WEBVTT

1
00:00:05.990 --> 00:00:08.189
Rocio Hidalgo: Good afternoon, everyone.

2
00:00:09.720 --> 00:00:14.770
Rocio Hidalgo: I will give it a few minutes to give everyone a chance to connect, and then we'll get started.

3
00:00:31.930 --> 00:00:47.240
Rocio Hidalgo: All right. Let's go ahead and get started. Good afternoon, everyone. Thank you for taking the time to participate in today's vision. Seminar for our search for Ucrs next Vice Provost and Dean of graduate studies. My name is Rosie I'm. A senior Hr generalist, supporting this search.

4
00:00:47.250 --> 00:00:50.600
Rocio Hidalgo: Today we are pleased to welcome Dr.

5
00:00:50.640 --> 00:01:07.050
Rocio Hidalgo: Dr. A. Lot is currently the professor in engineering management and systems engineering, and he's also the former Vice Provost for graduate studies at Missouri University of Science and Technology. He received his doctorate degree in industrial engineering from the University of Cincinnati.

6
00:01:07.170 --> 00:01:23.070
Rocio Hidalgo: Please be advice that we have provided Dr. Alada with a prompt for division seminar, and he will spend about 20 min discussing the following topics. the opportunities and challenges he sees facing graduate students and their success over the next several years

7
00:01:23.110 --> 00:01:32.270
Rocio Hidalgo: the specific opportunities and challenges. He sees that, you see, are his vision for the graduate division at Ucr, and how he would work towards achieving that vision.

8
00:01:33.010 --> 00:01:39.870
Rocio Hidalgo: After that we will open the session up for questions and answers. Please submit your questions, using the Q&a feature.

9
00:01:40.280 --> 00:01:44.770
Rocio Hidalgo: and with that I will hand the session over to Dr. Allotted to introduce himself.

10
00:01:45.870 --> 00:01:50.740
UCR: Thank you, Russia. I really appreciate your your introduction. Kind introduction.

11
00:01:50.890 --> 00:02:06.390
UCR: First of all, thank you all for for hosting me. I and I would specifically want to thank the search Committee for giving me the opportunity to to to present to the Ucr community.

12
00:02:06.470 --> 00:02:12.130
UCR: I also would like to thank Tanya, Jamie. I've done a wonderful job

13
00:02:12.190 --> 00:02:19.360
UCR: of supporting all the logistics and the various people of the time to meet with me.

14
00:02:21.390 --> 00:02:22.740
UCR: So

15
00:02:22.790 --> 00:02:33.820
UCR: today I'm. Going to spend about the 50 20 min on the my vision of leading branch division. What I would call is a new era of innovation.

16
00:02:33.860 --> 00:02:43.580
UCR: diversity, equity, inclusion, and urban impact. To me this place is urban compared to where I come from.

17
00:02:43.700 --> 00:02:46.570
UCR: My guiding framework is

18
00:02:46.720 --> 00:02:55.110
UCR: to place a student interest starting center. That's one and let student success serve as the

19
00:02:57.310 --> 00:03:11.220
UCR: so. As was mentioned earlier, the search Committee asked me to focus on these 3 topics opportunities and challenges facing graduate students and their success over the next several years.

20
00:03:11.340 --> 00:03:18.040
UCR: Second focus on specific opportunities and challenges that I see at the Ucr.

21
00:03:18.250 --> 00:03:26.640
UCR: And my vision for graduate division at at Ucr, and how I would work towards achieving that question.

22
00:03:28.770 --> 00:03:45.480
UCR: So let's begin with opportunities and challenges facing the graduate students and their success for me. These are some more related terms opportunity and and challenge. The challenge becomes an opportunity.

23
00:03:45.530 --> 00:03:46.420
UCR: So.

24
00:03:46.490 --> 00:03:55.200
UCR: as as was mentioned, student developing is is a is one of the biggest challenges and opportunities

25
00:03:55.420 --> 00:03:58.850
UCR: faced by graduate divisions of graduate schools around the country.

26
00:03:58.870 --> 00:04:05.420
UCR: When you come to a certain well-being 3 things physical. financial, and mental.

27
00:04:05.890 --> 00:04:07.290
UCR: So when you talk about

28
00:04:07.310 --> 00:04:15.440
UCR: mental health of that students, it's not just the undergrad students who have a mental health

29
00:04:15.590 --> 00:04:27.680
UCR: problems, but also grad students anxiety, but in a depression, social isolation, the feeling that the are you really? Do you really want this place in foster's control?

30
00:04:27.940 --> 00:04:45.320
UCR: So these are things that that impact our grad students. I read a recent study when they talked about graduate students are 37 for a person most likely to be depressed compared t0 0nly 6% of the Japanese.

31
00:04:45.460 --> 00:04:46.720
So that

32
00:04:46.760 --> 00:05:03.150
UCR: talks to us about the stresses face by the the graduate students diversity, equity, inclusion, and belonging. This is again a very important, important factor, a challenge, as well as an opportunity to be to be thinking about.

33
00:05:03.430 --> 00:05:18.760
UCR: Rising student costs, especially the the housing costs or the tuition costs. Everything seems to be a rising, and so that impacts the the students financial. Well being.

34
00:05:18.860 --> 00:05:28.690
UCR: And if you want to attract top talent, then competitive graduate student or big packages is, is actually a must.

35
00:05:30.620 --> 00:05:35.670
UCR: The other things that I I I wanted to list was.

36
00:05:36.510 --> 00:05:49.130
UCR: is what about after graduation? So until graduation. That's great. But then, how do you prepare the student as they go along? Their career internship opportunities and

37
00:05:49.240 --> 00:05:59.170
UCR: job placement opportunities return on investment. Those are important things. We want to prepare our students for ultimate career pathways.

38
00:05:59.290 --> 00:06:07.780
UCR: not just one pathway leading to active academic programs, but multiple kind of pathways.

39
00:06:08.320 --> 00:06:13.420
UCR: A lot of times soon space, this uncertainty of a career uncertainty.

40
00:06:13.440 --> 00:06:17.240
UCR: and they question the value of a graduate education

41
00:06:17.720 --> 00:06:30.630
UCR: mentorship. It's not just the game, the academic advisor mentorship, but mentorship from a vast array of of of people who are vested in the student interest.

42

00:06:31.040 --> 00:06:49.410
UCR: The other opportunity that I see is focus on interdisciplinary topics, so that students are known how to address, not in silos, but to address larger social technical problems facing the country and the world.

43
00:06:50.000 --> 00:07:02.670
UCR: related to the other topic, which is, I talked about quite a bit in council of graduate schools, and and and such is the time to degree

44
00:07:02.780 --> 00:07:08.950
UCR: right. How much time does it take to to to graduate?

