[LS 106] 14:02:01
All right, everyone, just a friendly reminder, we are recording this session.

[LS 106] 14:02:05
Okay, let's get started. Good afternoon, everyone. Thank you so much

[LS 106] 14:02:21
for taking the time to participate in today's Vision Seminar. As a part of UC Riverside's search for its next Dean for the Bournes College of Engineering. My name is Tanya Adams. I'm the Director of Human Resources and Executive Searches, and I'm pleased to be supporting this search.

[LS 106] 14:02:22
We're delighted to welcome Dr. Jamie Phillips. Dr. Phillips currently serves as the Associate Dean for Academic Affairs in the College of Engineering, and a professor in the Department of Electrical and Computer Engineering at the University of Delaware.

[LS 106] 14:02:36
Please be advised that we have provided Dr. Phillips with a prompt for the Vision Seminar, and he'll spend about 25 minutes or so discussing the following topics. The key opportunities and challenges facing higher education over the next several years, the specific opportunities and challenges he anticipates for the Bournes College of Engineering.

[LS 106] 14:02:54
And his vision for BCOE and how he would work to achieve that vision. At the conclusion of Dr. Phillips' presentation, we'll open up the session for questions. And with that, I'll hand it over to you.

[LS 106] 14:03:04
All right. Thank you, Tanya, and thank you, everyone, for the hospitality during this visit. Thanks

[LS 106] 14:03:20
to the

[LS 106] 14:03:20
asset team for the wonderful welcoming environment as a part of the visit, and thank you all for making me feel at home in this mid-Atlantic weather that I'm accustomed to.

[LS 106] 14:03:21
So, so I…

[LS 106] 14:03:24
Titled the presentation "Engineering Opportunity, because I feel like that is what engineers do, and that is what I believe that UC Riverside does particularly better than anyone else.

[LS 106] 14:03:37
So I guess you already heard the prompts. So I'm just going to continue the conversation discussing about first I'm going to give you a little bit of my background, since I didn't get to meet with all of you necessarily individually.

[LS 106] 14:03:52
To show you what shaped my perspectives and why I am interested in this position in particular, also discuss my perspectives on the opportunities and challenges in higher ed.

[LS 106] 14:04:05
specific opportunities and challenges for the Bournes College of Engineering, and finally, what I feel is a starting vision for what the next team would look for.

[LS 106] 14:04:18
So, my path, I guess I'll go way back. I grew up born and raised in Michigan, if you're from there, you can point to where you are. I was born and raised in Plymouth, Michigan.

[LS 106] 14:04:28
near the big three auto industry. I'm a product of the public education system. I had a large public school, even in high school. My graduating class was about a thousand, so that is practically a university in itself.

[LS 106] 14:04:43
I was surrounded by the big three, and my father was a first-generation college student.

[LS 106] 14:04:51
Was not an engineer. I had no idea what an engineer was necessarily. I knew I was good in math and science. And being surrounded by the big three, I just knew engineers were problem solvers, and that is something that I gravitated towards.

[LS 106] 14:05:05
And ultimately, um, chose to go down the street to the University of Michigan as starting in their engineering program. So I'm going to give in some of my background, some reflections, and I'll say to start with that the environment and the role models that you're surrounded by are among the most influential in determining your path.

[LS 106] 14:05:26
So in the undergraduate years, as I mentioned, I attended the University of Michigan, was a tremendous experience at a public R1, not just what I did in the classroom and in the lecture setting, but also the breadth of experiences I had.

[LS 106] 14:05:41

Among those for me, I'm a marching band kid, so here's a picture of when I had the pleasure of being in the aircraft carrier at the Holiday Bowl in San Diego.

[LS 106] 14:05:52
And that was a big part of my experience. And I ultimately chose undergraduate in electrical engineering. I was intrigued by semiconductors. Maybe what goes around comes around, but it was a hot time for semiconductors and the development of microprocessors and.

[LS 106] 14:06:08
Uh, personal computers. I'm gonna date myself, but if anyone's old enough to remember these Intel commercials where they made chip-making cool with disco suits and great, uh.

[LS 106] 14:06:20
music, and uh… now I think that's, uh, coming around again.

[LS 106] 14:06:25
And I would say one of the things that really shaped me is that the faculty mentors I had.

[LS 106] 14:06:30
help me find my path in semiconductors and where my passion was, but also open my eyes to what graduate school could be.

[LS 106] 14:06:39
Nobody in my family had gone to graduate school, let alone considered something like a PhD, and it was faculty mentors who kind of opened the door for that for me. So the opportunities offered by public R1 universities are amazing, and uh…

[LS 106] 14:06:55
access and opening doors is something that is very distinctive and needs to, uh.

[LS 106] 14:07:01
is a core part of an R. One.

[LS 106] 14:07:05
So, in graduate school, I did continue on at the University of Michigan.

[LS 106] 14:07:10
and also continued on as a postdoctoral researcher at Sandia National Labs, and up the road here in Southern California as a research scientist at Rockwell Science Center in Thousand Oaks. And I had a tremendous opportunity to engage in state-of-the-art research.

[LS 106] 14:07:27

on self-assembled quantum dot optoelectronics, shown here as a picture from my… figure from my thesis, for example, and also a picture of a state-of-the-art focal plane array from Rockwell Science Center that's used for astronomy.

[LS 106] 14:07:42
And I think we're at the cutting edge in all of these aspects in the activities I was involved in. And what really enabled that is the core investments in research and the infrastructure, which ultimately leads to highest impact outcomes.

[LS 106] 14:07:58
Ultimately, while I was very happy in Southern California, the academic life became calling. There was an opportunity to join the University of Michigan back at my alma mater.

[LS 106] 14:08:12
continued as an investigator, expanding my research on infrared detectors, and moved into different directions on thin film electronics, photovoltaics, and small energy harvesting devices, such as shown here.

[LS 106] 14:08:28
Thought I'd show a great picture of my research group right outside of the clean room.

[LS 106] 14:08:33
Also, I got involved. This is where I really dug into education, or where I became, uh, first involved in engineering education, scholarship of teaching and learning, and a lot of that was due to university initiatives that we had in trying to enhance the educational experience for our students.

