

WEBVTT

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00:00:14.780 --> 00:00:26.690

Rocio Hidalgo: Good afternoon, everyone. Thank you for joining us virtually. I'm going to give it a I about a minute to allow additional attendees to join us.

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00:00:49.410 --> 00:00:52.040

Rocio Hidalgo: All right. Let's go ahead and get started.

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00:00:52.670 --> 00:01:06.010

Rocio Hidalgo: Good afternoon, everyone. Thank you for taking the time to participate in today's vision Seminar for a search for Ucr's next Vice Provost and Dean of graduate study studies. I am mostly. We've got to go. Senior human resource General is supporting the search.

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00:01:06.140 --> 00:01:20.060

Rocio Hidalgo: Today. We are pleased to welcome Dr. Media costs. Dr. Kos is currently the associ of us Presidents of research and economic development at Florida International University. She received her Doctor degree in your biology from the University of California. Berkeley.

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00:01:20.310 --> 00:01:28.800

Rocio Hidalgo: please the advice that we have provided Dr. Cost with a prompt for the vision seminar, and she will spend about 20 min discussing the following topics.

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00:01:28.930 --> 00:01:39.180

Rocio Hidalgo: the opportunities and challenges she sees facing graduate students and their success over the next several years the specific opportunities and challenges she sees at Ucr

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00:01:39.290 --> 00:01:45.200

Rocio Hidalgo: provision for the graduate division at Ucr, and how she would work towards achieving that vision.

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After that presentation we will open this session up for questions and answers.

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00:01:50.380 --> 00:01:59.960

Rocio Hidalgo: and please submit your questions, using the Q a. Feature on Zoom. And with that I will hand the session over to Dr. Cost to introduce herself.

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00:02:00.700 --> 00:02:14.620

UCR: Thank you, Rosio. Hi, everybody. I I honestly wish I could see you all. But first hi to everybody that I've already met, and hi to everybody who I have not met yet.

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00:02:14.620 --> 00:02:30.750

UCR: It's been an absolute pleasure to be here, and I felt I've been feeling very welcome. So I appreciate that. So i'm gonna move things a little bit around in terms of the of the prompts that we're still talked about.

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00:02:30.750 --> 00:02:36.870

UCR: So i'm gonna start just by giving you a quick sort of introduction and background.

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00:02:36.940 --> 00:02:52.050

UCR: and and more than than the actual history, my academic history, what I what I want to get through with this with this initial introduction is the the values that I think

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00:02:52.100 --> 00:03:06.920

UCR: are important to me, and that are important. That I would be bringing with me as I would become your next. You know, of the graduate division. So I was born in Brazil. I grew up in Rio.

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00:03:06.920 --> 00:03:20.300

UCR: which for those of you who been there. You know it's the most beautiful city in the world, and the first picture that you're seeing there on the top is probably when you think about Rio. If you do, that's what it looks like.

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00:03:20.440 --> 00:03:25.010

UCR: But in reality, if you just go a little bit down.

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00:03:25.020 --> 00:03:42.780

UCR: there is this very strong contrast, or in equity, in terms of the different sort of the environment that you can see. And those environments Co. Exist all over real, and you could see in the bottom slide

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00:03:42.860 --> 00:03:57.780

UCR: very expensive, high rises right next to to Islam. So this this aspect of in equity has always sort of been very strong for me, and I've always

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00:03:57.780 --> 00:04:17.640

UCR: throughout my life I've always tried to to achieve equity in everything that I do so. I'm. Second generation, Brazilian. My grandparents all came from from different countries, mostly escaping persecution and war so and and I grew up in a very multi

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00:04:17.640 --> 00:04:33.300

UCR: cultural environment. Everybody spoke different languages. So I've I've I've always been exposed to a lot of different cultures, and the one thing that was always sort of common, and I was always told to me

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00:04:33.320 --> 00:04:39.480

UCR: with with that education is the one thing that nobody can take away from you.

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00:04:39.510 --> 00:05:07.980

UCR: So education has always sort of stuck with me as being sort of a very important way of achieving equity and and and sort of a to being also, which i'll bring back. You know social mobility. And you know this sentence has a special meaning to me. My grandfather in particular, is always still told me that that that sentence and I've tried to figure out who said that first, and I've heard Michelle Obama saying it. I for

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00:05:07.980 --> 00:05:10.640

Gandhi said it, but

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00:05:10.690 --> 00:05:13.280

UCR: i'm sure it was. My grandfather said that

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00:05:13.570 --> 00:05:22.460

UCR: so with it within education. I went on to the Federal University of the Deaneiro, where I got my bachelor's degree in biology

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00:05:22.560 --> 00:05:26.280

UCR: I practically from day one. I was very lucky

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00:05:26.310 --> 00:05:38.480

UCR: that I started working in the lab, and I got exposed to research, and having this experience as an undergraduate student in research really helped me sort of

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00:05:38.520 --> 00:05:56.380

UCR: see research as a possible career. So I I feel very strongly that if we're providing undergraduate students with research opportunities that

opens up their their minds and their choices, and what they are going to do in the future.

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00:05:56.470 --> 00:05:58.010

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UCR: pretty much worked in the best neurobiology lab in in Brazil at the time, so I decided to come to the Us. For for my Phd. Again. I was lucky that I I did the Phd. In Berkeley, where I had the sensational time.

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00:06:13.900 --> 00:06:26.460

UCR: And and at the time the your biology program, I think here also at Ucr, 2 to this point neuroscience is an interdisciplinary graduate program, and

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00:06:26.500 --> 00:06:45.360

UCR: that concept of interdisciplinary to actually stuck with me. And when I was a graduate student I took a lot of classes and interacted with a lot of students in electrical engineering and molecular biology, in genetics so interdisciplinarity really important in terms of

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00:06:45.560 --> 00:07:02.700

UCR: sort of helping you grow as a scientist, and also as as a person. So I. From Berkeley I went to the Nih, the National Institute of Health, to do my postdoc. I the time was very interested in learning more genetics. So I went

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00:07:02.780 --> 00:07:17.960

UCR: to to an Atmos to do my to do my postdoc and and I this is there's no place to do to collaborate with it. There's all the labs sort of interact with each other, and and it's it's really.

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00:07:17.960 --> 00:07:25.390

UCR: It became also a very important thing to me. Terms always seeking collaborations and seeking other people that contribute

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00:07:25.480 --> 00:07:39.000

UCR: to to your research projects or to any venture that you are going to undertake. From Nih, I went on to become a faculty member at Ayu, Florida International University.

