

01:11:02.520 --> 01:11:03.809
the country

870

01:11:04.190 --> 01:11:05.309
and what we're doing. Well.

871

01:11:10.130 --> 01:11:14.289
UCR: all right. We might have time for one more question, and I have one
that was submitted during registration

872

01:11:14.710 --> 01:11:18.820
UCR: as a part of the administration. How do you envision? Working with
the Senate?

873

01:11:20.500 --> 01:11:23.369
UCR: I had the opportunity to meet with the Senate.

874

01:11:23.740 --> 01:11:25.960
UCR: That was my first meeting yesterday.

875

01:11:27.150 --> 01:11:28.389
I think.

876

01:11:28.970 --> 01:11:30.790
UCR: as a leader. I am

877

01:11:33.090 --> 01:11:33.900
UCR: kind of.

878

01:11:34.160 --> 01:11:36.619
UCR: I hesitate to use the words naturally, but I

879

01:11:36.650 --> 01:11:39.030
UCR: My style is to collaborate and partner.

880

01:11:39.270 --> 01:11:41.189
UCR: and I know there are.

881

01:11:41.450 --> 01:11:44.919

UCR: If there are efforts that we want to move forward, we have to include

882

01:11:46.760 --> 01:11:49.809

UCR: efforts to partner with the academic Senate, especially

883

01:11:49.910 --> 01:11:53.209

UCR: as it relates to youe cep

884

01:11:53.610 --> 01:11:55.460

many on educational policy.

885

01:11:55.770 --> 01:11:56.769

UCR: So

886

01:11:57.980 --> 01:12:02.849

UCR: you know, I had opportunities to interact with members of the Senate Academic Senate as interim dean.

887

01:12:04.120 --> 01:12:06.770

and so that would be a

888

01:12:09.250 --> 01:12:11.470

UCR: opportunity that's built into the role.

889

01:12:11.870 --> 01:12:12.790

and I

890

01:12:13.360 --> 01:12:15.930

look forward to partnering with the Academic Senate

891

01:12:16.180 --> 01:12:17.429

UCR: as I would with

892

01:12:17.620 --> 01:12:21.270

all of the schools and colleges and staff members across the campus.

893

01:12:25.900 --> 01:12:35.489

UCR: All right. Well, thank you so much for all of your answers to everyone's questions. I do want to give you an opportunity, though, to address all of our attendees with any final thoughts you might have.

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01:12:35.590 --> 01:12:36.309

Thank you.

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01:12:37.220 --> 01:12:45.339

UCR: I thank you for being here, those in person, those online. It's been a really amazing 2 days to kind of hear and share

896

01:12:45.850 --> 01:12:49.900

UCR: your thoughts about Ue. My thoughts about the organization.

897

01:12:50.130 --> 01:12:51.609

my vision for the

898

01:12:52.510 --> 01:12:54.840

UCR: for ue for Ucr.

899

01:12:54.940 --> 01:12:58.550

UCR: I'm. Very passionate about this topic, and I would be

900

01:12:58.830 --> 01:13:02.430

UCR: very excited if afforded the opportunity to serve in this role and

901

01:13:04.160 --> 01:13:05.630

UCR: my thank you for your engagement.

902

01:13:11.100 --> 01:13:19.959

UCR: Thank you again. Everyone for joining, just as a friendly reminder. You can provide your feedback via a candidate feedback survey which can be found on the Executive Searches website. Thank you.