[LS 106] 14:08:52
I also think the department chair recognized my enthusiasm and my passion for undergraduate education, and asked me to serve as associate chair. Did that and helped to reform our undergraduate curriculum. I also served for some time as, uh.

[LS 106] 14:09:10
Our Lurie Nanofabrication facility or clean room director.

[LS 106] 14:09:15
And again, in my reflection here, that mentoring, the mentors you have around you and university initiatives are critical for faculty development.

[LS 106] 14:09:26
So in that leadership trajectory, I saw a different pathway, and some people started nudging me to think about, maybe you should think about some other leadership opportunities, such as being department chair. I wasn't sure I was ready yet, but then an opportunity did present itself.

[LS 106] 14:09:42
at the University of Delaware, and I left there in 2020 to become a chair. They were looking for someone with an outside perspective who could, say, reinvigorate a department that was mostly internally focused, let's say.

[LS 106] 14:09:59
And I hope to develop and execute a strategic plan. I'm showing an example image here. I know you can't read everything that's on here. That was somewhat intentional that don't want you to dig into all of that right now. Uh, but helped to develop a strategic plan that I think had some outstanding outcomes.

[LS 106] 14:10:17
And Dave will talk about a few of those on my track record in future slides.

[LS 106] 14:10:24
also served as interim Dean for some period following a paused dean search and also where I currently serve as associate Dean for Academic Affairs, which is really primarily focused on faculty development and support.

[LS 106] 14:10:39
So in my reflections there, I think one thing that I really learn is that the people in the community you build are probably the most important part to have a foundation for a successful organization.

[LS 106] 14:10:52
So, with that background, I think maybe you can see where this all ties, hopefully to my interest as Dean at the Bournes College of Engineering. So those aspects that you see that shape me.

[LS 106] 14:11:06
all connect very closely to what I see at UC Riverside.

[LS 106] 14:11:10
So the environment role models, the pathway, the ability to open doors for students is core to what I see at UC Riverside as being number one in terms of social mobility and access for students.

[LS 106] 14:11:26
Also, you are showing that, um.

[LS 106] 14:11:31
Research Excellence, and the student access can work hand-in-hand very closely. All right.

[LS 106] 14:11:38

Also that you have a commitment to research as a major public R1 university, and it also is on a pathway where you have tremendous success so far tremendous success in research centers, things like CERT.

[LS 106] 14:11:55
the new SoCal Oasis Innovation Park.

[LS 106] 14:11:59
And I also see a true prioritization of investment in people, research, and innovation. And I also see.

[LS 106] 14:12:07
uh, firsthand, this is something you can't see online, but in interacting with all of you, a very collegial environment, and people who really want to work together, and are the people I would love to work with.

[LS 106] 14:12:19
All right. So I think that my leadership trajectory and my professional experiences helped prepare me for the role.

[LS 106] 14:12:26
But it's really the mission and the alignment to what I see is… to what I most value is why I'm interested in the role. Okay.

[LS 106] 14:12:35
All right. Now on to headwinds and opportunities, let's see here. So what are the key opportunities and challenges facing higher ed over the next several years? So most common phrase we keep hearing are headwinds or challenges or things that are kind of.

[LS 106] 14:12:52
An obstacle.

[LS 106] 14:12:54
And we've seen a lot of those over the past couple of years.

[LS 106] 14:12:58
So if I look at my rundown, I think a key aspect, which I've heard in the conversations here, are flat revenue. Enrollment in particular is, uh…

[LS 106] 14:13:09
Connected, of course, to the college population, and we know that there's a shrinking college-age populations. There's going to be increasing competition and bringing in students to the university, particularly undergraduates.

[LS 106] 14:13:24
And connected with that, also we have to keep tuition in check, so we need to provide access to students to be able to afford an education.

[LS 106] 14:13:36
Uh, so we can't hike tuition to bring in more revenue. We also have at many institutions, tuition discounting to try to bring students in.

[LS 106] 14:13:45
Which, of course, has a price to pay, essentially, on less revenue that's actually going into the academic programs to offer them.

[LS 106] 14:13:55
We also have rising costs, the cost of living is going up, and we need to be able to support our faculty and staff among this or in light of this higher cost of living.

[LS 106] 14:14:05
Also, the cost of doing business is just becoming more expensive. We have increasing demands on the research side for research compliance.

[LS 106] 14:14:13
And we also need greater attention to student success and well-being.

[LS 106] 14:14:18
hearing things about how do we bridge the gap, for example, of students on math preparation in order to ensure their success, and that's going to take some work and resources and things that we weren't supporting before.

[LS 106] 14:14:33
Federal research funding. We know there's been it's been a kind of moving target. There have been a lot of reductions, terminations, and freezes, a lot of unpredictability in federal funding.

[LS 106] 14:14:46
So that is something that we need to get a handle on, and in some cases there are cuts across different agencies.

[LS 106] 14:14:52
We've seen, uh, challenges with international enrollment really related to immigration policies, and something that's really out of the university's control.

[LS 106] 14:15:03
And then, of course, something that everyone is talking about these days is really the AI transformation, which is going to have its impact on how we teach, learn, and how we do research. So there's multiple aspects about how we do it, how we offer our courses.

[LS 106] 14:15:18
How we actually learn things ourselves, uh, how we conduct research, how we manage our operations and where AI is going to plug in. I don't think anyone has a good answer yet about what the solutions are, but this is one of those headwinds, but also perhaps an opportunity.

[LS 106] 14:15:33
To help to do things more efficiently.

[LS 106] 14:15:38
All right. So put all those together, and I'll say I'll use a phrase from an article I probably should have cited it. Unfortunately, I didn't. Called it the best gift we never asked for.

[LS 106] 14:15:49
So when we have all those things coming together that are really, really challenging.

[LS 106] 14:15:53
You can't just stand by incremental change. You're going to have to make some bolder moves. You're gonna have to be more deliberate about how you evolve, or what actions you're going to take.

[LS 106] 14:16:04
And I think among those, which I've talked about in some of our meetings, one is, I think, a clearer case for value or the return on investment of a college degree.

[LS 106] 14:16:14
So we'd be very mindful about how we align our academic programs and what they're doing, what they're preparing students for.

[LS 106] 14:16:22
Also,

[LS 106] 14:16:24
our program should be workforce aligned.