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00:07:39.070 --> 00:07:57.880

UCR: which is in Miami. It's. It's a one of the institutions in the Florida State. System. It's a very large institution, 56,000 students,

and about 10,000 graduate students. We have right now, and what initially attracted me to a Fyu

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00:07:57.880 --> 00:08:12.980

UCR: with the actual student population that Fyu was serving incredibly diverse, and the fact that the mission of Fi you was very focused on social mobility, which is also the case

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00:08:12.980 --> 00:08:28.960

UCR: here, and as those of you who met me today already know. You know this is one of the reasons why i'm attracted to Youcr is that the missions of this institutions are very similar, and those are important to the values for me.

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00:08:30.450 --> 00:08:39.070

UCR: as soon as I got to, if I you, I became very engaged in in sort of the graduate education.

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00:08:54.760 --> 00:09:05.330

UCR: and and what I've learned is being an administrator. 2 things that I think are critical for somebody who wants to be

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00:09:05.370 --> 00:09:25.270

UCR: a really good administrator is to be able to communicate with all the stakeholders, and also to be very transparent. And the reason why I'm pointing these things out is that i'll bring those words back when i'm talking about the mission. I just wanted to to to to give you a very quick. I'll try to do this very quick

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00:09:25.270 --> 00:09:42.830

UCR: idea of the kind of research that I've been doing in my lab. So, although I got my degree in neurobiology. I I have extensive training in genetics, and also now I do a little bit of cancer biology, and the reason why i'm bringing this particular slide on is that I mean

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00:09:42.830 --> 00:09:59.730

UCR: it is an amazing scientific finding. But I love this picture, and this is pictures of human tissue, of patients who had met uses in the lung and in the brain

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00:09:59.730 --> 00:10:16.700

UCR: melanoma patients. So I study this type of skin cancer that's called melanoma, and what we're interested in is defining what the characteristics of cells that leave the skin tumor and go on to other sites in the body, such as the lung and in the brain.

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00:10:16.740 --> 00:10:32.480

UCR: and what we found in this particular study was that some of these cells that leave the the primary tool, and these are called the disseminated to ourselves, and they go on to form a task. This is in these other sites, some of them end up

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00:10:32.480 --> 00:10:37.660

UCR: residing within. And do I have a mouse? Do they see my mouth.

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00:10:37.710 --> 00:10:54.630

UCR: The some of them reside within double up. They do see my mask. Here is a blood vessel, and here you have a few of these disseminated tumor cells, and they disseminate. The only reason why we can tell that they are the the cancer cells is we are. We were able to

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00:10:54.670 --> 00:11:14.580

UCR: label them based on the type of mutation that that they have. But if you just look, if a pathologist would look at this picture, it would say, No, this is a blood vessel lining cell or an end of the cell. So these disseminated tumor cells. They are extremely resilient.

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00:11:14.650 --> 00:11:25.810

UCR: They transform themselves, and they are very innovative, and i'll bring those 3 words again, or at least 2 of the words Again, when the next slide. When we talk about the mission.

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00:11:25.820 --> 00:11:27.950

UCR: and we published this finding

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00:11:27.980 --> 00:11:35.380

about a couple of years ago. And the other thing I wanted to bring up is that if you look at the list of authors here.

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00:11:35.460 --> 00:11:55.250

UCR: Every single person here is from a different country, and speaks a different language. I mean, we all work together in English, but this is really exciting to work with so many different people. These are the first ones that graduate student, a postdoc and undergraduate student, another post on.

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00:11:55.250 --> 00:11:58.310
UCR: and some collaborators in Belgium.

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00:11:58.700 --> 00:12:13.450
UCR: So I decided to go ahead and give you the overall vision before I talk about the challenges and and opportunities, or the opportunities and challenges, mostly because

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00:12:13.700 --> 00:12:14.950
UCR: I think

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00:12:16.480 --> 00:12:21.670
UCR: I would need, or I will need to be here working with you all

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00:12:21.690 --> 00:12:33.310
UCR: to really come up with the vision and the mission. So the vision that i'm proposing to you, and I try to write it in the shortest way possible, using those words.

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00:12:33.320 --> 00:12:34.760
But I

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00:12:34.780 --> 00:12:41.460
UCR: told you before that we're important values to me, and and I do recognize that this

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00:12:41.680 --> 00:12:47.580
UCR: could be the vision that Fi. This could be a division at another institution, and

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00:12:47.640 --> 00:13:01.460
UCR: this would just serve as the the the initial basic vision or mission together. That would be refined as I would become your your your next team of of the Budget Division.

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00:13:01.560 --> 00:13:03.320
UCR: and I'll just quickly

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00:13:03.550 --> 00:13:13.660
UCR: read it. The graduate vision will work collaboratively with all stakeholders and stakeholders. Hear me, the students, the faculty, the staff.

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00:13:13.730 --> 00:13:28.160

UCR: the community, the upper administration, so everybody to create and promote excellence, diversity, equity, transformation, innovation, and a student centered. And that's

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00:13:28.310 --> 00:13:43.640

UCR: also very important to me. And I was going to highlight it, but I did it. Students Center academic and personal experience in graduate education and part of the pront that the CEO gave me was that? How would I achieve this vision? And

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00:13:44.320 --> 00:13:54.920

UCR: I'm just using a few words here, and I think these are words that have a strong meaning to them. I already told you before about communication and transparency.

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00:13:55.140 --> 00:14:11.240

UCR: Next would be partnerships that I will really have to work with all of those of you who are here hopefully listening to me all the offices, all of the units within the university, to really

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00:14:11.240 --> 00:14:23.090

UCR: create this environment where graduate students are going to be successful. And then, on my part also, I've learned that being flexible and having a lot of empathy, are

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00:14:23.210 --> 00:14:30.870

UCR: are essential for working as an administrator, focusing on on student success.

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00:14:32.260 --> 00:14:34.230

UCR: So

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00:14:34.400 --> 00:14:37.980

UCR: So that's sort of the overall very true.