45
00:07:09.190 --> 00:07:12.440
UCR: So those are. Those are important considerations.

46
00:07:13.830 --> 00:07:24.570
UCR: So I just wanted to mention. This is, we have to be cognizant of the big demographic and social changes that are happening.

47
00:07:24.760 --> 00:07:40.230
UCR: and we need to theater to various market segments. When I say various market segments, it's not just the traditional students coming out of the bachelor's program to the fastest program, and that the Phd it's no longer linear

48
00:07:40.250 --> 00:07:45.220
UCR: There are a lot of students who are interested in a non-leading thing.

49
00:07:45.470 --> 00:07:50.460
UCR: Lifelong learners. So they would like to g0 0ut

50
00:07:50.480 --> 00:07:57.080
UCR: work for some time. Then come back or maybe they have taken a semester of classes. Then they want to work

51
00:07:57.080 --> 00:08:16.830
UCR: for whatever their personal issues they have, maybe family responsibilities and such, and then they would want to come back. So sometimes they are full time, and then the next episode they could be part time. So how do we accommodate them and need the students where they are, so that we can realize their full potential.

52

00:08:17.300 --> 00:08:25.370
UCR: How can we use hybrid learning stack with credentials, competency based education? These are all things for us to be thinking about.

53
00:08:25.860 --> 00:08:28.660
UCR: And important thing is.

54
00:08:28.730 --> 00:08:34.740
UCR: we want somebody Specifically, the the graduate team to be an advocate, for

55
00:08:34.780 --> 00:08:38.549
UCR: all things are related to grad students and post talks.

56
00:08:40.210 --> 00:08:44.630
UCR: So now let me move into a specific opportunities that

57
00:08:44.650 --> 00:08:45.870
Ucr.

58
00:08:46.040 --> 00:08:53.770
UCR: It is difficult for an outsider to come in and say, these are the very specific opportunities that Youcr. But

59
00:08:54.120 --> 00:09:11.960
UCR: so I wanted to let you know where these things are coming from. I reviewed the you see our website, the Ucr. 2,030 central campus strategic initiative document. So the caveat is, we will need to conduct a deep dive. Listening to

60
00:09:11.960 --> 00:09:22.490
UCR: truly understand the nuance needs. So what you see here, or just first impressions subject to change.

61
00:09:24.900 --> 00:09:32.780
UCR: And we also have to in all that, of course, multiple stakeholders, such as the ones that have been listed on on this slide

62
00:09:34.690 --> 00:09:43.750
UCR: so specific opportunities that ucr the way I see it at this point of time. And this is also

63
00:09:43.800 --> 00:09:44.750

but

64
00:09:44.890 --> 00:10:02.370
UCR: thing that I've been. I talked to several of you or not. Last 2
days. This thing came out very loud and clear that a a graduate student
funding model how to achieve financial stability. Right? That is, that is
something that needs to be figured out and addressed

65
00:10:02.380 --> 00:10:08.580
UCR: again. Noteworthy is the student funding new student funding model

66
00:10:08.600 --> 00:10:11.270
is something that

67
00:10:11.310 --> 00:10:19.950
UCR: is, is very critical. A. At this point of time defining the graduate
education and the research mission

68
00:10:20.030 --> 00:10:38.570
UCR: and developing some ground up strategies and tactics for manage,
sustainable graduate growth. So we'll have to again go back and
understand what are the specific aspirations and needs of individual
programs. And then how can how can

69
00:10:39.050 --> 00:10:43.290
UCR: some tactics be employed for for sustainable growth.

70
00:10:44.040 --> 00:10:52.470
UCR: how to develop competitive student financial packages? So,
especially the multi year multi year packages? How do we do that?

71
00:10:52.690 --> 00:11:00.290
UCR: How do we work with our existing things that are happening? Great,
that success mentorship programs at Ucr.

72
00:11:00.320 --> 00:11:06.870
UCR: But how do we identify base or continuous improvement and expansion.
So we can touch more students.

73
00:11:07.940 --> 00:11:28.210
UCR: How do we provide support for faculty to apply for more trading
grants? And so it takes a lot of energy effort to submit the the training
grants. So what kinds of support additional support commitments can be

given, so their their proposals become a lot more competitive An international scene.

74
00:11:28.820 --> 00:11:33.850
UCR: and the same thing goes with a student fellowship. Grants.

75
00:11:34.980 --> 00:11:40.730
UCR: How do we increase the number of masters programs and master's enrollment again.

76
00:11:40.920 --> 00:11:58.550
UCR: This doesn't mean that every program would be would be involved in here at this point of time. But through deep consultation and market cities, some of the things that have been floated in the strategic plan. The 4 plus 1 3, plus 2 passes programs. These are these are

77
00:11:58.700 --> 00:12:15.480
UCR: some of the vehicles to do it, or how can we have more graduate certificate programs, so that you know those are like stackable programs that can be accounted for that encountered your master's.

78
00:12:16.150 --> 00:12:16.950
UCR: So

79
00:12:17.520 --> 00:12:25.440
UCR: how do we increase our graduation rates? And it decreased equity caps? So we we we have to do a deeper dive in there

80
00:12:25.550 --> 00:12:33.620
UCR: work with various stakeholders to specifically develop implementation plans, to recruit and retain

81
00:12:33.980 --> 00:12:36.120
UCR: doctoral students and postdocs.

82
00:12:38.010 --> 00:12:39.640
UCR: So

83
00:12:40.070 --> 00:12:51.030
UCR: opportunity to collaborate and chart the vision and strategy for the future of graduate division is an exciting opportunity at at at Ucr.

84
00:12:51.110 --> 00:12:57.900

UCR: How do we eliminate barriers for underrepresented groups for pursuing a graduate education?

85
00:12:59.390 --> 00:13:01.660
UCR: Master's: Phd. And s0 0n

86
00:13:01.830 --> 00:13:15.570
UCR: lead a talented group of professionals in the graduate division with the focus on students as soon centric focus and faculty responsible, so it's

87
00:13:16.530 --> 00:13:19.730
UCR: it. It. It is important that

88
00:13:20.230 --> 00:13:25.060
UCR: the the to to actually to both, that

89
00:13:25.190 --> 00:13:32.010
UCR: the existing graduate staff in the graduate division is high

90
00:13:32.170 --> 00:13:34.500
UCR: high performance. It's a high performance team

91
00:13:35.650 --> 00:13:48.460
UCR: help fuel the Ucr's research engine by working in lockstep with the efforts of VCR. D. Which is a by chance for research and economic development and the academic.