[LS 106] 14:16:25
Uh, we can't operate in just looking internally, but we need to be sure that our academic programs are connected with the jobs and the workforce and what the opportunities the employers that are going to hire our graduates.

[LS 106] 14:16:39
connected with that, of course, are deep partnerships. We shouldn't be going this alone. We need to be deeply connected to industry.

[LS 106] 14:16:49
Uh, and that's going to only strengthen our academic programs, our research excellence, and our ability to connect innovation.

[LS 106] 14:16:57
Also, the public sector and our surrounding communities.

[LS 106] 14:17:02
also connected more on the AI side and just technology in general. I think we have opportunities to provide personalized learning at scale. But we need to actually put a lot of attention and be very deliberate about how we do this.

[LS 106] 14:17:18
So what does that mean now specifically for Borns College of Engineering?

[LS 106] 14:17:23
Or where do I see specific opportunities and challenges?

[LS 106] 14:17:27
So it'll be somewhat brief on this.

[LS 106] 14:17:30
But I would say, from what I gathered, kind of a by the numbers type thing.

[LS 106] 14:17:37
You've had a very strong foundation and trajectory over the past decade, for sure.

[LS 106] 14:17:42
You've had tremendous growth in your students.

[LS 106] 14:17:49
undergraduate and

[LS 106] 14:17:51
graduate students.

[LS 106] 14:17:51
Growth in research.

[LS 106] 14:17:55
And growth in faculty and been able to recruit outstanding faculty who have had deserved recognitions.

[LS 106] 14:18:05

Among your research, you have a broad range of breadth and specific distinguishing factors, which I think can be honed in and continued to be.

[LS 106] 14:18:20
broadcast as areas of distinction.

[LS 106] 14:18:23
The other two key pieces, so this, uh, sort of, uh, by the number is a foundation, I think two things that also I find.

[LS 106] 14:18:33
Extremely important as distinguishing factors is, of course, what I've mentioned and I'll keep repeating. Being a national leader in access and opportunity for students.

[LS 106] 14:18:43
Also, I see a region here in the Inland Empire as being a region in a transformative moment. So you're the only R. One sitting here in the Inland Empire.

[LS 106] 14:18:54
So you have the opportunity to really shape and be the key partner that bridges education, research, and innovation, and bringing that to market.

[LS 106] 14:19:04
And through that evolution, looks like, as I understand, and I have much more to learn, you're diversifying, or the Inland Empire is diversifying more into advanced manufacturing, clean tech, automation.

[LS 106] 14:19:17
And a lot of that is going to depend on talent and innovation, where the College of Engineering can lead the way.

[LS 106] 14:19:27
All right. So I'm maybe going to go back one more. We talked about this by the numbers and all this growth.

[LS 106] 14:19:33
And I want to say something about the challenges that I see related to that growth.

[LS 106] 14:19:39
And I've seen some evidence of this in the conversation today. And rather than going through a boring list of numbers and text, I have a nice AI generated cartoon. So I see the college kind of going through being on a rocket ship or a high-speed train.

[LS 106] 14:19:56

uh, trajecting through, you have, uh, outstanding growth opportunity and strain and or sorry, growth in students, faculty, and research.

[LS 106] 14:20:06
But on top of that, one of the strains is, of course, now you have a higher student load per faculty member.

[LS 106] 14:20:12
which is putting a greater strain on demands of their time in teaching those students and detracting from some of the time that they are able to spend on their research scholarship.

[LS 106] 14:20:24
Also related to all of that is the underlying infrastructure related to supporting that student, faculty, and research growth. So, also requires.

[LS 106] 14:20:34
Staff support.

[LS 106] 14:20:36
Student support, including advising and administrative support, student success.

[LS 106] 14:20:43
Uh, classroom space, lab space, research administration, shared facilities, uh, and the list goes on.

[LS 106] 14:20:50
So the question is, how can you continue on this path, or even, uh…

[LS 106] 14:20:56
uh, meet the moment, let's say, or be at the appropriate level you need to be for the growth that's already occurred.

[LS 106] 14:21:06
All right, so those are, so what do I saw as some of the opportunities and challenges.

[LS 106] 14:21:10
Now let me talk about my vision for the Bournes College of Engineering.

[LS 106] 14:21:16
So when I think of TrueVision, I would say.

[LS 106] 14:21:20
My draft, put quite simply, is to define and lead what a public R1 College of Engineering can be in the face of these academic higher ed headwinds.

[LS 106] 14:21:31
And what does that mean? Well, it's really showing that research excellence and opportunity and student access can work together and be hand-in-hand.

[LS 106] 14:21:40
Also, that discovery and the education are not just doing this for the sake of graduating students and publishing papers, but is really benefiting society and driving the region's economy. That means translating that research into action.

[LS 106] 14:21:56
So my 3 sort of pillars of that vision are really educational access, excellence, and student success.

[LS 106] 14:22:03
Research excellence and Distinction. And then finally.

[LS 106] 14:22:06
building on this, which often doesn't come up, is a core pillar of partnerships and regional impact.

[LS 106] 14:22:16
So maybe I'm going to talk about each of those things, the education piece, research piece, and the partnerships piece.

[LS 106] 14:22:23
So if we look at the student pathways or the educational components.

[LS 106] 14:22:30
I think we need to look at the full cycle, full life cycle. Everything coming from, uh, recruiting pathways, or how we bring in talent of students into the university.

[LS 106] 14:22:42
That involves outreach and partnerships with community colleges that bringing… that are bringing talent to the university.

[LS 106] 14:22:51
Also ensuring that they have a strong support, particularly at the foundational level.

[LS 106] 14:22:57
So we already have been talking in many points about math preparation, for example, and ensuring that success.

[LS 106] 14:23:04

So that needs to be core to that foundation.

[LS 106] 14:23:08
Experience, and that is experience not just what happens in the classroom, but what happens outside of the classroom with experiences that will lead you to becoming a career-ready engineer.

[LS 106] 14:23:25
So we're talking about undergraduate research, internships, project teams, and industry-sponsored capstones, for example.

[LS 106] 14:23:33
After graduation they or at graduation, they should be career ready, well versed in the fundamentals, and have the knowledge and skills in order to address the challenges of tomorrow.

