

# Vice Provost & Dean of Undergraduate Education Vision Seminar

**Dr. Teri Balsler**

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# Unwritten futures: a vision for undergraduate education at UCR



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**UC Riverside VPDUE Vision Seminar**

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# Intro

- Gratitude
- Acknowledgement
- Today



# Context

## Skills, competencies and knowledge for unwritten futures

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# Unwritten futures?

(Challenges and opportunities for UE)



# We live in an accelerating and increasingly complex world...



## In 2010:

Four exabytes ( $4.0 \times 10^{19}$ ) of unique information was generated.

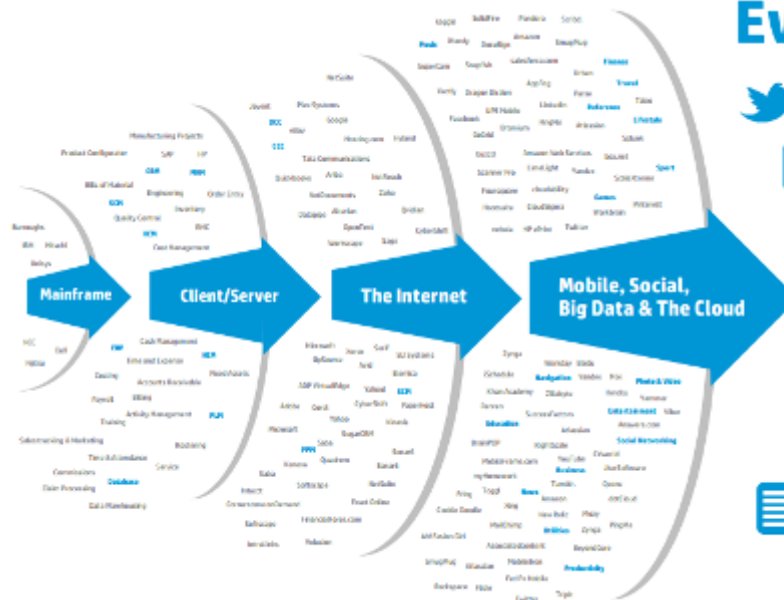
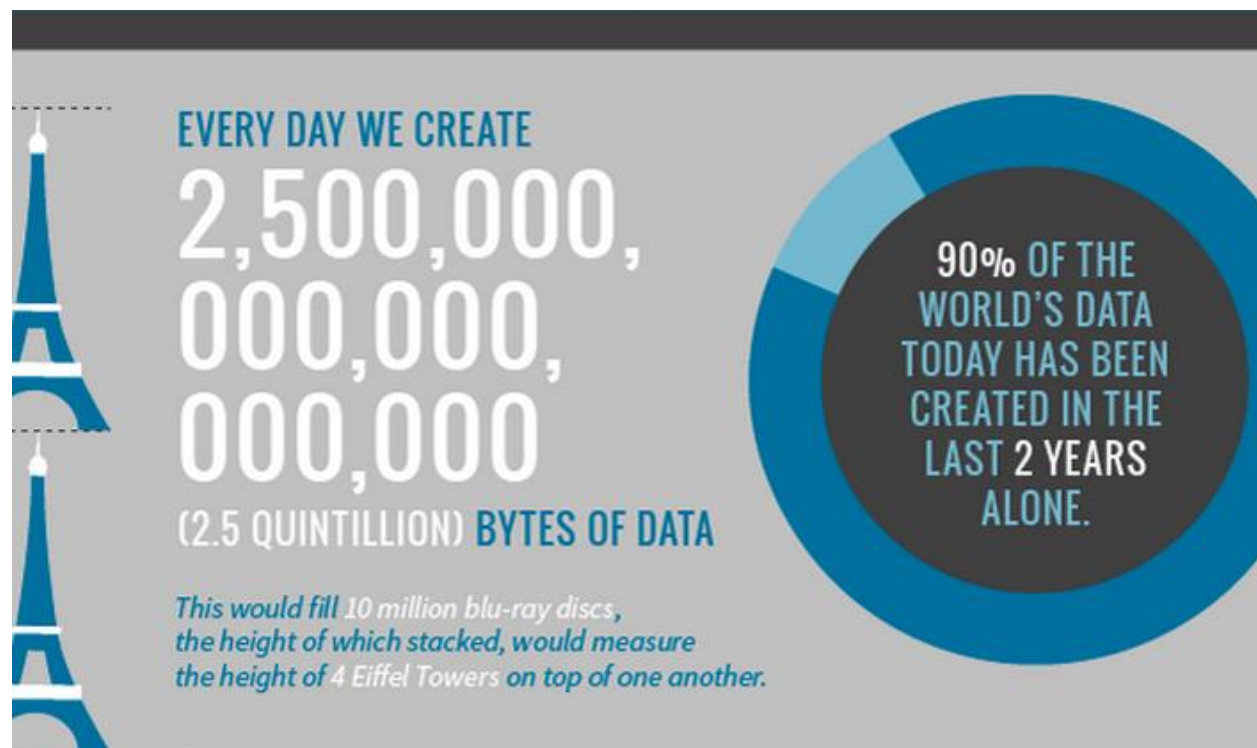
*That is more than the previous 5000 years.*