92
00:13:51.110 --> 00:14:05.100
UCR: So I wanted to paint you my my vision for the graduate division at at Ucr. I want to re-emphasize the point that we would need to conduct a deep dive.

93
00:14:05.150 --> 00:14:08.920
Listening to. We understand the nuance

94
00:14:09.350 --> 00:14:17.730
UCR: right, of course buying is critical at all levels at various stakeholders for any vision, any plan to be successful.

95
00:14:19.230 --> 00:14:29.840
UCR: So I wanted to show this vision, using using a P. Schematic which I would call as House of Ucr

96
00:14:29.980 --> 00:14:31.870
UCR: graduation

97
00:14:32.060 --> 00:14:48.880
UCR: as you build a hubs. Of course there is this bedro, that foundation
right? And so what are the foundation blocks of of this house of Ucr
activation? The way I see it is the advocacy of graduate students and
postdocs.

98
00:14:48.960 --> 00:14:51.270
UCR: Student and postdoc

99
00:14:51.480 --> 00:14:54.290
and Staff professional development.

100
00:14:54.690 --> 00:14:58.580
UCR: A strong collaboration with colleges, schools.

101
00:14:58.630 --> 00:15:05.290
UCR: grad council that's student government academic senate across crops.
You see

102
00:15:06.710 --> 00:15:20.620
UCR: transparency, agility, calculated risk. Basically if you don't take
risk, there's no innovation. So if you have to fail, the mantra is fail
fast, so that you can learn fast, and then pivot

103
00:15:20.670 --> 00:15:22.560
UCR: to a better, better future.

104
00:15:22.830 --> 00:15:27.250
UCR: And how do you own the trust of other people that you work with?

105
00:15:29.890 --> 00:15:47.820
UCR: Do you identify the global, a local strategic partnership in in
whatever you do, whether it be a recruitment, whether it be retention,
how can we get best practices from other places, and realize that this is
a team sport. We have to employ a piece for thinking

106
00:15:48.040 --> 00:15:56.090
UCR: so. How do you form the the right kinds of how do you have the right
team? The dream team

107
00:15:57.480 --> 00:15:58.290
UCR: off.

108
00:15:58.930 --> 00:16:05.280
UCR: I like this notion of okay, You know your bedrock. Then you have your pillars, and so these would

109
00:16:05.530 --> 00:16:13.750
UCR: is is of illustrated 5 pillars that that we could. We could build our house off our best student experience and care, right

110
00:16:13.830 --> 00:16:22.540
UCR: innovative, impactful, interdisciplinary, and immersive. The 4 eyes of graduate programs

111
00:16:22.670 --> 00:16:29.000
UCR: like. and he embrace a

112
00:16:29.250 --> 00:16:32.930
UCR: and aligned with the research mission and

113
00:16:32.980 --> 00:16:39.520
the campus level strategic plan to Ucr by 30 and

114
00:16:39.570 --> 00:16:46.770
UCR: very important student centric, and the fact that it is sponsor. That's all services.

115
00:16:47.880 --> 00:16:53.420
UCR: So if you have those general mission tellers, then you could

116
00:16:53.730 --> 00:16:55.990
UCR: have the roof, which is

117
00:16:56.030 --> 00:16:57.210
UCR: they don't start

118
00:16:57.260 --> 00:17:14.760
UCR: that you become a Premier R. One grad School University as as part of au status enhanced student success. And what is the graduate? Prompt, right? We all talk about graduation

119
00:17:14.760 --> 00:17:23.550
UCR: as as graduate teams. But what is the end? Goal? Right gainful
employment? What is the graduate promise. If you graduate from Ucr.

120
00:17:23.770 --> 00:17:25.250
UCR: what does it entail?

121
00:17:25.480 --> 00:17:35.150
UCR: Right? What is the impact, the urban impact, the what is? What is
the benefit to the society

122
00:17:35.160 --> 00:17:39.390
UCR: right? So that that has to be that story has to be told.

123
00:17:39.570 --> 00:17:46.310
UCR: And then just so that Ucr becomes a destination of choice for our
students faculty and staff.

124
00:17:47.880 --> 00:17:48.720
UCR: So

125
00:17:48.730 --> 00:18:06.260
UCR: how would I work towards it? I would use the and that begins by
staying. Curious, what do you mean by curious, active, listening, asking
questions, and s0 0n.

126
00:18:06.410 --> 00:18:17.560
UCR: making connections. So just being curious doesn't help a whole lot.
Once you are curious, you talk to different people. Then you can connect
different people and different users. Right?

127
00:18:18.400 --> 00:18:23.280
UCR: But again, connections are good. Networking is good. But then.

128
00:18:23.610 --> 00:18:27.630
UCR: of those connections, how do you create value? So each

129
00:18:27.720 --> 00:18:36.510
UCR: architecture of your connection would lead to different kinds of
values, so that that's the 3 C model. Stay curious.

130

00:18:36.840 --> 00:18:44.120
UCR: making connections, creating creating value. So stay curious to make, and so that can help you to make connections

131
00:18:44.180 --> 00:18:47.190
UCR: and make connections, so that it will help you to create that.

132
00:18:49.440 --> 00:19:00.170
UCR: How would I work towards achieving that vision work with the various offices, Deans International Affairs office

133
00:19:00.500 --> 00:19:03.410
UCR: Advancement Office. And there's basically

134
00:19:03.440 --> 00:19:10.980
UCR: anything that touches or could touch graduate culture growth funding opportunities at at Ucr.

135
00:19:12.150 --> 00:19:21.850
UCR: One of the good things that I I want to make sure you understand. I do not claim to have all the answers which forces me to listen to people, see their input

136
00:19:21.970 --> 00:19:23.430
UCR: and collaborate with people.

137
00:19:24.970 --> 00:19:36.470
UCR: I have successfully led the creation and implementation of graduate office strategic plan at my institution. So I feel quite comfortable doing this.

138
00:19:37.660 --> 00:19:44.240
UCR: I fully recognize that this is a team Support and buying from media stakeholders is very critical for sepsis.

139
00:19:44.310 --> 00:19:45.130
UCR: And

140
00:19:45.420 --> 00:19:49.590
you do that when I say collaboration, you bring various voices at the table.

141
00:19:49.890 --> 00:20:01.650

UCR: and I truly believe in this 2 plus 2 37 magic. But bigger things happen when you gather different people with different viewpoints to to the table.

142
00:20:02.990 --> 00:20:05.500
UCR: and I I I would

143
00:20:05.540 --> 00:20:21.320
UCR: I practice transparency, open lines of communication, proper delegation, people, empowerment and and being vulnerable. I don't know something. I'll tell you. I don't know something, but we can. We can all together work to to find something better

144
00:20:21.490 --> 00:20:25.260
and use data and different approaches in decision making.