[LS 106] 14:23:45
And then things shouldn't stop after graduation. We should be your partner well beyond graduation as you continue your pathway professionally.

[LS 106] 14:23:55
So when you find, hey, there's this new opportunity or the next hot thing, the jobs that are in a particular place.

[LS 106] 14:24:03
your alma mater should be the first place you actually look when you're looking to further develop your skills. Things like targeted master's programs, certificates, online programs, and also ensuring that our graduates have a strong alumni network to help.

[LS 106] 14:24:20
connect professionally across their career.

[LS 106] 14:24:25
And one thing I'll point out is on the experience side, one of my aspirations in the vision is that every student in engineering and computer science should complete at least one high impact experiential learning opportunity before graduation.

[LS 106] 14:24:40
And

[LS 106] 14:24:42
I think as we look at the education.

[LS 106] 14:24:43

We figure out, well, what does success look like? I think we need to devote our attention to what matters, not simply things like enrollment numbers.

[LS 106] 14:24:53
But looking at retention.

[LS 106] 14:24:55
equity

[LS 106] 14:24:57
in the outcomes.

[LS 106] 14:24:58
participation in experiential learning, and finally what the career outcomes look like.

[LS 106] 14:25:03
So

[LS 106] 14:25:05
a couple of points I'll emphasize.

[LS 106] 14:25:07
on the educational program side. One is that a curriculum should be built on strength in fundamentals. So AI is not going to change what the fundamentals look like, no matter what discipline you're in.

[LS 106] 14:25:20
So curriculum needs to have a continued focus on that, because those aren't going to change no matter what the next hop thing is going to be.

[LS 106] 14:25:29
Also, the experiential learning opportunities should be available for every student, no matter what it is, right?

[LS 106] 14:25:37
So I talked about a few different examples. Question is, how do you manage College of Engineering that has thousands of students and ensure they have an experiential learning opportunity for every one of them.

[LS 106] 14:25:48
And one of the options I'll present where I've, uh…

[LS 106] 14:25:54

committed to as, uh, at the University of Delaware and supported as department chair, this idea of vertically integrated projects, where students are involved everywhere from freshman to senior year on a project team, continuously, vertically throughout their program.

[LS 106] 14:26:09
on a team activity that is led by a faculty member with a long time horizon vision. So, one of the examples for this, I showed, uh, again, I apologize for not being able to see all of these pictures, but one of them is actually an underwater.

[LS 106] 14:26:25
acoustics team that actually does signal processing and studies the coastal environment, uh, combining signal processing, AI, sensors, and uh…

[LS 106] 14:26:38
climate studies, essentially, together.

[LS 106] 14:26:41
And those teams actually have been very effective in providing experiential learning that can be scaled up, where it's not just, say, a one-on-one faculty-to-student interaction point.

[LS 106] 14:26:54
And I'll just point out a couple of examples of track record. I've helped to work on Michigan's University of Michigan's curriculum redesign to put hands-on and design courses at the sophomore and junior levels.

[LS 106] 14:27:07
established some new bachelor's programs that are matched to workforce needs, such as in cybersecurity engineering and AI engineering.

[LS 106] 14:27:16
And also, as I talked about that continued lifelong learning partnership, I'm also part of the NSF-funded National Network for Microelectronics Education, where I'm leading the aspect as a partner in one of the regional nodes at UD.

[LS 106] 14:27:32
And an example is providing people with semiconductor fabrication experience, such as shown here. We're offering a winter camp at UD, and rolling out a semiconductor device fabrication certificate program that's going to help to.

[LS 106] 14:27:48
bring talent into the workforce in semiconductors and microelectronics.

[LS 106] 14:27:54

All right, so now on the research side. So what is the importance? Of course, that is critical as an R1 institution.

[LS 106] 14:28:02
Discovery and translation are core to what we do as a research university.

[LS 106] 14:28:09
And it's increasingly relying on academia. We don't have the large corporate research enterprises that are actually doing fundamental research anymore. So, universities are tasked with that.

[LS 106] 14:28:22
Uh, and new innovations to bring them to market are relying on translation of that research from academia.

[LS 106] 14:28:30
Um, into market.

[LS 106] 14:28:32
So that innovation is important and those discoveries are important for an institution's visibility.

[LS 106] 14:28:41
of the institution and the impact that it has on industry and society at large.

[LS 106] 14:28:47
And of course, with that visibility and impact is what helps you to develop your pipeline and getting the highest quality faculty and graduate students.

[LS 106] 14:28:59
So what can we do to improve things or how would I envision growing things at Borns College of Engineering?

[LS 106] 14:29:09
I think as I spoke to this in some of our earlier conversations, I think it's important to identify areas of distinction.

[LS 106] 14:29:16
I would say we're not in the business of trying to, uh, let's say, pick winners, but we do need to gravitate towards areas that we would strategically invest in order to try to grow in thematic areas that.

[LS 106] 14:29:29
the college can be viewed as the undisputed leader.

[LS 106] 14:29:34
And once you identify those, be able to invest strategically related to faculty hiring, seeding activities, trying to bridge interdisciplinary gaps that might be needed to grow that activity.

[LS 106] 14:29:48
And finally, to be able to go big together. And I would say an aspiration for the college would be to develop something on the scale of ERC or STC, NSF's scale center, which is really going to give you that kind of visibility.

[LS 106] 14:30:05
and connected with those kind of centers, usually that is connected directly to research translation that'll bring that discovery to impact.

[LS 106] 14:30:13
So it would build on those, uh, build on some of the strengths you have.

[LS 106] 14:30:19
Can I pulled out some of the ones here that I see from the outside, and I would love the opportunity to continue to understand what those strengths are and where the enthusiasm is within the college. Things like, of course, you have a number of centers.

[LS 106] 14:30:34
Uh, and connection, uh, particularly to AI and robotics, precision agriculture, advanced manufacturing, cybersecurity.

[LS 106] 14:30:42
engineering and medicine and clean energy and air quality. All right.

[LS 106] 14:30:47
So some of the examples of success I have learned from, of course, that interdisciplinary activity and center-level activities really enable high impact that extends beyond what small teams and single PIs can do.

[LS 106] 14:31:01
So I was a thrust leader for Energy Frontiers Research Center at Michigan. So I got to see firsthand or had some leadership programs in — or leadership.