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00:14:38.050 --> 00:14:45.410

UCR: broad type of these. So what are the opportunities and challenges of facing

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00:14:45.430 --> 00:14:56.190

UCR: graduate education in general, and I came up with this sort of list again, as as scientists like to come up with these lists, and

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00:14:56.700 --> 00:14:59.270
UCR: there's a lot going on here. But

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00:14:59.330 --> 00:15:07.480
UCR: I think the the main sort of challenges that open up opportunities right now in graduate education is

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00:15:07.590 --> 00:15:14.790
UCR: how the graduate degree is valued by the by students and by the overall community

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00:15:15.140 --> 00:15:32.730
UCR: changes in the shape of knowledge, and I mentioned the word interdisciplinarity before, and training is to to work on. That small concept is no longer sufficient. We really need to take into consideration that

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00:15:32.830 --> 00:15:44.980
UCR: that you need to be approaching questions in a very sort of interdisciplinary way. So that's sort of what I mean by the shape of knowledge. Not only that

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00:15:44.990 --> 00:15:57.870
UCR: the amount of data that's available now, so what it's taken me in the lab years to find. By doing experiments I literally can come up with a whole

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00:15:58.120 --> 00:16:17.610
UCR: passway just by working a day looking at data that's already available in in public data sets which brings me to the advances in technology. Also, in that you have so many new tools, right? And we've all been exposed to chat

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00:16:17.610 --> 00:16:28.310
UCR: in the last 3 Or so months that has sort of shaken up all of us in academia on, and trying to figure out. How are we going to deal with that

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00:16:28.420 --> 00:16:32.460
UCR: changes in demographics in terms of

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00:16:32.590 --> 00:16:50.880
UCR: we really need overall representation in our graduate programs? Economic forces? I. This is particularly important that you see our right now, with with the changes that are going to have to be in place in terms of funding of the graduate degrees.

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00:16:50.880 --> 00:16:54.800

UCR: and I'm. Bringing their political forces now here, because

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00:16:54.850 --> 00:17:00.220

UCR: graduate education, especially the both masters programs and doctoral programs

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00:17:00.230 --> 00:17:02.350

UCR: depend a lot on

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00:17:02.370 --> 00:17:10.589

UCR: It's students coming from other countries. SO One needs to really be mindful about what's going on in the world in terms of

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00:17:10.670 --> 00:17:27.790

UCR: politics and other disasters, so that we can ensure that our graduate programs are still serving the overall, the types of students that would that we would like to serve.

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00:17:28.119 --> 00:17:31.400

UCR: So i'm trying to do this quick.

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00:17:32.050 --> 00:17:41.930

UCR: So what are the the? And I just wrote opportunities here as opposed to the challenges. But these are sort of opportunities that I see that one could

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00:17:41.940 --> 00:17:57.580

UCR: use and take advantage of in response to some of those challenges that I listed in the previous slide. And here are some. some, some things that I've done at Fi. You that I think, could well apply to Youcr

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00:17:57.600 --> 00:18:03.650

UCR: in terms of addressing the value of the degree changes in technology, and also

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00:18:03.660 --> 00:18:09.580

UCR: the economics of especially funding of graduate degrees. So

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00:18:10.910 --> 00:18:23.630

UCR: as part of your your goals that you've come up with in the new 2,030 strategic plan, and I've heard this a lot over the last couple of days. There is this

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00:18:23.640 --> 00:18:24.550

UCR: this

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00:18:24.820 --> 00:18:36.010

UCR: desire, and this needs to increase the number of master's degrees, and also master's enrollment as a way also to generate revenue.

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00:18:36.020 --> 00:18:51.910

UCR: So creation of accelerated pathways or combined degrees, such as Bs Andms, degrees, or other types of combined degrees. I do know that you have some of those, but we've we've spent. I actually came up with a whole policy

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00:18:51.910 --> 00:19:07.430

UCR: at F. I. You that pretty much all of our bachelor's degrees. Now are our can become 4 plus one degrees. Then we've increased. The master's enrollment by doing that considerably.

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00:19:09.590 --> 00:19:26.370

UCR: So in in addressing the value of the degree. I think one of the most important things is, if we're going to talk to an undergraduate student or a student to you know, Why is it important that you do get a master degree, or that you do get a graduate degree?

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00:19:26.430 --> 00:19:28.150

UCR: What is it that

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00:19:28.340 --> 00:19:47.870

UCR: the the outside world, the employers are looking for. SO One of the things that I've been spending a lot of time doing, and F. I. You doing is really talking to local and regional employers, and trying to understand. What is it that the employers are looking for, and then sort of

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00:19:47.870 --> 00:19:49.900

UCR: starting to create

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00:19:50.280 --> 00:19:59.480

UCR: degrees and and other types of credentials, and I've put here some of our micro connection. Some are by just

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00:19:59.510 --> 00:20:13.900

UCR: that align, or that provide the students with competencies. That sort of meant those expectations from the local and regional employers. So these partnerships with the employers become very important.

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00:20:13.950 --> 00:20:19.230

UCR: creating more opportunities for experiential learning and shadowing and internships.

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00:20:19.310 --> 00:20:34.190

UCR: Traditionally, master students tend to do that, doctors students Not so much, but I've been pushing at. Ay, you a lot of our doctorate students have started embarking on internship opportunities. I really I thought

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00:20:34.220 --> 00:20:40.330

UCR: about this a little earlier today with some of the search committee, but I wanted to highlight

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UCR: this particular program that we have developed. And if I you with the Wolf son in public humanity's lab. So this is a group of faculty members

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00:20:50.580 --> 00:21:01.780

UCR: in our College of Social Sciences that they form this this lab, and they do social science research, but they have access to a lot of

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00:21:02.090 --> 00:21:09.560

UCR: nonprofits and other organizations around in in South Florida, and I've listed some of them here.

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00:21:09.590 --> 00:21:11.020

UCR: and

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00:21:11.110 --> 00:21:20.080

UCR: and a lot of our doctors students in the humanities and social sciences now are being offered paid internships in these places.

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00:21:20.320 --> 00:21:26.920

UCR: I talked about creation of new types of credentials. I've highlighted 3

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UCR: that I've been involved in for various reasons, creating them one together with startup if I, When these are credentials, the micro credentials that lead to badges specifically for graduate students. And obviously

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00:21:41.480 --> 00:21:51.320

UCR: the the data one and the artificial intelligence is for graduate students. We're not in computer science, but graduate students in biology who wants to develop those competencies.

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00:21:53.510 --> 00:22:13.470

UCR: start thinking about on the job, learning as part of the curriculum, and also about lifelong learning. And I've I put something down here that is ucr extension, because I did see that you guys have a lot of certificates and credentials through ucr extension, and that fits within the lifelong

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00:22:13.540 --> 00:22:32.190

UCR: learning. And I think the graduate definition could very well collaborate with you see our extension to sort of create some novel types of microcontrollers that would also apply to current graduate students. I have to go quick, because I know I only have 5 more minutes

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00:22:32.190 --> 00:22:47.710

UCR: in terms of economics, demographics, and shape of knowledge. Again, partnerships with industry. We have a program at Fy. You called the advanced to industry where outside industries come and coach and

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00:22:47.760 --> 00:22:59.150

UCR: Mentor, our graduate students development of professional and master, the professional masters and doctorate degrees. I've highlighted one of our most successful ones

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00:22:59.170 --> 00:23:07.200

UCR: here, which is our doctor and business administration, is a a professional doctor, a degree that brings in a lot of revenue.