145
00:20:25.290 --> 00:20:29.520
UCR: So that will be an objective decision making strategy.

146
00:20:30.730 --> 00:20:35.310
UCR: So with that I would like to conclude my

147
00:20:35.400 --> 00:20:42.340
UCR: 20 min presentation, and i'm open to any questions some that you may have.

148
00:20:44.050 --> 00:20:57.920
Rocio Hidalgo: Thank you, Dr. A. Lot of. And so for all of our online participants, please submit your questions, using the Q. And a feature to kick us off. We do have a couple of questions that were submitted during a registration.

149
00:20:58.190 --> 00:21:01.150
Rocio Hidalgo: so I will reach one of them. Dr. Avada.

150
00:21:01.210 --> 00:21:07.590
please tell us about how you plan to support the Grad Success Office, staff and mission.

151
00:21:09.760 --> 00:21:11.000
UCR: so

152
00:21:11.120 --> 00:21:22.170

UCR: I I. I have read what what I know is what I know just from reading on the on the website and meeting with the

153
00:21:22.310 --> 00:21:29.780
UCR: one graduation staff members in in the last 2 days. I would like to know

154
00:21:30.130 --> 00:21:47.760
UCR: what what is the current state of of affairs, what are the areas in which a help is needed. And so I think there are different models around the country that that we can refer to, that can be used as benchmarks.

155
00:21:47.760 --> 00:22:05.520
UCR: I know there is a Michigan model. I know there are some other successful models. Again that can be used as just a reference point. It'd be Council of graduate schools. We talk about a lot of resources that are available. So.

156
00:22:05.610 --> 00:22:16.120
UCR: talking to to the staff, and such, and getting an understanding of what exactly are the things that that need attention, and what kinds of help is needed

157
00:22:16.540 --> 00:22:19.140
UCR: would help me guide a guide.

158
00:22:22.720 --> 00:22:26.480
Rocio Hidalgo: Thank you. We have a question from our Q. A.

159
00:22:26.830 --> 00:22:44.190
Rocio Hidalgo: The campus has some aggressive enrollment growth goals specifically at the undergraduate level. What are your thoughts regarding? How how graduate student enrollment needs to align with that of undergraduates, and how would you work to ensure that alignment integration happens?

160
00:22:45.070 --> 00:22:48.070
UCR: I I I I would I would

161
00:22:48.100 --> 00:22:54.670
UCR: definitely work with other units on on the campus to understand again again a better understanding of

162
00:22:54.680 --> 00:23:13.560

UCR: what these goals are. I I do refer to the Ucr 2,030 campus strategic man. And, by the way, I I read the news that you have your Vice Provost for undergraduate education, that that you recently announced.

163
00:23:13.560 --> 00:23:24.360
UCR: People like that I would like to talk to people in the Enrollment office would like to get more a

164
00:23:24.630 --> 00:23:39.450
UCR: just in information from from the academic teams and and s0 0n. Basically the stakeholders understand what is the right kind of mix that we need to have the undergrad grad brand mix for this University

165
00:23:39.500 --> 00:23:42.150
UCR: an and then there.

166
00:23:42.590 --> 00:23:48.600
UCR: So, especially if you look at graduate education as opposed to undergrad

167
00:23:48.610 --> 00:23:59.840
UCR: graduate education is quite decentralized. So it it's it's more of a ground up that type situation where a lot of coordination is needed.

168
00:24:05.120 --> 00:24:17.290
Rocio Hidalgo: Thank you. The next question was submitted during registration. How will you plan to advocate for graduate student focus during the time of huge undergraduate expansion?

169
00:24:18.970 --> 00:24:20.620
UCR: I I I think I

170
00:24:21.040 --> 00:24:30.350
UCR: it it it has been, I think, a lot of times you the it just because you have to graduate

171
00:24:30.730 --> 00:24:38.060
UCR: it is expanding doesn't mean that we cannot focus on graduate education, right? And it it is. Those 2. Are

172
00:24:38.110 --> 00:24:53.250
UCR: It's not like a either, or ideal right? I think you would focus on on, on, on, on graduate students, by listening to their their needs. Being an advocate working with the

173
00:24:53.250 --> 00:25:09.180
UCR: I don't know the equivalent to association like a council of grad students and various professional organizations, talking to them on a regular basis, understanding their view points, and and and then

174
00:25:09.250 --> 00:25:24.180
UCR: taking it up, being a liaison being an advocate. When we talk to the upper administration, those are things that that granted Dean is expected to do, and I I

175
00:25:28.310 --> 00:25:29.240
Rocio Hidalgo: thank you

176
00:25:30.190 --> 00:25:42.260
Rocio Hidalgo: another question that was submitted during registration. Describe your experience working with international graduate students. What are special concerns, safe, base, and how have you advocated for them

177
00:25:43.380 --> 00:26:03.280
UCR: so in international students they they they are coming from first of all. They are coming from a different country to in in many to the Us. And sometimes they may be coming from a different educational system, and and it takes time to adapt and

178
00:26:03.280 --> 00:26:06.220
UCR: to the to the Us. Education system.

179
00:26:06.280 --> 00:26:24.060
UCR: So they need all the help that that that you can give provide to them. Of course, some other things are are common even for international students, whether it be financial support, mental health, and and s0 0n, so forth.

180
00:26:24.060 --> 00:26:29.250
UCR: But there's also a lot of uncertainty. So let me give you an example.

181
00:26:29.400 --> 00:26:42.550
UCR: They'd be when I was a graduate team. We had a lot of doctoral students from Libya, and it's put it until the people happen. And we had about

182

00:26:42.630 --> 00:26:46.760
UCR: close t0 65 plus doctoral students from Libya.

183
00:26:46.770 --> 00:27:01.150
UCR: And so when this political people happen, their funding was all of when it overnight was, they didn't know what what would happen right their families. They have children, right? So

184
00:27:01.810 --> 00:27:19.660
UCR: I I took leadership role in in in in listening to them I worked with the International Affairs Office. I worked with the provost office and was successful in releasing emergency fonts, at least to take care of them for a couple of months, until the

185
00:27:19.660 --> 00:27:39.610
UCR: funding situation was, was properly resolved. So those are things that sometimes you need to act fast and and help the students. And so that's just an example of what what could be done quickly, so that

186
00:27:39.620 --> 00:27:46.620
UCR: again there are things about financial wellness, physical wellness, and

187
00:27:47.120 --> 00:27:49.940
UCR: mental well, or or or the top 3.

188
00:27:54.540 --> 00:27:55.830
Rocio Hidalgo: Thank you.