[LS 106] 14:31:12
in those programs as well.

[LS 106] 14:31:14
Shared facilities and quarter research that can enable the highest impact discoveries are really important. I was director of the Lurania Nanofabrication Facility.

[LS 106] 14:31:27
And also what I've seen as the history or trajectory of the University of Delaware College of Engineering, we've been on a path of rapid growth in the college, doubling our research expenditures over the past decade.

[LS 106] 14:31:41
And key to that success is really the multidisciplinary centers that we've had that have been a result of either grassroots efforts or seeded within the College of Engineering.

[LS 106] 14:31:53
Some examples being biopharmaceuticals, Nimble Institute, which is a Manufacturing USA Institute.

[LS 106] 14:32:01
Which is really a center of gravity in the biopharmaceutical world.

[LS 106] 14:32:06
And NSF MERSIC called CHARM, the Center for Composite Materials, which is originated as an ERC some 50 years ago and more recently the Center for Clean Hydrogen, for example.

[LS 106] 14:32:19
That is…

[LS 106] 14:32:21
Actually, Yushan Yan was one of your former faculty members, is actually the director of that facility.

[LS 106] 14:32:29
So inclusion, if you want to go fast, go alone.

[LS 106] 14:32:32
But if you want to go far, go together. And I think that's kind of the outlook for those centers.

[LS 106] 14:32:41
So on the third pillar, I mentioned partnerships.

[LS 106] 14:32:44
And I think it's critical. I know I think I'm running out of time. So I'll, uh…

[LS 106] 14:32:50
maybe summarize this somewhat quickly, but I think it's important to continue to expand our partnerships with industry.

[LS 106] 14:32:57

Region and community.

[LS 106] 14:32:59
Workforce Professional Education and Academic Pathways.

[LS 106] 14:33:04
And if I were to elaborate a little bit on those examples of pathways to expanding those partnerships are spaces to catalyze activities.

[LS 106] 14:33:15
I see tremendous opportunity in the Oasis Park that I've seen here, and I have experiences at Delaware, for example, in our star campus. This was an old Chrysler plant that has built a full campus now for science, technology, and research.

[LS 106] 14:33:31
That is a public-private partnership that sounds very parallel to the Oasis part.

[LS 106] 14:33:39
Also, having a front door to facilitate partnerships, particularly with industry. And I've talked about this at several meetings about a channel that can foster industry.

[LS 106] 14:33:51
partnerships by engaging new partners and managing complex portfolios and agreements.

[LS 106] 14:33:57
And also on the academic side, ensuring that you have a connection of UCR degrees at many entry points and levels, whether it be from traditional first-time, full-time students.

[LS 106] 14:34:08
community college degrees, uh, or through master's education and continuing education. Shown here is an example of as interim Dean, this is what we looked at very carefully at UD is trying to look at multiple pathways to a UD degree.

[LS 106] 14:34:24
Here's sort of a snapshot on all the ways you can ultimately get there to achieve your objectives.

[LS 106] 14:34:33
So then comes to how do you, if you have that vision in mind.

[LS 106] 14:34:38
Where are the resources? So you need the resources to enable that vision.

[LS 106] 14:34:42

So those are two different separate things. One, of course, the most important resource, I think are people.

[LS 106] 14:34:48
but also the financial resources. So shown here is a great photo. I love seeing your… this is your advising team. And I noticed BCOE. It doesn't just stand for Bourne's College of Engineering, but on the shirt it says building a community of engineers.

[LS 106] 14:35:04
And I think that's a good catchphrase that captures actually what I would be after in trying to lead a college like this.

[LS 106] 14:35:13
For financial resources, uh, oh, and, uh, how do we do that? I think the attention to recruiting and retaining faculty and staff.

[LS 106] 14:35:23
advocating for compensation and support, mentoring, and recognizing contributions at all levels.

[LS 106] 14:35:32
For financial resources.

[LS 106] 14:35:35
Of course, I believe I know you're going through a budget revision or a budget evaluation of how the budget model works.

[LS 106] 14:35:44
And I think having a transparent budgeting to… tied to shared priorities are critical.

[LS 106] 14:35:51
And I would work to refine the budget model with the provost as a part of that.

[LS 106] 14:35:56
diversify the revenue by looking at how these opportunities align with philanthropy, industry partnerships, and professional master's programs.

[LS 106] 14:36:03
And then looking at balancing stability with growth.

[LS 106] 14:36:07
This is an area that I have a lot of experience with and particularly developing a new budget flowdown model in our College of Engineering at Delaware.

[LS 106] 14:36:17
All right. So nearing the close. I don't want to.

[LS 106] 14:36:23
close without explaining a little bit how I lead, and I think that how decisions are made are actually what matters as much as what we actually decide.

[LS 106] 14:36:33
So my approach is students usually come first.

[LS 106] 14:36:37
that every decision should start with, what is the impact going to be on a decision, and what it would mean for student success?

[LS 106] 14:36:47
Also, I think it's important that we decide together and that we're transparent in how decisions are made. And it's based on priorities that we set together.

[LS 106] 14:36:56
A phrase I like to use is debate, then a line.

[LS 106] 14:36:58
So once you debate and align, then you can be very decisive when you take action or when the leadership has to actually make a hard decision.

[LS 106] 14:37:09
and also valuing every individual and contribution. It's important we have an inclusive community that recognizes teaching, research, and excellence.

[LS 106] 14:37:18
Alright, first days, uh, I would say, listen and assess.

[LS 106] 14:37:23
stabilize things where needed, building trust, and identifying early wins.

[LS 106] 14:37:30
I'm mainly going through this because I know we're out of time.

[LS 106] 14:37:33
So I'll just really close by saying, here's a snapshot of what I see as the vision, so I probably could have given you this Cliff Note versions from the outset.

[LS 106] 14:37:42

Uh, really, I see these cores as being student success and educational excellence, research, and external partnerships and regional impact.

[LS 106] 14:37:51
Supported by an inclusive, collaborative community.

[LS 106] 14:37:54
And then, finally, what that's going to allow you to do in the areas of excellence you have here in the Borns College of Engineering is to really define and lead what a public R1 College of Engineering can be in the face of the challenges that higher ed has. So thank you.