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UCR: thinking a lot about novel mentorship models. I have a a training grant which is the transdisciplinary biomolecular and biomedical science training. Grant so that's funded through Nih

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00:23:21.050 --> 00:23:38.050

UCR: And in this, but the students that participate, and I've funded through their grants. Their work has to be.

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00:23:38.190 --> 00:23:52.700

UCR: you know, being mentored by a single professor in a single discipline. and also very importantly, promotion of a culture of inclusivity. I've also highlighted down here a couple of our

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for which I'm. Pi of training grants one through the Nsf. And one with funding from Microsoft

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00:23:59.120 --> 00:24:09.170

UCR: that supports students under represented minority students in in their doctoral degrees. I'm. Going very fast

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00:24:09.310 --> 00:24:26.480

UCR: because I have to finish. We need to seriously think about wellness and mental health, and we all know I mean most of us are familiar with the fact that a lot of our doctors students are very stressed out and undergo

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00:24:26.480 --> 00:24:38.080

UCR: serious mental health issues. This is just some data from nature of a paper that was published in nature or survey back in 2,019, and even the Council of Graduate Schools

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00:24:38.120 --> 00:24:41.360

UCR: has issued a report

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00:24:41.380 --> 00:24:58.830

UCR: on strategies that institutions should use, and I basically just copied from. We were part where one of the institutions fi was one of the institutions that participated in generating this report, and how to start, really thinking more deeply about how to address

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00:24:58.830 --> 00:25:02.120

UCR: well being for our doctors students. Finally.

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00:25:03.520 --> 00:25:07.120

UCR: I told you that I wanted to also consider

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00:25:07.190 --> 00:25:21.680

UCR: the question of international students. A lot of our graduate programs have depended extensively on students from very particular countries, especially China, India, South Korea, in some cases.

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00:25:21.680 --> 00:25:36.800

UCR: and things are changing right. I mean the a lot of the students, particularly China, and as they have other opportunities, they can stay in China. They can go to Canada. They can go to Singapore, so we need to sort of broaden

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00:25:36.800 --> 00:25:42.630

UCR: our our our sort of recruitment, and I i'm very

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00:25:42.650 --> 00:25:56.910

UCR: at F. I. You do well with South America, but I've been really focusing on trying to recruit more students from Africa. I have it if I establish some agreements with universities in Africa. So I think that's something that

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00:25:56.970 --> 00:26:04.380

UCR: one could do. What you see Our also identify. You know, Broaden the spectrum of countries where we're recruiting

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00:26:04.390 --> 00:26:19.810

UCR: both masters and doctorate students to I. I've highlighted down here some of the things that I've been doing at Fi you with partnership with various units in the university to create also a better environment for the international students.

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00:26:19.810 --> 00:26:30.470

UCR: And down here I'm. Just showing you something that I worked on for a couple of years, and finally came to fruition a dual Phd. Degree with the students

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00:26:30.710 --> 00:26:32.680

UCR: end up. You know they have

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00:26:33.050 --> 00:26:46.760

UCR: courses and carry research at both institutions in this case is between F. I. You and the University of Florence. In Italy the student has a an advisor, and ay, you an advisor in forest.

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00:26:46.890 --> 00:27:03.680

UCR: They come up with the research project together, and it it's a tremendous program. We, Francisco. This is my first to graduate from this program. He graduated with both degrees last year, and I have 2 students now

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00:27:03.680 --> 00:27:11.540

UCR: in in in this program and trying to develop at least 3 more with this petitions in Brazil.

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00:27:11.630 --> 00:27:15.590

UCR: So i'm going to finish here. and

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00:27:15.700 --> 00:27:34.420

UCR: just tell me what the motivation is. These are students. They have gone through my lab, not all, but I just some of them, and that the initial word that I use there in terms of developing, or the graduate student, the graduate division being very student center.

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00:27:34.420 --> 00:27:36.940

UCR: This is this is why.

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00:27:37.160 --> 00:27:38.340

Thank you.

149

00:27:41.820 --> 00:27:51.850

Rocio Hidalgo: Thank you so much, Dr. Kos, for your vision seminar presentation. So now we are going to go into the Q. A. Feature.

150

00:27:51.850 --> 00:28:11.330

Rocio Hidalgo: and so we do have a few questions that are being submitted through the Q. A. Right now, as well as some questions that were submitted during registration. So I will go back and forth between those questions and everyone who's joining us, please feel free to use the Q. A. Feature. Instead of using the webinar chat that way we can see your questions come up.

151

00:28:11.330 --> 00:28:29.700

Rocio Hidalgo: So the first question is, UCR has one of the lowest ratios of grad students, undergrads of the UC campuses. Something like 11% or less of the student population are grad students. How do you plan to increase this ratio to increase the research mission of this campus.

152

00:28:30.390 --> 00:28:32.000

So

153

00:28:32.140 --> 00:28:37.860

UCR: how do I plan to increase enrollment? So we've you know, and I I understand that

154

00:28:39.090 --> 00:28:48.660

UCR: this is this is going to be a a a again. Collaborative venture.

155

00:28:48.700 --> 00:28:51.900

We're going to have to

156

00:28:52.000 --> 00:29:02.020

UCR: do a lot of recruitment If we're gonna grow at, let me see a at at the Master's level. I think there is a lot of space

157

00:29:02.510 --> 00:29:09.590

UCR: for creating new masters programs, and i'm going to say it for creating online masters programs

158

00:29:09.640 --> 00:29:16.520

UCR: where you would be able to increase enrollment in in in

159

00:29:16.530 --> 00:29:36.980

UCR: graduate enrollment through masters programs, and also red right, because most of the master students are paying students at the doctoral level. Given this the the the change in the funding model that's going to have to happen. I think that grows

160

00:29:37.090 --> 00:29:42.460

UCR: is only really going to be possible. If more funding.

161

00:29:42.570 --> 00:29:55.820

UCR: It comes in, and we're gonna have to identify. Perhaps I mean, we're gonna have to identify nih funding, and it's that funding the oly funding to be funding

162

00:29:55.910 --> 00:29:59.420

UCR: to support, and also funding from

163

00:29:59.890 --> 00:30:14.960

UCR: corporate America, funding from nonprofits that I gave you the example. You know. I really I think that's been very successful what we've done to really be able to support more doctorate students in the humanities and the social sciences

164

00:30:15.010 --> 00:30:21.110

UCR: through these internships. So I think that if if we're able to somehow

165

00:30:21.230 --> 00:30:24.660

UCR: generate more funding, and also

166

00:30:36.560 --> 00:30:48.410

UCR: who are good mentors to graduate students, there is gonna have to be sort of these balances in the finding, You know. Here we have a program that's capable of

167

00:30:48.500 --> 00:30:49.310

UCR: of

168

00:30:49.370 --> 00:31:07.890

UCR: getting more funding external funding through Federal agencies or more funding from donors, and also have a group of faculty who can support an increase in in the number of doctrine students. Then we will go in that direction.