189
00:27:56.870 --> 00:28:03.600
Rocio Hidalgo: Now Here's another question from submitted during registration. What is your vision for graduate recruitment?

190
00:28:06.360 --> 00:28:22.840
UCR: The the my vision for graduate, when recruitment would be, would be, we will have to look at again. The University Level strategic plan have our own hopefully the gradient division plan that has been vetted by various stakeholders.

191
00:28:22.840 --> 00:28:32.850
UCR: and it has to be a a a ground up type thing. It cannot be dictated from the top. The it has to be ground up, and so

192
00:28:33.000 --> 00:28:43.460

UCR: the discussions that we would have is, what is that when you say graduate? And what kinds of graduate programs are we talking about? What kind of master's? Phd.

193
00:28:43.530 --> 00:28:50.670
UCR: He says, non pieces, domestic, international minority. So there are different

194
00:28:51.040 --> 00:29:06.520
UCR: market segments to do those, and there is different strategy that we would have to have, and there are different targets that one could possibly as as far as to an establish. But that would mean that you'll have to have

195
00:29:06.520 --> 00:29:15.680
UCR: greater discussion with the with the stakeholders with the departments, with the academic Deans to in order to come up with those kinds of things.

196
00:29:18.800 --> 00:29:25.790
Rocio Hidalgo: Thank you. Just a reminder for all of our attendees, you're welcome to use our Q. A. Feature to some your questions.

197
00:29:26.070 --> 00:29:29.390
Another question that was submitted during registration.

198
00:29:29.400 --> 00:29:34.350
Rocio Hidalgo: Please tell us your vision to advance Dei issues for Ucrs grad divisions.

199
00:29:35.860 --> 00:29:37.260
UCR: So the

200
00:29:38.840 --> 00:29:53.230
UCR: when you talk about there are a number of number of issues that that we can, we can think about, but it has to be a systematic. It cannot be just a shotgun type approach. But certainly.

201
00:29:53.690 --> 00:30:12.440
UCR: if you, if you think about some of the things that people people do talk about is the the recruitment part of it? Okay, what kinds? Where are you trying to recruit from? What places are you going to to recruit from. Are you looking at the pipeline type issues, or do you have collaboration with.

202
00:30:12.510 --> 00:30:23.500
UCR: for example? Hpc: You do you have the what conferences do you go to, so that you are. You're recruiting. What do you have any? Does your faculty have

203
00:30:23.520 --> 00:30:35.620
UCR: collaborations with faculty from H. Pcu. Institutions? So those are meaning that important recruitment piece. But once you recruit, what about retention? How do you make sure

204
00:30:35.630 --> 00:30:36.620
UCR: that

205
00:30:37.120 --> 00:30:52.680
UCR: E. E. I. Issues are taken into account, including retention? What are the special factors that act as hindrances for underrepresented and minority students. And how can we

206
00:30:52.980 --> 00:31:04.680
UCR: remove those hindrances, right? Whether it what kinds of things are needed that that really need to be as addressed proper right during even during retention.

207
00:31:04.690 --> 00:31:17.250
UCR: And then, of course, a graduation time to time to degree. And so we'll have to be very much, not adding to. But we'll have to have

208
00:31:17.260 --> 00:31:19.930
UCR: we to.

209
00:31:20.130 --> 00:31:38.560
UCR: In fact, we'll have to collect the data to say what has been the impact of our efforts on student retention, student recruitment to graduation, those types of things. So there are a number of national models out there that one can consult.

210
00:31:38.560 --> 00:31:42.520
UCR: so there's no many. I think there's a lot of information there.

211
00:31:42.530 --> 00:31:44.460
UCR: Look at

212
00:31:44.580 --> 00:31:48.290

UCR: comparative schools, but again, it

213
00:31:48.530 --> 00:31:56.640
UCR: needs a a more nuanced approach. We'll have to understand the real needs of this year before we draw that.

214
00:32:00.590 --> 00:32:01.890
Rocio Hidalgo: Thank you.

215
00:32:02.020 --> 00:32:07.250
A question from our online attendees. How would you describe your management style.

216
00:32:08.880 --> 00:32:15.320
UCR: As as I mentioned in my previous slide, I can. I can go back there

217
00:32:15.390 --> 00:32:20.190
UCR: basically transparency, open lines of communication, proper delegation

218
00:32:20.250 --> 00:32:38.820
UCR: people in partner and being vulnerable. And basically if you believe that this is a, this is a team sport. And the guiding framework, as I had mentioned in my first slide is your decision making becomes more clear.

219
00:32:38.820 --> 00:32:40.730
crystal clear. If you say

220
00:32:40.780 --> 00:32:48.520
UCR: I would place our office with place, student interest, front and center and zoom, such as we are not. Star.

221
00:32:52.020 --> 00:32:53.120
Rocio Hidalgo: Thank you.

222
00:32:53.230 --> 00:33:01.630
Rocio Hidalgo: Another question from our online attendees in your view and experience, what is the role of distance, learning, and graduate education?

223
00:33:11.420 --> 00:33:12.480
UCR: I think

224
00:33:12.900 --> 00:33:28.680
UCR: many more and more if you think about it. We talked about. I talked about it very briefly, but it's not just linear learners. There are a lot of people who have to support families while they are working.

225
00:33:28.680 --> 00:33:46.590
UCR: and they would like to. They would like to also get a graduate education. Some of them would like to do lifelong learning, and so especially for working professionals, it it becomes. This is. Education is, is, you know.

226
00:33:46.930 --> 00:33:51.990
UCR: is a lifesaver in in many cases, because it is

227
00:33:52.120 --> 00:34:00.690
UCR: proudly accessible and convenient that suits their schedule. And this is one of the mistakes there

228
00:34:00.740 --> 00:34:09.460
UCR: you can be having a proper understanding of where a distance education could help where hybrid education could help.

229
00:34:09.480 --> 00:34:17.940
UCR: Those are those are things that have to be discussed by different different programs, because it may be

230
00:34:18.469 --> 00:34:30.409
UCR: not easy to to have lab based courses done by distance, and it it would probably dilute. But so there. But there are some courses where distance into education.

231
00:34:30.409 --> 00:34:42.000
UCR: It it is possible to give a quality degree program offered to distance, so we'll have to look at it on, at least by case space at the program level. But

232
00:34:43.159 --> 00:35:01.010
UCR: for for for for certain disciplines, definitely, especially for graduate education. Some of the disciplines, whether we manage that some of the engineering programs. Business education has been a lifesaver for professional professionals.

233
00:35:05.100 --> 00:35:16.290

Rocio Hidalgo: Thank you. We have another question from our online participants. The graduate students in your vision seem to be predominantly students and masters programs.