[LS 106] 14:38:14
Thank you so much for that presentation, Dr. Phillips. With that, we'll open up the session for questions. Just a friendly reminder, if you have a question, raise your hand. One of our team members will come to you with a microphone and we kindly ask that you introduce yourself before asking your question.

[LS 106] 14:38:28
Amen.

[LS 106] 14:38:34
Hi, Amit Ray Chowdhury. I'm an electrical and computer engineering, and I am one of the co-directors of

[LS 106] 14:38:48
the AI Institute here. That was a very informative talk.

[LS 106] 14:38:48
So I have a question more on the details, maybe. So you gave some.

[LS 106] 14:38:50
goals that you would want to achieve, for example, in both education and research. In research, you identified even some of the.

[LS 106] 14:38:57
areas in which we could probably focus on and grow and so on, right? In terms of specifics, what do you think would be needed, or what would you want to invest in, given you would have enough resources to achieve that vision, both in education and in research?

[LS 106] 14:39:14
So…

[LS 106] 14:39:15

You're asking, like, uh, specifics of like a thematic areas, or… in order to achieve that… what would be

[LS 106] 14:39:29
needed in order to achieve that vision? So… so, for example, what are the things you would want to invest in?

[LS 106] 14:39:30
A certain vision could be achieved. Okay.

[LS 106] 14:39:36
I

[LS 106] 14:39:37
would

[LS 106] 14:39:37
say…

[LS 106] 14:39:39
all among those 3 cores, let me start with the student success and educational excellence.

[LS 106] 14:39:46
Again, what it would take to ensure that every student has an experiential learning opportunity.

[LS 106] 14:39:51
First and foremost which would involve support for undergraduate research.

[LS 106] 14:39:59
things like vertically integrated projects. A.

[LS 106] 14:40:04
framework to allow students to connect to internships and co-ops.

[LS 106] 14:40:10
and so on. Okay? So that would be one, and also the.

[LS 106] 14:40:15
student success at the freshman level when we talk about math, for example, preparation and ensuring that students are in a position to succeed.

[LS 106] 14:40:24
from

[LS 106] 14:40:25
the retention's perspective.

[LS 106] 14:40:27
On the research side, I would say the resources that would be needed would be, above all people investment.

[LS 106] 14:40:36
and the ability to have the appropriate level of.

[LS 106] 14:40:42
Faculty coverage for the areas that you would like to grow and pursue as a distinguishing factor for the college.

[LS 106] 14:40:50
So,

[LS 106] 14:40:52
for example.

[LS 106] 14:40:53
cluster hiring.

[LS 106] 14:40:54
Uh, in order to say, we want to go after this theme here, right? We need to build on some strengths. We need to bridge some gaps or some glue maybe with another college across campus, whether it be the School of Medicine or something like that, right?

[LS 106] 14:41:12
and whatever support infrastructure they would need, let's see if it's an experimental facility or requires laboratory equipment and so on, whatever would need to support that activity.

[LS 106] 14:41:22
And then in the external partnerships and regional impact.

[LS 106] 14:41:26
I would say really establishing a, uh…

[LS 106] 14:41:30
Again, the front door or some…

[LS 106] 14:41:33
entity or structure that could manage corporate partnerships.

[LS 106] 14:41:37
So that industry could come in. They have someone to talk to, or an office to talk to that could then connect them to the various faculty and students and organizations in order to manage the partnerships.

[LS 106] 14:41:50
So those are, I think, 3 things, the experiential learning support.

[LS 106] 14:41:56
faculty and associated, let's say, startup resources or infrastructure that they would need to build in a thematic area or a couple of those.

[LS 106] 14:42:05
And then finally, external partnerships, having a an infrastructure in place that can help to manage those partnerships.

[LS 106] 14:42:13
Okay. Yep.

[LS 106] 14:42:24
Hello, Rob McKee. I'm an assistant professor of teaching in

[LS 106] 14:42:35
the Bioengineering department. For any one of those initiatives. How

[LS 106] 14:42:35
would you go about garnering faculty and staff buy-in to get them accomplished?

[LS 106] 14:42:38
I would, uh…

[LS 106] 14:42:43
Start with listening, for sure. Listening and assessing like where we are. I think the key thing is to understand.

[LS 106] 14:42:51
what it is we're doing.

[LS 106] 14:42:54
On the specific pieces, though, what I would normally do is try to socialize this with, uh…

[LS 106] 14:43:03
articulating, I would maybe do something similar to what I did as department chair at Delaware, and going on a listening tour.

[LS 106] 14:43:10
I don't know if I would like to learn more about whether there is enthusiasm to develop a new strategic plan, for example, versus just doing something that is finding strategic priorities for the college.

[LS 106] 14:43:23
And it would take that initiative to, uh, perhaps.

[LS 106] 14:43:28
assemble a group, committee, task force, something like that, uh, in order to try to.

[LS 106] 14:43:35
serve as a center of gravity for assembling what the ideas are for a, uh…

[LS 106] 14:43:42
strategic priorities for the college.

[LS 106] 14:43:45
start to do tours and departments, for example, hearing from students, faculty, and staff about what they think about these ideas.

[LS 106] 14:43:54
Get feedback, iterate, just like we do in the design process, right? And then finally, from that, we should be able to establish a strong vision, a priority, and go forward.

[LS 106] 14:44:13
Okay.

[LS 106] 14:44:16
Hi, Christian Shelton, computer science. You talked about VIP, vertically integrated projects, and I believe when you discussed it, you

[LS 106] 14:44:27
mentioned that

[LS 106] 14:44:27
they were scalable. They didn't require.

[LS 106] 14:44:28
And I'm wondering how you were able to do those sorts of projects in a scalable fashion that didn't require, you know, each faculty member having a single student that they were working with. What made that.

[LS 106] 14:44:39
that that things scalable. What makes it

[LS 106] 14:44:48
scalable? Yes. So if you look at the time investment when a faculty member is engaged with an individual.

[LS 106] 14:44:49
student on a research project, it's kind of a one-on-one situation. In the VIP world, uh, or in the VIP model.

[LS 106] 14:44:57
It is a team, let's say, of a dozen students.