169

00:31:07.890 --> 00:31:10.740

UCR: I think it's it's gonna be a a

170

00:31:10.830 --> 00:31:18.340

UCR: multi-prone sort of type of approach in trying to get more funding.

171

00:31:18.350 --> 00:31:36.050

UCR: not not from the state but from other vendors from other sources having evaluating which programs really have the capacity, independent of the funding sort of the the capacity to mentor more that through students

172

00:31:36.050 --> 00:31:46.300

UCR: and recruit more doctor students for those programs, and and I've I've mentioned earlier today. There are. I. I gave you the example of the professional

173

00:31:46.510 --> 00:31:56.350

UCR: that that's a good example for the professional doctor in business a demonstration, the DbA. That program, the students

174

00:31:56.430 --> 00:32:03.260

UCR: we started 3 years ago. We started with the classes 24 doctor of students. So these are

175

00:32:03.280 --> 00:32:14.760

UCR: research doctorate students, These they have committees, they have. They do a research dissertation, and

176

00:32:15.000 --> 00:32:25.130

UCR: they pay their degrees. These are these are folks who've been in in in jobs for a few years or many years, and come back

177

00:32:25.250 --> 00:32:39.700

UCR: to to get their doctorate degrees. They pay for their doctor degrees, and a lot of the money that's being generated through the Dpa program, and they also increase the research output of the institution because they are carrying out research projects.

178

00:32:39.750 --> 00:32:51.200

UCR: But the money that's being generated through that program is feeding into the Phd program in the business school. SO One can consider right creation of

179

00:32:51.640 --> 00:32:56.830

UCR: new professional masters program that could help fund

180

00:32:57.010 --> 00:33:10.650

UCR: research doctorate programs an example. I can give you that. What we've done is we've created a professional masters program in forensic science. That program also generates a lot of revenue.

181

00:33:12.060 --> 00:33:20.830

UCR: They are not the research program they general, but the revenue that's been generated. Feed into the Phd. Program, and we have a

182

00:33:21.020 --> 00:33:40.210

UCR: a Phd program in chemistry. And the Phd program in biology have forensics tracks in both of them, and the funding generated through that program sort of helps support some of the Phd students in both in biology and chemistry that are pursuing

183

00:33:40.210 --> 00:33:43.240

UCR: research projects in the forensics area.

184

00:33:46.780 --> 00:33:54.730

UCR: I mean it's it's. It's strange to me that i'm not looking at anybody and trying to trying to answer questions. But

185

00:33:55.290 --> 00:34:04.770

Rocio Hidalgo: we have another question that was noted during registration. Please tell us about how you plan to support the grad Success Office, staff and Mission.

186

00:34:05.340 --> 00:34:09.969

UCR: the Greg have the support, the the staff, and the mission.

187

00:34:11.730 --> 00:34:17.620

UCR: We will. Could you guys are already doing a fantastic job in terms of

188

00:34:17.710 --> 00:34:34.199

UCR: supporting the professional development of the doctor Students sort of providing them with skills that are not necessarily being provided by the academic programs themselves. I would obviously

189

00:34:34.210 --> 00:34:44.719

UCR: continue, you know, supporting if I were to Dean of the graduate division, we would together sort of

190

00:34:44.889 --> 00:34:51.590

UCR: on a on a regular basis, evaluate. If what's being offered and delivered in terms of

191

00:34:51.610 --> 00:34:55.860

UCR: of professional development, opportunities and content

192

00:34:55.969 --> 00:35:01.350

UCR: is continues to be relevant if we need to change in direction. So I think my job

193

00:35:01.430 --> 00:35:07.710

UCR: would be to, together with the stuff that's involved in in grad success.

194

00:35:07.810 --> 00:35:26.930

UCR: continuously evolve the program right since i'm out there, I go to the concept graduate schools. I'm talking to employers and talking about bringing the novel ideas that can supplement what's already being in place trying to identify funding. So

195

00:35:26.930 --> 00:35:34.540

UCR: the example, I take it from Microsoft. So Microsoft has given us funding to support

196

00:35:34.590 --> 00:35:39.660

UCR: that program that I highlighted to you. That target is

197

00:35:39.690 --> 00:35:56.180

UCR: the the retention of underrepresented minority students, and and that is in step, because Microsoft wanted it to be fully focused on STEM, and a lot of what happens in that program is professional development.

198

00:35:56.410 --> 00:36:08.600

UCR: They get special sort of workshops that's been designed to them with the funding that we received from Microsoft. But and again, that's one thing that I think one that

199

00:36:08.760 --> 00:36:15.730

UCR: the the Dean of the the graduate division can go out and identify those types of

200

00:36:15.760 --> 00:36:17.700

UCR: funding and

201

00:36:17.720 --> 00:36:28.650

UCR: and sort of start, bringing in new ideas that that what could implement at Ucr?

202

00:36:28.700 --> 00:36:32.520

UCR: What was the question was, how am I going to support the staff and

203

00:36:32.860 --> 00:36:37.430

UCR: the program itself? So I think I I I answered the question.

204

00:36:39.990 --> 00:36:41.480

Rocio Hidalgo: Thank you, Lydia.

205

00:36:41.710 --> 00:36:52.010

Rocio Hidalgo: Another question from the Q. And a. Can you say more about increasing the number of Ma students and the kinds of support that they would need to

206

00:36:52.030 --> 00:36:56.040

Rocio Hidalgo: succeed both at Ucr and after grad school.

207

00:36:56.070 --> 00:37:01.820

Rocio Hidalgo: What would this support look like at a campus-wide level?
Not just a departmental level

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00:37:04.640 --> 00:37:08.790

UCR: support level at the at the campus level, and

209

00:37:10.420 --> 00:37:18.410

UCR: so, and and I don't know if this support here is in terms of
academic support. I mean, I see masters to, because

210

00:37:19.100 --> 00:37:30.860

UCR: for the most part I know. I heard. I I learned today that in the
business school some of the students actually get financial support. For
the most part.

211

00:37:31.000 --> 00:37:43.470

UCR: my experience with our masses programs. We don't support master
students there, certain types of master students that we do offer tuition
waivers, if they work

212

00:37:43.480 --> 00:37:52.600

sort of in a No board study type of environment, but very few the
majority of the masters programs that we have, and that we offered

213

00:37:52.860 --> 00:37:56.600

UCR: the students pay for that. Now, if

214

00:37:56.610 --> 00:38:05.860

UCR: the support means how academically we're going to be able to support
them without. And I think that's what I've learned today to that. There
is some

215

00:38:05.920 --> 00:38:23.770

UCR: some worry about If we're now going to be taking faculty, who are
generally supporting the doctoral programs and put them to teach master
students, how do we not affect the the excellence of the doctoral
programs right as opposed to.