A week's worth of the New York Times contained more information than a person was likely to come across in a lifetime in the 18<sup>th</sup> century.

# Now

(2.5 quintillion bytes a DAY???)



## Every 60 seconds



98,000+ tweets



695,000 status updates



11 million instant messages



698,445 Google searches



168 million+ emails sent



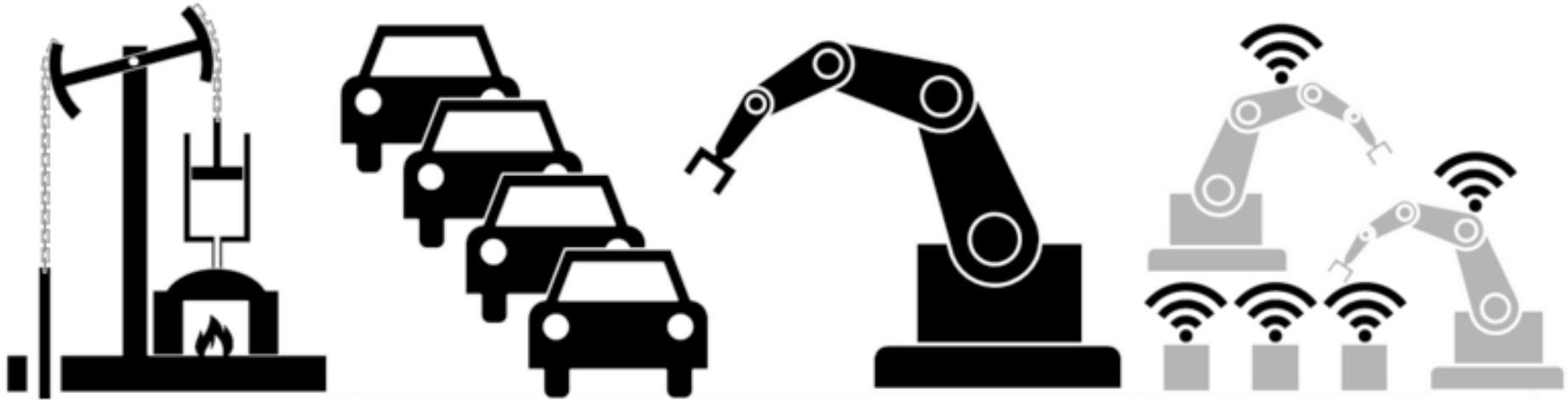
1,820TB of data created



217 new mobile web users



# We are in a 4<sup>th</sup> Industrial Revolution



**1st**

**2nd**

**3rd**

**4th**

Mechanization,  
water power, steam  
power

Mass production,  
assembly line,  
electricity

Computer and  
automation

Cyber Physical  
Systems

**1784**

**1870**

**1969**

**??**





**Autonomous Robots**



**Big Data**



**Simulation**



**Industry 4.0**

**System Integration**



**Internet of Things**



**Augmented Reality**



**Additive Manufacturing**



**Cloud Computing**



**Cybersecurity**



# We face a dramatically changing world

Socially



Environmentally



Technologically



# Higher education is

- **Massifying** (more learners)
- **Diversifying** (wider range of learners)
- **Globalizing** (borderless, collaborative, reaches everywhere)
- **Personalizing** (individualized, self-paced learners and learning)