[LS 106] 14:45:00
The faculty is kind of mentoring them, helping them to define what the problem is.

[LS 106] 14:45:06
But as they move through the program, once it's established, you have people establish everywhere from freshmen, sophomore, junior, senior year.

[LS 106] 14:45:14
It's faculty members spending about the same time they would spend mentoring one student, but it's advising a full team. So that multiplies. And also, when you become a senior in that or become an experienced person, you start to mentor.

[LS 106] 14:45:29
your other students, so your students mentoring students.

[LS 106] 14:45:32
So at that point, it becomes a scalable model that it's a multiplying factor where.

[LS 106] 14:45:38
the faculty time spent on that, and the size of the activity, usually you don't have large teams of undergrads who work on a research project, but in this case, it's a parallel version, almost like a student project team, but it's closer to a research activity.

[LS 106] 14:45:56
Yes.

[LS 106] 14:45:57
Right? So you have a cohort that comes in and one graduates, and then you have new freshmen coming in, and it continues right?

[LS 106] 14:46:12
And the material science engineering.

[LS 106] 14:46:15
I

[LS 106] 14:46:18
have a question kind of on the opposite side of Anit, right?

[LS 106] 14:46:19
Let's assume the worst of worst. You couldn't get the resource you wanted to do everything. How do you prioritize?

[LS 106] 14:46:29
I I think you 1st.

[LS 106] 14:46:32
look

[LS 106] 14:46:34
at what is mission critical.

[LS 106] 14:46:36
So we look at what is mission critical.

[LS 106] 14:46:40
And that is almost always education and the research mission, right?

[LS 106] 14:46:45
And I think,

[LS 106] 14:46:48
uh…

[LS 106] 14:46:51
most important thing is that you're really trying to look at like anything else. You have to try to rank things, and I would get input from chairs, leadership.

[LS 106] 14:47:02
faculty about what the impacts would be, and you would just have to do your conventional waiting among the impact of X or cutting X would or not being able to do X would cost you something, right? So it's really a cost benefit analysis, I would say.

[LS 106] 14:47:21

I would not make that decision in isolation. I think it would be important to engage with broadly across the college to be able to figure out, hey, what are the impacts so we at least get input? And I think that comes down to the debate that aligns. So you have to make hard decisions of having to.

[LS 106] 14:47:38
change the way you've been doing things, or if you have a decision that, hey, we want to invest resources. We don't have new resources, but we want to redirect resources in order to support a vision or something new.

[LS 106] 14:47:50
There's got to be buy-in.

[LS 106] 14:47:52
among the faculty. All right.

[LS 106] 14:47:55
Mm-hmm.

[LS 106] 14:47:58
They

[LS 106] 14:48:00
will be able to make hard decisions, right?

[LS 106] 14:48:01
You will be able… you are waiting to make hard decisions. Yes.

[LS 106] 14:48:15
Yes. Okay, thank you. I've made hard decisions and unpopular decisions, as every Dean has. All right. Examples of that is we're faced with budgetary challenges while I was interim dean.

[LS 106] 14:48:17
And I was faced with having to, uh…

[LS 106] 14:48:20
adjust or enforce policies related to startup expirations. And you can imagine startup funding is a very delicate matter when you're talking to faculty. But ultimately, I was able to come up with a compromise solution that kept the.

[LS 106] 14:48:36
Provosts and Budget Office happy, while also keeping the faculty members that were affected relatively.

[LS 106] 14:48:44
They

[LS 106] 14:48:45
were understanding.

[LS 106] 14:48:46
All right.

[LS 106] 14:48:52
Philip Risk computer science. So pretty early on in the talk you talked about.

[LS 106] 14:48:58
AI

[LS 106] 14:49:12
for personalized education. Could you

[LS 106] 14:49:12
clarify a little bit what you meant about that? And kind of what it means for what what what an instructor.

[LS 106] 14:49:12
is going to be doing in order to make that happen, and how it's going to be assessed in terms of, uh, you know, assigning grades in a class.

[LS 106] 14:49:21
Okay. I'm honestly

[LS 106] 14:49:31
going to say that I'm gonna have to defer to the experts on that particular issue, but I do know that there is opportunity.

[LS 106] 14:49:33
for AI

[LS 106] 14:49:35
can.

[LS 106] 14:49:36
recommend new…

[LS 106] 14:49:40

Let's say you have. You're interacting with your learning management system right? And you're finding that you have bad scores in X, Y, or Z.

[LS 106] 14:49:51
Or there's a conceptual misunderstanding on certain aspects of the course.

[LS 106] 14:49:56
AI can help to recommend new resources. It can help to.

[LS 106] 14:50:01
Give you example problems.

[LS 106] 14:50:03
It can help you to give a practice exam, things of that nature. So I think AI is a powerful tool in.

[LS 106] 14:50:11
providing some personal attention based on what your shortcoming is or misunderstandings are when you're learning conceptual material. So I think that's just the basic idea, but the actual mechanisms, how we do it.

[LS 106] 14:50:25
There were various ways that we can approach it.

[LS 106] 14:50:29
Okay. I think we're

[LS 106] 14:50:31
seeing that across the.

[LS 106] 14:50:33
higher ed and different institutions about how instructors at a course level are actually implementing those things.

[LS 106] 14:50:48
Hi, Michalis Falloutis from Computer Science.

[LS 106] 14:50:52
I'm sure in your

[LS 106] 14:51:05
original

[LS 106] 14:51:05

impact component, there must be some thought around entrepreneurship and encouraging faculty and students to kind of take matters into their own hands. Would you like to discuss this more?

[LS 106] 14:51:06
Thank you. Sure.

[LS 106] 14:51:10
I think it's something that we'd like to encourage. It's not for everyone. But we would like to be able to. Sorry, am I out of the.

[LS 106] 14:51:20
I think, um…

[LS 106] 14:51:22
We like to find pathways for people whose enthusiasm is there, right? And there are many ways of doing it. I believe you have entrepreneurship.

[LS 106] 14:51:33
uh, office here, for example, that can help you with translation like this and fostering a company. There's also a number of Nsf programs, for example, that can help you with thinking about starting a company.

[LS 106] 14:51:48
So, how can we encourage it beyond those conventional mechanisms? And that's something I've spoken to at some other groups is trying to.