234
00:35:16.330 --> 00:35:26.600
Rocio Hidalgo: For example, internship drop placement, alternative career, 4 plus one and 3 plus 2, which might be different from traditional Phd: students.

235
00:35:26.640 --> 00:35:31.240
Rocio Hidalgo: How do you see the future of graduate education and Phd. Programs?

236
00:35:33.870 --> 00:35:40.170
UCR: I I think I think the the when you look at the the the Phd programs.

237
00:35:40.610 --> 00:35:44.670
UCR: Most of the most of the Phd programs are research intensive.

238
00:35:44.730 --> 00:35:55.690
UCR: So definitely there is a place for for both to to Co. Exist. And so

239
00:35:56.980 --> 00:36:02.820
UCR: one of the things that that it doesn't matter whether it's a Phd. Or a masters one has to look at

240
00:36:03.070 --> 00:36:12.840
UCR: What does what happens at the end of the day. Once you get your Phd. Once you get your masters, what kinds of jobs are you getting? What kinds of jobs are our students getting.

241
00:36:12.890 --> 00:36:28.010
UCR: and how to. We make sure our students are more competitive. Right? So those are. Those are, I think, things that that we will have to think about. We'll have to think about definitely the the career placement

242
00:36:28.010 --> 00:36:43.340
UCR: you have to after Ph. D. And what are the what are the greatest paths that that are? We just focused on on academic paths Are many of our students interested, and do they go to research labs, or maybe.

243
00:36:43.340 --> 00:36:48.820
UCR: or in the organization? So so what what are those career paths

244
00:36:48.870 --> 00:36:50.890
that that needs to be understood?

245
00:36:55.500 --> 00:37:06.900
Rocio Hidalgo: Thank you. This is a question that was submitted during registration. What is your vision for staff support and for training for graduate program advisors in the departments.

246
00:37:08.840 --> 00:37:22.670
UCR: So we're going to say it. Training for graduate program advisers Are these faculty advisors or staff in. Why does it say anything? It does it doesn't specify, but maybe cover both. Okay.

247
00:37:23.030 --> 00:37:24.930
UCR: So so

248
00:37:25.040 --> 00:37:32.880
UCR: at our at my institution I used to hold a a monthly monthly meeting of all all the

249
00:37:32.890 --> 00:37:38.220
UCR: graduate coordinators, both back to the end staff

250
00:37:38.240 --> 00:37:52.620
UCR: so that we can. We can talk about various issues. For example, if you want to talk about any policy changes that need to happen. That was a to to talk about. If if a faculty

251
00:37:53.300 --> 00:38:06.830
UCR: had some innovative thinking going on in in their department. That would be a forum to say, this is the best practice that we have not, so that other departments can can learn about it.

252
00:38:09.170 --> 00:38:16.490
UCR: We had just a at that time procured the the slate system, so

253
00:38:16.570 --> 00:38:29.490
UCR: that was very helpful for for the staff to done, and we trained in the, in, the, in, the the so train the trainer type programs.

254
00:38:29.740 --> 00:38:34.810
UCR: So there were degree audit systems right? So Staff would

255
00:38:35.380 --> 00:38:46.500
UCR: staff in individual departments would help, so that they could attend some of these training sessions offered by the by, the a graduate office, and so s0 0n, so forth.

256
00:38:46.820 --> 00:38:51.530
UCR: So, having frequent regular meetings.

257
00:38:51.540 --> 00:38:54.890
UCR: The Council meetings.

258
00:39:04.290 --> 00:39:10.150
Rocio Hidalgo: All right. Thank you so much. This is a question that was submitted. Dream registration.

259
00:39:11.240 --> 00:39:18.570
What are the most pressing issues facing international students. How have you advocated for them in your previous positions?

260
00:39:20.080 --> 00:39:24.740
UCR: So so as for an international student.

261
00:39:26.070 --> 00:39:31.590
UCR: they they are coming here. And so a lot of lot of times

262
00:39:32.160 --> 00:39:38.880
UCR: e living up here right? I mean they are. They're talking about the

263
00:39:39.860 --> 00:39:59.470
UCR: suppose. Let's say they are on a financial financial aida. Let's say they are the financial uncertainty. So how do you? How do you address those types of things? Typically, most of the assistance ships and fellowships are on on a yearly basis. Right? So

264
00:39:59.470 --> 00:40:01.640
UCR: how? How? How can

265
00:40:02.140 --> 00:40:13.730
How is it but it's possible to have on month a year assistance? Is it possible? Housing? What about housing, and then.

266
00:40:13.890 --> 00:40:14.720

UCR: all right.

267
00:40:14.890 --> 00:40:20.230
UCR: What are the various options that that we could? We could we could help and provide provide for them

268
00:40:20.300 --> 00:40:22.010
mentally help.

269
00:40:22.980 --> 00:40:32.350
UCR: They are under a lot of stress to perform. Very well, right? And so what? What? How do we? How do we help them

270
00:40:32.400 --> 00:40:42.780
UCR: with with the potential mental health type issues. of course, after graduation, what are the career plans, and how do we eventually prepare them

271
00:40:42.790 --> 00:40:47.020
UCR: for their their career? Advance is a very important part of it.

272
00:40:47.140 --> 00:40:56.270
UCR: Professional development, right? How do we? How do we? And, for example, like our at our institution?

273
00:40:56.440 --> 00:41:04.760
UCR: I used to have graduate students participate in things like educate dinner and things like that, so they are better prepared for engineers.

274
00:41:04.980 --> 00:41:13.310
UCR: How to dress up for success at the interview, how to give a 3 min like your

275
00:41:13.330 --> 00:41:23.320
Brad Slam type type events. So those are things that that that can be done to support our international students.

276
00:41:26.410 --> 00:41:36.120
Rocio Hidalgo: Thank you. A question from our online participants. How will you support graduate division staff? And they seek professional development opportunities?

277
00:41:37.880 --> 00:41:41.190

UCR: What? What? One of the one of the things that

278
00:41:41.290 --> 00:41:45.250
UCR: can be looked at is, find out if there are what are things wrong

279
00:41:45.270 --> 00:41:47.450
UCR: 2 times one is internal and external.