216

00:38:23.770 --> 00:38:38.930

UCR: And and I think this is gonna have to be discussions with the
college things, discussions with the Provost. If there is going to be
more need for faculty and support staff

217

00:38:38.950 --> 00:38:48.210

UCR: to to track the progress of these master students, and to actually be in the classroom with the master students without affecting

218

00:38:48.220 --> 00:38:58.680

UCR: the the the mentorship and the teaching of doctor students. I think we'll we'll have to to really

219

00:38:59.510 --> 00:39:02.330

UCR: identify. Where is it that

220

00:39:02.680 --> 00:39:18.410

UCR: some hopefully, some investment can be made, at least initially, so that these new masters, programs or and programs that are already in place can grow. Where should we focus where there is

221

00:39:18.420 --> 00:39:23.970

UCR: sort of interest for masters programs? And where is it that they can grow?

222

00:39:26.740 --> 00:39:27.970

UCR: All right, Chris?

223

00:39:29.960 --> 00:39:31.590

Rocio Hidalgo: All right.

224

00:39:32.730 --> 00:39:39.400

Rocio Hidalgo: A question that was submitted during registration. What is your vision for graduate recruitment?

225

00:39:40.080 --> 00:39:48.130

UCR: My vision for graduate equipment? And again, so different from masters and doctorals, students right

226

00:39:48.180 --> 00:39:52.440

UCR: for for master students. I think that

227

00:39:53.910 --> 00:39:58.450

UCR: we do need to really

228

00:39:59.740 --> 00:40:07.700

UCR: talk to start from. You see our undergrads or undergrads that are sort of regional

229

00:40:07.740 --> 00:40:09.340

UCR: in terms of

230

00:40:09.430 --> 00:40:15.820

UCR: what are the benefits of getting a master's degree. And and I do think that.

231

00:40:17.110 --> 00:40:22.030

UCR: Korea, I think you do have some form of career services.

232

00:40:22.150 --> 00:40:32.390

UCR: Going to local institutions. regional institutions and recruiting

233

00:40:32.460 --> 00:40:38.410

UCR: students to the masters programs is is is one option.

234

00:40:38.430 --> 00:40:49.110

UCR: I would focus on initially. You see our undergrads and bring them through combined degrees right through 4 plus one.

235

00:40:49.190 --> 00:40:50.030

UCR: just

236

00:40:50.230 --> 00:40:52.980

UCR: showing to them how much.

237

00:40:53.300 --> 00:41:04.610

UCR: What a the best job you're gonna be able. You're gonna be able to get a much better job if you come in with the master's credential as opposed to coming with an undergraduate credential

238

00:41:05.170 --> 00:41:11.020

UCR: for doctor's students. It it's it's a whole different story, right?

239

00:41:11.050 --> 00:41:17.240

UCR: I think, Doctor, students, the doctor of students that we want are those doctorate students

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00:41:17.290 --> 00:41:29.990

UCR: who are attracted to a particular program to the institution, but mostly to what that program can bring to them, and also what that faculty in that program

241

00:41:30.370 --> 00:41:32.190

UCR: are going to

242

00:41:32.500 --> 00:41:49.870

UCR: to, to to do to them. So the way that we do doctoral recruitment at Fi, which I think works well is the graduate school provides funding to the programs that each of the programs have to write a short proposal.

243

00:41:50.330 --> 00:41:52.190

UCR: and to me.

244

00:41:52.590 --> 00:42:00.840

UCR: and that happens every year, and sometimes it's very, Sometimes they send very similar proposals. Their programs. Like

245

00:42:01.150 --> 00:42:03.970

UCR: psychology, for example, they have.

246

00:42:04.390 --> 00:42:16.280

UCR: without even having to do too much recruitment. They have a gigantic number of applicants, because our psychology, special clinical psychology program is highly ranked.

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00:42:16.340 --> 00:42:22.830

UCR: So they have all these applicants. So the way that psychology uses their recruitment money for

248

00:42:22.860 --> 00:42:24.830

UCR: is to bring those

249

00:42:25.720 --> 00:42:36.910

UCR: those students that are excellent, and that they really think that they match their their research interests match with the research interests of the faculty in the program.

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00:42:36.920 --> 00:42:39.060

UCR: and they bring them to camp with

251

00:42:39.070 --> 00:42:50.560

UCR: for a weekend or for a visit in a way to showing them how amazing the program is. And my own program biology is the same thing, because we have a lot of applicants

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00:42:50.600 --> 00:42:56.100

UCR: to Our graduate program. So my visit for doctor recruitment is to

253

00:42:57.140 --> 00:43:03.300

UCR: allow the programs and the faculty. I think the faculty in the programs have

254

00:43:03.640 --> 00:43:04.510

UCR: Uh-oh!

255

00:43:04.530 --> 00:43:23.500

UCR: Not only a responsibility, but they are the best mark marketing agents for their doctoral programs, and for the research that's going on in the program. So I started this year. Actually, I've taken a little bit of that recruitment money and asked

256

00:43:23.520 --> 00:43:27.640

UCR: Junior Faculty who wanted to go to

257

00:43:27.840 --> 00:43:47.010

UCR: particular institutions, and we work with this together to recruit doctor students to their program. I fund them to go, give talks and and recruit for their programs and for other programs. We have started having meetings between different programs and saying sort of

258

00:43:47.200 --> 00:44:06.780

UCR: where you know where, where, what are the institutions that would be good feeders to Our doctoral programs, not only for chemistry, but for chemistry, biology, biomedical sciences, and I. We've started sending junior faculty to to give talks and to be to be recruiting.

259

00:44:06.780 --> 00:44:11.690

UCR: And then there is the usual. There is, you know, a lot of

260

00:44:12.070 --> 00:44:27.970

UCR: participation in in in conferences and participation in aborigines and sadness. I You know we we do that. I'm. I'm not so sure how effective that has been.

261

00:44:28.170 --> 00:44:34.080

UCR: but it it is. It is part of the recruitment strategy.

262

00:44:36.780 --> 00:44:51.930

Rocio Hidalgo: All right. Thank you. A question from the registration. Describe your experience working with international graduate students. What are special concerns they face? And how have you advocated for them?

263

00:44:52.930 --> 00:44:54.900

UCR: So I was one right.