**“We are currently preparing students for jobs that don’t yet exist, using technologies that haven’t been invented, in order to solve problems we don’t even know are problems yet...”**

*– Richard Riley*



# As if all that wasn't enough



# What does it mean?

- **Learning needs have changed** (multiple jobs and careers, need for lifelong learning)
- **Learning styles and generational expectations have changed** (Gen Z and Gen Alpha; needs for pastoral care and flexible access)
- **Changing societal expectations** (“customer” mentality and commoditization of education)
- **Changing demographics** (diversity, 1<sup>st</sup> gen)
- **Learning and equity gaps** (Covid and other)

# What does student success look like in that context?



And how do we achieve it?

# Challenges and opportunities for UCR

## **WHAT?**

- Student diversity and demographics
- Growth and resultant need for ways to accommodate it
- Resource constraints and need for targeted imagination and ingenuity
- Culture of research and decentralization



# Challenges and opportunities for UCR

## **HOW?**

- DUE identity and role clarity – action plan and tell story
- Divisional agency and impact – leverage status
- Partnership and collaboration – within and across
- Unified vision and signature areas – clear strengths

# Challenges and opportunities for UCR

## **WHY?**

- Support whole person, whole life learner success
- Unleash collective brilliance across UCR
- Build capacity and strong foundation
- Attract, retain and help community thrive
- It's the right thing to do

# My own vision and approach

## WHAT?

- Ignite imagination and foster innovation in UE
- Develop collective goals that empower and inspire learners, teachers and advisors
- Position DUE as catalyst, partner and support for the colleges
- Support growth and development for all at UCR

# My own vision and approach

## **HOW?**

- Engage all stakeholders
- Empower actors and catalyze action
- Increase and align resources for new efforts

# My own vision and approach

## **HOW??**

- Invite and include (active and deliberate)
- Facilitate dialogue (build community)
- Invent together (ideation, sandbox spaces)
- Demonstrate success (trial and evaluation)
- Share/tell story!

# My own vision and approach

## **WHY?**

- We need all voices
- Nothing will ever be perfect so waiting won't help
- Servant leadership
- Why not?

# Examples

- Microcredentials and unbundled, stackable degrees
- Work integrated and experiential learning
- “Design for life” program
- Challenge-based learning curriculum and programs
- Fundraising for student support and innovation
- Targeted and tailored resourcing for student support across all areas
- Holistic evaluation and revision of merit and tenure guidelines to include inclusion and innovation

In the past few years we have all done a hero's job. And our work matters more than ever.