280
00:41:47.490 --> 00:42:07.080
UCR: so internal. I mean, what are the professional development of opportunities that exist within the Uc. Or the Uc. System that they could possibly attend, they could possibly go to, so that that so that would be something that that that can be looked at. If there are some of the staff

281
00:42:07.270 --> 00:42:08.020
UCR: it

282
00:42:08.360 --> 00:42:23.860
UCR: when I was a graduate or interested in a higher education. So how can we make a Is that possible? Some some flexible scheduling so they can. They can take classes, and s0 0n, so forth. So that was part of it

283
00:42:23.930 --> 00:42:41.970
UCR: when we talk about it. So I I I would. I would encourage them to go to conferences like the Midwest Association of would add to schools. I'm pretty sure there's a Western association of graduate schools here that they could possibly go to and then learn from

284
00:42:41.970 --> 00:42:48.980
UCR: graduate schools in the in the western region, for example. and look at what are the best practices that are being

285
00:42:49.460 --> 00:42:50.540
UCR: you to

286
00:42:50.580 --> 00:42:59.280
UCR: in other schools, and then hopefully, they will bring them back to you see our So I think

287
00:42:59.770 --> 00:43:06.880
UCR: professional development of graduate staff division is is very, very critical and important.

288

00:43:11.180 --> 00:43:26.310
Rocio Hidalgo: We have another question from our online participants. Where do you see advantages and disadvantages of cohort funding administered by graduate Division versus block grants to colleges and schools to support Phd. Students?

289
00:43:28.450 --> 00:43:34.290
UCR: I I don't know enough. I've heard in my discussions with the

290
00:43:34.300 --> 00:43:39.120
UCR: with, the with, the with the with the people, that I met

291
00:43:39.350 --> 00:43:55.490
UCR: cohort and block planting, because these are. This is very much a Ucr specific, Mingo. So I've heard bits and pieces of it, so i'm still in the understanding about, so I I don't think I would be able to comment on that.

292
00:43:59.050 --> 00:43:59.830
Rocio Hidalgo: Thank you.

293
00:44:01.110 --> 00:44:04.120
Rocio Hidalgo: A question that was submitted during registration.

294
00:44:04.510 --> 00:44:14.740
Rocio Hidalgo: Well, graduate education need to change to address changes in student priority priorities towards careers, valuing skills over scholarships.

295
00:44:17.210 --> 00:44:20.700
UCR: Did I? I think you you can. I mean

296
00:44:21.910 --> 00:44:31.310
UCR: skills. Skills are important, but when you talk about graduate education, especially for

297
00:44:31.440 --> 00:44:45.810
UCR: the research type type programs. Right? When you talk about master's thesis and Phd. Scholarship is a very important part of it, right? But when you are talking about professional programs, whether when I say professional programs.

298
00:44:45.820 --> 00:45:04.780

UCR: nursing, when you talk about management, these types of programs, there are these are viewed as professional programs, right? So there is more of that skilled building in there when you think about traditional

299
00:45:04.920 --> 00:45:10.850
UCR: computer science, not the theory, but this. We have learning, learning, languages and and

300
00:45:11.080 --> 00:45:27.230
UCR: apps, and that type of thing that is very much a professional development, that our skill set is more emphasized than than scholarship. But in in a master's thesis, or a Phd scholarship is

301
00:45:27.380 --> 00:45:28.830
UCR: very, very critical.

302
00:45:33.740 --> 00:45:37.960
Rocio Hidalgo: Thank you. This question was submitted during registration.

303
00:45:39.260 --> 00:45:46.050
Rocio Hidalgo: Tell us about a time you led an organization or group of individuals through significant growth or change.

304
00:45:47.290 --> 00:45:57.840
UCR: Well, when I, when I became the in in the at my my institution, our

305
00:45:58.590 --> 00:46:05.970
UCR: our enormment, we're in the

306
00:46:06.000 --> 00:46:25.980
UCR: a quite high right. And so basically it was not achievable, based on the resources and the infrastructure that we had. So we have to talk to to the radio stakeholders and say, these are unrealistic.

307
00:46:25.980 --> 00:46:32.250
UCR: New goals. New targets were set based on that discussion. And, in fact.

308
00:46:32.400 --> 00:46:38.650
UCR: during the end of my 10 years of of of career as a as a connection team.

309

00:46:39.130 --> 00:46:49.820
UCR: The Phd improvement in a Rose, 500 Or the Master's enrollment rose by about 60% or so. So

310
00:46:50.480 --> 00:46:55.960
UCR: So those are Those are times where I'm very proud of in terms of how

311
00:46:57.760 --> 00:47:04.870
UCR: my team led us to let our university through this phenomenal face of growth.

312
00:47:05.010 --> 00:47:07.100
you know sustained manner.

313
00:47:11.560 --> 00:47:12.400
Rocio Hidalgo: Thank you.

314
00:47:13.420 --> 00:47:24.350
Rocio Hidalgo: How can you tell this? This question was submitted through registration? Please tell us about your experience with shared governance. How have you been able to develop a collaborative partnership?

315
00:47:25.140 --> 00:47:40.870
UCR: Yeah, Like shared governance? You have to. You have to understand what is what is shared in there When you look at faculty, the academic freedom, the act. So the curriculum meaning that is mostly the faculty domain. Right

316
00:47:40.880 --> 00:47:57.050
UCR: so. But there are also some of the budgetary type. Type. Decisions are made by the by, the administration, so it has to be a a proper dialogue. Anytime you try to

317
00:47:57.050 --> 00:48:02.110
UCR: implement any of the many of the changes so.

318
00:48:02.200 --> 00:48:04.710
UCR: but certainly the

319
00:48:04.740 --> 00:48:16.260
UCR: the curriculum part of it is in in most of the institution depending on is primarily a faculty responsibility.

320
00:48:16.540 --> 00:48:20.160
UCR: Oh. I I think they

321
00:48:20.610 --> 00:48:29.430
UCR: back of the a strong, strong faculty shared. Governance is a very healthy for an institution.

322
00:48:29.880 --> 00:48:45.540
UCR: I right now, in fact, last a few years I've been serving on the faculty, for example, of the faculty, Senator, and there are many important committees that that the faculty

323
00:48:45.540 --> 00:48:51.560
UCR: serves on. That helps the administration. How

324
00:48:51.570 --> 00:49:00.210
UCR: work together on on important important issues, whether they be budget to issues, whether they be curriculum issues.

325
00:49:00.290 --> 00:49:09.880
UCR: And you know, promotion issues, those types of things so shared. Governance is a a healthy thing for the University.

326
00:49:13.860 --> 00:49:24.480
Rocio Hidalgo: Thank you. Another question that was submitted during registration. How have you been able to connect with students in your past roles and ensure their concerns, are heard.

327
00:49:25.800 --> 00:49:27.020
UCR: I,

328
00:49:27.540 --> 00:49:35.130
UCR: one of the as as I, as I can tell you as I just in my role as a as a graduate team, because that would be more relevant here

329
00:49:35.790 --> 00:49:55.420
UCR: for for about 10 years. I was also the faculty advisor for the Council of graduate students, and I was recognized by that group mail for many years for my contributions to helping them, and the way I would do that

330
00:49:55.420 --> 00:50:09.470
UCR: is, I would have

331
00:50:09.560 --> 00:50:28.040
UCR: if there is a any major issue I would take the time to to present it to to the to the graduate students, so that I can get and solve this their feedback and take it back, so that I, in my discussions with with the upper administration.