264

00:44:54.910 --> 00:45:01.290

UCR: I I I was one international student

265

00:45:01.480 --> 00:45:04.540

UCR: so about.

266

00:45:04.760 --> 00:45:07.400

and it varies by program at F. I you.

267

00:45:07.410 --> 00:45:12.100

UCR: but almost 40 of our doctor's students are international.

268

00:45:12.110 --> 00:45:14.350

UCR: We have some programs.

269

00:45:14.450 --> 00:45:20.170

especially the more STEM like one, especially the engineering ones

270

00:45:20.420 --> 00:45:31.530

UCR: that are almost 80% international. We're changing that because, you know, I wanted to have a little bit more time when I brought that slide on the Geo political

271

00:45:33.480 --> 00:45:42.110

UCR: sort of challenge and opportunity, because you can now start rethinking where you want your international graduate students to come from.

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00:45:42.330 --> 00:45:48.440

UCR: So I think the the current challenges are. You know we've we've.

273

00:45:48.690 --> 00:45:54.880

UCR: I think, especially California institutions and some other institutions have dependent a lot on

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00:45:55.010 --> 00:45:55.790

UCR: on

275

00:45:56.820 --> 00:46:02.900

UCR: students coming from China. and that is no longer sort of a a

276

00:46:02.920 --> 00:46:11.040

UCR: it it's a reality, right. We still have a lot of students coming from India, a lot of, but

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00:46:11.160 --> 00:46:14.700

UCR: a lot of. I see a lot of the students who

278

00:46:14.750 --> 00:46:17.820

UCR: our international students coming now

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00:46:17.950 --> 00:46:22.450

UCR: are very concerned about financial

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00:46:22.510 --> 00:46:26.930

UCR: situation. So we've been trying to

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00:46:27.300 --> 00:46:35.100

UCR: find out ways where we can as soon as the international students come in onto campus

282

00:46:35.210 --> 00:46:38.980

UCR: we've been providing them, and this is the graduate school

283

00:46:39.080 --> 00:46:49.540

UCR: we've been providing them with. Sort of. I Haven't given it a name, but it's sort of a a on boarding college.

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00:46:49.650 --> 00:47:00.860

UCR: because most of the international students come in. They don't have sufficient support to pay those 2 first months of rent

285

00:47:00.940 --> 00:47:08.890

UCR: we've we've been having, and i'm not quite sure. Nobody brought this up to me the last 2 days. But

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00:47:09.810 --> 00:47:11.950

UCR: there's been

287

00:47:11.960 --> 00:47:17.360

UCR: a lot of delays in social security and processing.

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00:47:17.560 --> 00:47:23.040

UCR: So it takes time to actually on board international students.

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00:47:23.190 --> 00:47:37.270

UCR: We've have to in Florida. Now do a second background check on international students, which is also taking time until they can be

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00:47:37.300 --> 00:47:41.330

onboarded on to to actually get paid.

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00:47:41.350 --> 00:47:52.020

UCR: SO One of the things that the the grad school. That, and decided to do was actually take some funding to be able to do the scholarship, so that the students can

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00:47:52.200 --> 00:48:06.680

UCR: do well and not be so stressed out. In the first couple of months, when they get to the Us. In partnership with our international students and scholars office.

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00:48:06.760 --> 00:48:19.390

UCR: we have started to do special orientation for international students prior to them arriving in the Us. So that

294

00:48:19.590 --> 00:48:27.230

UCR: you know about we've been. We started doing this like a month or a month and a half before the beginning of the semester

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00:48:27.380 --> 00:48:35.100

UCR: we reach out to the international students, and we do a series of

296

00:48:35.210 --> 00:48:41.670

UCR: sort of conversations about what it is like to

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00:48:41.710 --> 00:48:52.860

UCR: to come on to a Us. Institution. What is it to like? What if there's very practical things that we talk about in terms of you know the day you were right.

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00:48:52.890 --> 00:49:10.810

UCR: You have to call here. You have to go to the Social Security Office. You have to do that. But we also talk a lot about what it is to. What is the what does the academic environment look like? What how do you interact with the faculty we bring in

299

00:49:10.810 --> 00:49:17.390

UCR: international students current international students. We've been at. Ay, you to be part of these

300

00:49:17.410 --> 00:49:35.950

UCR: sort of pre arrival orientation, so that. And so, most of the time we try to find students who are from the same countries of origin as as the students who we are talking to, so that they already feel like

301

00:49:35.970 --> 00:49:40.700

UCR: they as soon as they arrived. They are not, you know they they have somebody

302

00:49:40.720 --> 00:49:46.360

UCR: that it's from the same country that they can interact to and and talk to.

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00:49:46.610 --> 00:49:48.120

UCR: And

304

00:49:48.190 --> 00:50:03.430

UCR: we were in the process of trying to develop a other types of support for the international students, especially with the international Student and Scholars office of some new windows that are appearing here on my screen

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00:50:04.950 --> 00:50:09.780

UCR: to to help with retention, we tend not to have

306

00:50:09.880 --> 00:50:15.680

UCR: most of the International students State.

307

00:50:15.710 --> 00:50:19.480

UCR: I don't think I have a lot of people leaving.

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00:50:20.890 --> 00:50:29.830

UCR: So Yes, we've we've been focusing mostly now, sort of prior to them arriving, and then as soon as they arrive.

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00:50:29.920 --> 00:50:31.580

UCR: and

310

00:50:31.850 --> 00:50:41.640

UCR: we in the process. Now there's one thing, I guess. Whoever with the professional development question before one of the things that that

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00:50:41.740 --> 00:50:53.490

UCR: the graduate school that I've been focusing a lot on with with one of the staff members in the grad school is really create a a a support for

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00:50:53.560 --> 00:51:06.170

UCR: development of writing skills throughout the graduate students, the the doctoral student career. So when they come in their first year they're going to get support from

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00:51:06.190 --> 00:51:23.830

UCR: the Center for excellence. In writing. In their second year they are going to get support from us in terms of writing proposals and writing grants. And also they're now. We started a new program where they have within their own colleges and programs they have.

314

00:51:23.850 --> 00:51:40.590

UCR: So there's some kind of peer mentorship there. These writing fellows that are being trained by our group that does writing across the disciplines, and we are now going to start doing one specifically for international students sort of

315

00:51:40.590 --> 00:51:48.800

UCR: more writing support for international students, and you know it's my experience in F. I. You has been that

316

00:51:49.320 --> 00:51:50.610

UCR: the the the

317

00:51:50.630 --> 00:52:08.840

UCR: some of the international students actually a lot of the international students tend to be better writers than the domestic students. But there are certain things that I, we we feel is is important for international students

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00:52:08.840 --> 00:52:22.500

UCR: in terms of their writing skills. So we're developing a workshop or a writing a support. Writing works up, together with the center for excellence in writing for the International.