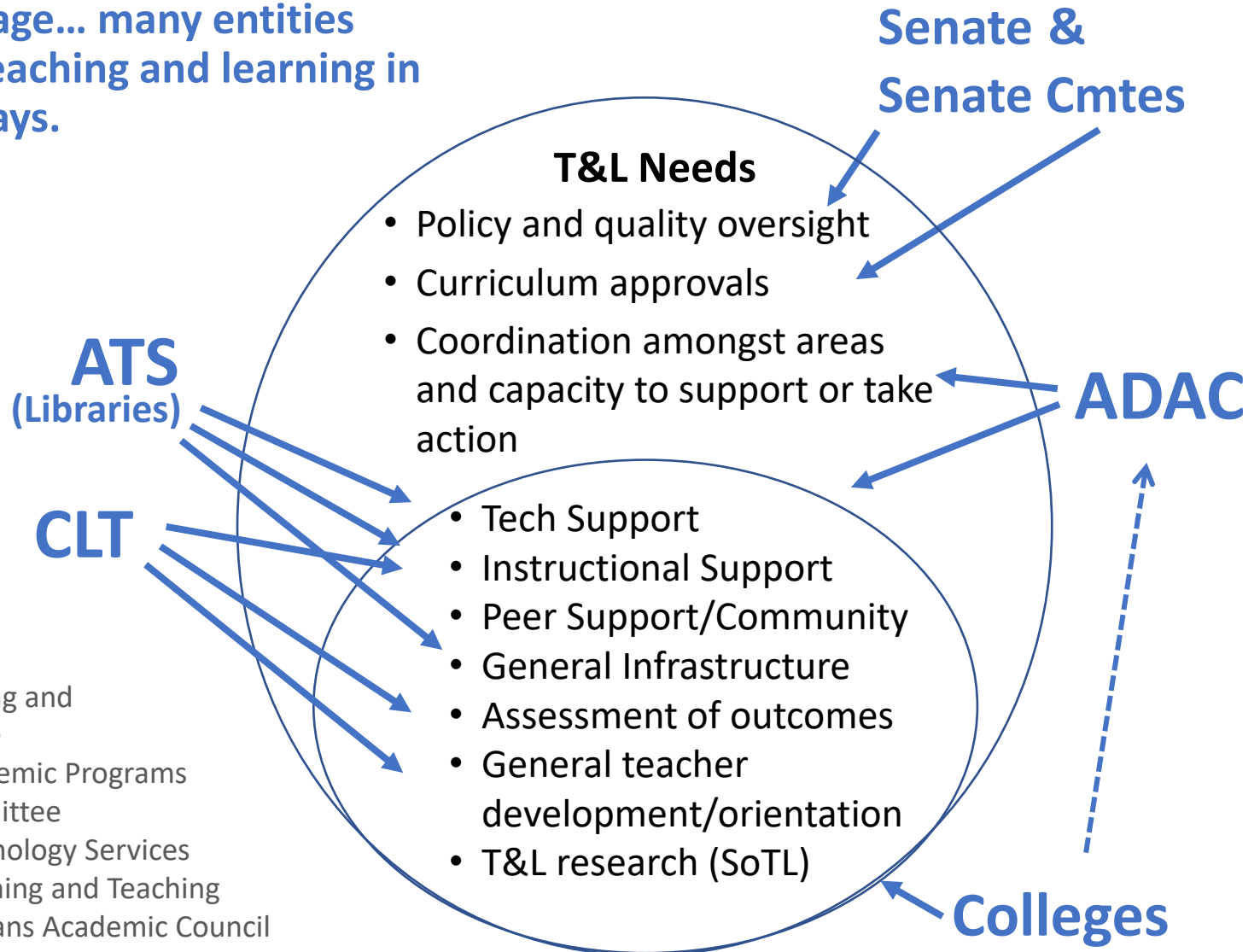
# And we get to keep going!

- How can DUE better enable rapid curriculum innovation and change?
- How can DUE best support individual development and sustain well-being for students, faculty, staff?
- How can DUE help UCR provide the wrap-around services our students need?



# Example: Dal Academic Landscape

It takes a village... many entities supporting teaching and learning in numerous ways.