332
00:50:28.070 --> 00:50:42.200
UCR: and that has been that had been a a very fruitful relationship. First of all, that really helped me understand the the real needs of of of of the graduate students.

333
00:50:42.220 --> 00:50:49.110
UCR: and if any course collection needed to happen that help me to do false corrections.

334
00:50:53.550 --> 00:50:54.570
Rocio Hidalgo: Thank you.

335
00:50:55.460 --> 00:51:03.300
Rocio Hidalgo: Another question that was submitted during registration. What has been your greatest success in championing diversity, equity, and inclusion

336
00:51:07.710 --> 00:51:09.150
UCR: with beneath my name?

337
00:51:09.290 --> 00:51:15.370
UCR: Oh, there there are a few, but one of the one of the things that

338
00:51:16.050 --> 00:51:19.330
UCR: that I that I can think of is

339
00:51:19.630 --> 00:51:20.420
UCR: but

340
00:51:20.570 --> 00:51:23.000
the gem grad lab.

341
00:51:23.040 --> 00:51:35.270
UCR: So the we've we found a relationship with the gem. It's a national organization. And so it is for underrepresented students, and so

342
00:51:35.570 --> 00:51:48.300
UCR: trying to understand what are the barriers for graduate education?
And how do we help recruit and retain more undergraduate, more

343
00:51:48.320 --> 00:51:54.760
under represented students, int0 0ur graduate education we had

344
00:51:56.220 --> 00:52:04.020
UCR: the Grad lab, which is, which is a very nationally known program
offered by jam, and so that was

345
00:52:04.050 --> 00:52:05.950
UCR: that was held. And

346
00:52:06.340 --> 00:52:16.810
UCR: so basically it is helping our pipeline to think about graduate
education. So that was something that was that was very helpful on our
campus.

347
00:52:16.850 --> 00:52:31.090
UCR: The second thing is working with the the other thing that we did was
working with the deeds to work with the HP. Ceos and and identified the
specific points of contact.

348
00:52:31.160 --> 00:52:32.720
UCR: so that we can

349
00:52:32.900 --> 00:52:38.690
UCR: help recruit a diverse graduate students to come to Missouri as
well.

350
00:52:38.850 --> 00:52:50.830
UCR: So those are those are a couple of things that I can think of; but
at the same time we also had instituted some some scholarships.

351
00:52:50.840 --> 00:52:58.800
UCR: so to promote diversity, an inclusiveness in in in our in our
student body.

352
00:52:59.960 --> 00:53:01.900
UCR: One of the things that

353

00:53:02.100 --> 00:53:06.890
UCR: I I tried to do, but it had. It was initiate

354
00:53:06.960 --> 00:53:20.260
UCR: the thinking of a holistic admission in the in the graduate mission.
Right? So when you talk about Gr. E. Gmat, I type test.

355
00:53:20.550 --> 00:53:28.030
UCR: How do we look at an application packet holistically. Oh.

356
00:53:28.260 --> 00:53:37.630
UCR: the whole life experiences and such that has not yet been
implemented! But those are to this serious discussions that we have had

357
00:53:37.700 --> 00:53:39.930
UCR: in in our in our meetings.

358
00:53:42.960 --> 00:53:53.720
Rocio Hidalgo: Thank you. So we have time for one more question. This is
the last question that was submitted via registration, and it's it's a
great closing question, Why, you see our and why now

359
00:53:55.970 --> 00:54:05.190
UCR: you then, when I looked at the the job description for Ucr, one of
the things that stood out to me was that Ucr is number one

360
00:54:05.230 --> 00:54:23.590
UCR: and and social nobility. And at this stage of my career i'm
interested in doing something more more meaningful, something more
impactful. And this idea of social mobility talks to me. And and so

361
00:54:23.590 --> 00:54:33.500
UCR: i'm interested in doing something impactful, something
consequential, especially in an urban type type situation.

362
00:54:33.620 --> 00:54:48.910
UCR: When I look at Ucr, there are a number of good things that are going
on, whether it be a top dash program in and in toology. When you look at
the impact that you see how it has on

363
00:54:49.180 --> 00:54:59.030
UCR: citrus industry.

364

00:54:59.070 --> 00:55:13.800
UCR: So I would love to be working at this place. When I look at the growth story. The goal story has been phenomenal in the last 10 years at at Ucr. When you talk about enrollment and and such.

365
00:55:14.090 --> 00:55:24.090
UCR: and you look at the strategic plan of Ucr. 2,030, I think it's it's it's quite both actually and and forward looking.

366
00:55:24.200 --> 00:55:27.670
UCR: So those are things that that that

367
00:55:27.690 --> 00:55:28.810
UCR: appeal to me.

368
00:55:29.850 --> 00:55:30.810
UCR: And

369
00:55:31.940 --> 00:55:45.190
UCR: so what what was the other question? Why, you see our and why now? Because it again, as I said on a. On a personal note.

370
00:55:45.360 --> 00:55:50.260
UCR: I'm at the at the stage of my career where both my kids are are

371
00:55:50.420 --> 00:56:06.670
UCR: out in college. They talk to it with us anymore so slightly more open to change, and certainly would love to live in Southern California, not in this weather, but hopefully, whether it will be better next time.

372
00:56:09.720 --> 00:56:18.650
Rocio Hidalgo: Thank you, Dr. A lot of. And so at this time i'd like to give you an opportunity to address our attendees with any final remarks or thoughts.

373
00:56:19.480 --> 00:56:38.480
UCR: Oh, again, thank you. Thank you so much for for attending attending this this session, and listening to to the Q. A. And the in the presentation and my thoughts again. I want to appreciate the the search committee and the you see our community for giving me the opportunity

374
00:56:38.480 --> 00:56:52.220

UCR: to to present my case. I am excited, very excited about this this
position, and hope to make a contribution a meaningful contribution
moving over.

375
00:56:53.140 --> 00:56:53.990
UCR: Thank you.

376
00:56:55.010 --> 00:57:07.360
Rocio Hidalgo: Thank you, Dr. A Lota, and thank you, everyone for
participating during today's vision Seminar as a reminder, please be sure
to provide your feedback via the candidate Survey, which can be found on
the executive searches stage

377
00:57:07.550 --> 00:57:08.590
Rocio Hidalgo: Have a great day.

378
00:57:09.000 --> 00:57:09.790
UCR: Bye bye.