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00:52:24.940 --> 00:52:26.180

Rocio Hidalgo: Thank you.

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00:52:26.220 --> 00:52:29.320

Questions submitted via the Q. And a feature

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00:52:29.350 --> 00:52:35.910

Rocio Hidalgo: given the different institutional contexts and graduate divisions, graduate school structures.

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00:52:35.970 --> 00:52:48.450

Rocio Hidalgo: What do you remain curious or uncertain about regarding? You see our's context? And where do you think you're going to be able to most successfully leverage your fi. You experiences.

323

00:52:53.380 --> 00:52:56.370

UCR: Well, I I think what what I can

324

00:52:57.510 --> 00:52:58.990

UCR: Brink

325

00:53:00.090 --> 00:53:08.550

UCR: and and I I think what the the and we talked to. You know everybody that I've I've talked to. I think the main challenge right now

326

00:53:08.770 --> 00:53:17.450

UCR: is is the funding model right? This funding model has been. and in place here, probably, for I don't know

327

00:53:17.630 --> 00:53:34.060

UCR: decades that now, with the new bargaining contract will have to change, and I think I've experimented at fi you. Maybe we're a little bit more flexible, and and we've been a little bit more

328

00:53:34.060 --> 00:53:42.710

UCR: pro active in terms of trying to really figure out how to best fund our students, and we've tried different things that some things were

329

00:53:42.710 --> 00:54:02.580

UCR: other things don't work. I the conversation earlier today said, You know we've experimented with using formula on how to allocate funding to to the different colleges. That kind of fell apart a little bit. Some of it is still in place, so I I think my experience with trying different

330

00:54:02.880 --> 00:54:10.870

UCR: funding those, and then my sort of more recent experience that I've gotten in terms of

331

00:54:11.120 --> 00:54:25.970

UCR: really really focusing on trying to identify external funding. I think that will be something that will help with this transition right now, right where there's gonna have to be a change

332

00:54:25.970 --> 00:54:40.050

UCR: in terms of both, sustaining the programs as as they are in terms of enrollment and in terms of maintaining the excellence. And i'm talking doctoral programs here. But also, if growth is going to happen. So I think that

333

00:54:40.300 --> 00:54:48.510

UCR: the experiences that I've had at Fi. You will will will translate to that. You know there is always going to be surprises.

334

00:54:48.520 --> 00:55:02.680

UCR: and they're always zoom. And that F I you there's always surprises, but I think that's where, at least from from the start where I think that i'll be able to contribute to contribute to.

335

00:55:02.690 --> 00:55:10.330

UCR: And you know, rethinking. rethinking a little bit about how how

336

00:55:10.530 --> 00:55:25.700

UCR: overall mentoring of graduate students happens in the in the doctoral programs. I've worked a lot on that at Fy, and I think I can bring that here. I'm, you know, and

337

00:55:25.760 --> 00:55:36.830

UCR: i'm sure it's just an amazing group of mentors. But I've I've had especially. We developed a new program of inclusive mentorship.

338

00:55:36.840 --> 00:55:56.440

UCR: And that program, was it. It? It was. It was something that was developed based on a supplement that I got from from Nih, and some aspects of it. We're very successful working, you know faculty working with students faculty that not necessarily are

339

00:55:56.560 --> 00:56:15.290

UCR: the mentors, the direct research supervisors of those students, but how that created the whole community that helped support a better understanding and communications amongst the students, the mentors, the group as a whole. So I think that would be something that

340

00:56:15.580 --> 00:56:21.260

UCR: I could. I could bring here that i'm sure it would be beneficial to sort of

341

00:56:21.370 --> 00:56:27.300

UCR: the the the elevation of the graduate education as a whole.

342

00:56:30.150 --> 00:56:33.700

a question that was submitted during registration.

343

00:56:34.090 --> 00:56:41.270

Rocio Hidalgo: How will you plan to advocate for a graduate student focus during a time of huge undergraduate expansion?

344

00:56:42.310 --> 00:56:44.140

UCR: Well.

345

00:56:45.760 --> 00:56:50.110

UCR: my conversation, both with the Provost and the Chancellor.

346

00:56:50.270 --> 00:56:51.750

UCR: both of them.

347

00:56:53.660 --> 00:56:58.890

UCR: It it told me that both things need to happen

348

00:56:59.050 --> 00:57:12.010

UCR: that at the same time that there is gonna be, you know, increases in undergraduate enrollment there has to be also. Enrollment increases in graduate enrollment.

349

00:57:12.100 --> 00:57:14.570

UCR: So from

350

00:57:14.920 --> 00:57:20.470

UCR: the 20 min conversations that I had with the Provost and the Chancellor

351

00:57:20.730 --> 00:57:29.600

UCR: you have buying already, and it's a lot of interest from both the Provost and the Chancellor, so I think

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00:57:30.140 --> 00:57:38.460

UCR: the the next level would be to bring in all of the things together, and and I do believe that the Deans would also welcome

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00:57:38.550 --> 00:57:50.400

UCR: more more growth in their in their graduate progress. But again. there's gonna have to be a lot of conversations and a lot of

354

00:57:52.080 --> 00:57:55.290

UCR: evaluation of of

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00:57:55.390 --> 00:58:02.050

UCR: data in terms of what each graduate program

356

00:58:02.080 --> 00:58:18.240

UCR: looks like in terms of their metrics, so that so that decisions can be made, you know, because and I said, you know sometimes during a certain period there will be some graduate programs that it will make a lot of sense for those graduate programs to grow.

357

00:58:18.240 --> 00:58:26.510

UCR: So we'll focus on terms of recruitment in terms of investment in those particular graduate programs. And then, you know.

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00:58:27.190 --> 00:58:35.320

UCR: 2 years down the line, maybe a couple of other graduate programs will need or will be the ones. So

359

00:58:36.380 --> 00:58:43.960

UCR: I, with excitement. I have 2 min right? With a lot of excitement, persistence.

360

00:58:44.610 --> 00:58:46.490

UCR: and a lot of smiling.

361

00:58:46.610 --> 00:58:50.760

UCR: That's my advocate permission for focus.

362

00:58:54.160 --> 00:58:56.720

Rocio Hidalgo: Thank you so much, Dr. Carson.

363

00:58:56.850 --> 00:59:09.160

Rocio Hidalgo: Thank you. Everyone for participating in today's vision Seminar As a reminder. Please be sure to provide your feedback via the canvid survey which can be found on the executive searches Page.

364

00:59:09.220 --> 00:59:12.630

Rocio Hidalgo: and thank you again. Have a great day.