## Acronyms:

SLTC: Senate Learning and Teaching Committee

SAPRC: Senate Academic Programs and Research Committee

ATS: Academic Technology Services

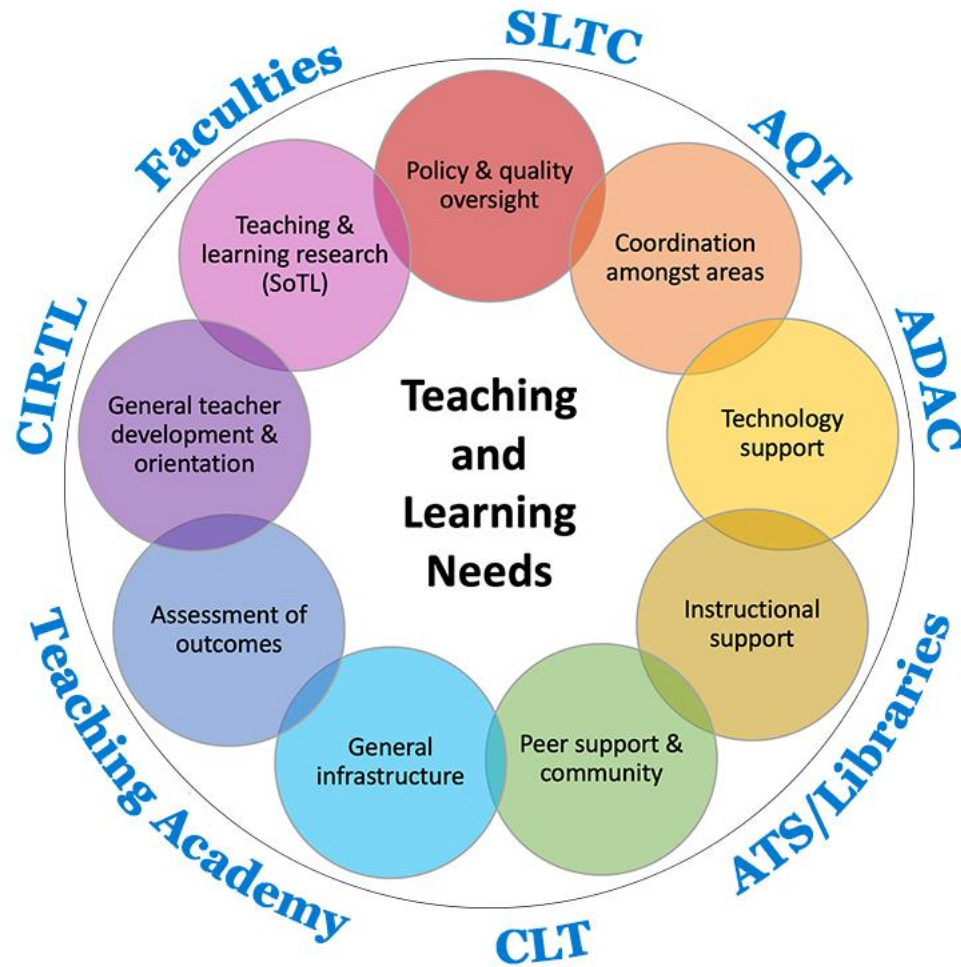
CLT: Centre for Learning and Teaching

ADAC: Associate Deans Academic Council

# How does it all fit together?

## Undergraduate Teaching and Learning requires:

- Policy oversight and quality assurance
  - ✓ Senate
- Curriculum development and approval
  - ✓ SLTC/SAPRC (Senate committees)
  - ✓ ADAC (Associate Deans Academic) and FGS
- Coordination and action in support of T&L broadly
  - ✓ AQT (Non-senate body for cross-university coordination)
- Formal programming and support for teachers/teaching
  - ✓ CLT (Overall support for teacher development)
  - ✓ ATS (Technological support for teaching and learning)
  - ✓ CIRT/LEARN@Dal (International network for development of future faculty and support for inclusive teaching)
  - ✓ CCE (certificates and courses related to inclusive and adult learning)
- Informal engagement, community, and overall advocacy related to teaching and learning
  - ✓ Dal Teaching Academy (Community and ideas, and advocacy for the academic voice)



## Bottom line?

There is tremendous opportunity as well as challenge. The DUE can support UCR in going beyond traditional, and supporting students in gaining the skills, competencies and knowledge needed for their unique unwritten futures



A close-up photograph of a silver, articulated robotic hand shaking a human hand. The robotic hand is on the left, and the human hand is on the right. The background is a blurred industrial or laboratory setting. The text "Thank you!" is overlaid in the center of the image.

**Thank you!**