[LS 106] 14:51:58
formulate a pathway for faculty to give space to take a partial leave, so they can still be in the door at the university, but also take time to consider.

[LS 106] 14:52:09
Starting a company, for example, or engaging with industry.

[LS 106] 14:52:13
And I think those kind of pathways are things you can use to support that.

[LS 106] 14:52:18
I think another important aspect is ensuring I am not familiar with exactly what your promotion and tenure policies look like, and your merit policies look like.

[LS 106] 14:52:28
Here at UCR, but to ensure that there was entrepreneurial activities are actually recognized as scholarship.

[LS 106] 14:52:35
I don't know if I get the chance to ask you guys questions, but I was wondering if that was the case. But if not, that's something I would work towards, and that's something that I hope to do as associate dean is to actually revise our promotion and tenure criteria to make sure there was.

[LS 106] 14:52:52
very explicit and deliberate, those activities are recognized.

[LS 106] 14:53:00
So…

[LS 106] 14:53:00
Other questions?

[LS 106] 14:53:10
Hey, Jamie, thanks for the talk. A lot of insights. Thank you. I was just curious about how you

[LS 106] 14:53:18
might actually go about incentivizing.

[LS 106] 14:53:19
faculty to kind of lead centers of excellence that you talked about, especially interdisciplinary ones require a lot of effort by the lead PI, or maybe whoever.

[LS 106] 14:53:32
There's a lead group of PIs who might actually take up that kind of a challenge.

[LS 106] 14:53:37
And the rewards, you know, as you can, as you know, they're not often basically coming forthcoming, right? If you basically spend an enormous amount of time, sometimes these, or actually most of the time, they don't pan out, right? And so faculty many times are comfortable writing their own grants, right? They don't need to kind of.

[LS 106] 14:53:56
Or being a part of it at the, you know, at the leaf level, as opposed to the root level. And basically, just kind of try to kind of.

[LS 106] 14:54:06
Go about that, right? And if you want to realize that vision of those centers that you are talking about, somehow faculty need to be kind of inspired to getting.

[LS 106] 14:54:16

taking up those kinds of challenges. And I'm just wondering if you have any thought process on how you might go about doing that.

[LS 106] 14:54:23
Sure,

[LS 106] 14:54:29
that's a very good question, and I've heard that from some center directors, like.

[LS 106] 14:54:30
This is more effort than it was worth, right? Right? And you don't want that to be the case, right? You want it to be sure that it is worth the while, usually on these activities, it brings a…

[LS 106] 14:54:44
greater impact

[LS 106] 14:54:46
than the specific.

[LS 106] 14:54:47
credit to scholarship that the faculty member gets. Like you said, if they're just focused on scholarship, then they may be better off just working on their own or in a small team.

[LS 106] 14:54:56
But

[LS 106] 14:54:59
on the other hand, you're.

[LS 106] 14:54:59
It's kind of like duty calls, or if you're in a position that you can lead that.

[LS 106] 14:55:05
then it has such an impact on the institution, the department, and a community surrounding your area.

[LS 106] 14:55:14
So I think part of it has to do with if you want to be successful as that scholar.

[LS 106] 14:55:21
you're kind of taking one for the team, so to speak, in order to build strength in an area that is going to raise your visibility and impact in that research.

[LS 106] 14:55:32

So what is the incentive that you can offer to that faculty member to actually take one for the team, so to speak, right? And so you need to find out, uh.

[LS 106] 14:55:43
what would they like to do? I think everyone is going to be in a different situation. Do you need more time?

[LS 106] 14:55:48
Do you need some administrative resources? Do you need help with proposal development? And I think that's kind of a negotiation. So when you see an opportunity, I think that's something that you try to have a.

[LS 106] 14:56:02
very direct like sort of conversation and figure out how can we help you to think about doing this right? And I think keeping an eye on what some of the core solicitations are on certain areas where you think you can really be competitive.

[LS 106] 14:56:17
And sort of figuring out what incentives you can put in place. So I don't have a direct answer, but it really, I think, is going to be a customized type thing where you try to figure out what space or what.

[LS 106] 14:56:28
What resources would be helpful in taking that plunge?

[LS 106] 14:56:33
And in some cases, I think also I would look at, uh.

[LS 106] 14:56:37
faculty, particularly at, say, the associate professor level.

[LS 106] 14:56:41
Who may be kind of that mid-career stage.

[LS 106] 14:56:46
And they have tenure, so they can take a little bit of a risk, because it's a risk to go after these big center proposals. Yet also they have still kind of a long, uh…

[LS 106] 14:56:56
pathway, and something that could really help to make their case for that next promotion and growth in their professional field.

[LS 106] 14:57:05

And I think there's nothing that says visibility like that kind of leadership in research in terms of scholarship.

[LS 106] 14:57:25
Stephen Henderson, BCOE 94, Vice Chair Council of Advisors. My question is, um, for your vision, how do you see, um.

[LS 106] 14:57:38
establishing the culture to help your… you realize your vision that you've outlined. You know, what are the things that you'll do to really drive the culture? And maybe you can talk a little bit about what… what is the culture of the engineering school that you're trying to create?

[LS 106] 14:57:54
Okay.

[LS 106] 14:57:57
I think, uh…

[LS 106] 14:58:01
One aspect is definitely transparency.

[LS 106] 14:58:05
Uh, just being sure that everyone is understanding of.

[LS 106] 14:58:09
how decisions are made, for example, and ensuring that there is not.

[LS 106] 14:58:17
a competitive feel right among colleagues of like, hey, we're competing for resources here and there, and pity.

[LS 106] 14:58:25
against each other, for example. I think collaboration is really the key, and that's what I would be trying to build, is just fostering collaboration.

[LS 106] 14:58:36
I sense that we already have a very collegial environment.

[LS 106] 14:58:40
But how do we, like, break down barriers to actually work together on some of the big problems that we're talking about with this vision?

[LS 106] 14:58:47

So maybe that goes back to some of the comments I made on how do we incentivize someone to serve as a center director.

[LS 106] 14:58:55
I think also there's going to be activities if we're looking towards some big ideas, like, let's say, in the experiential learning side, we're going to need some leadership there as well, whether it be through the dean's office or some other, uh.

[LS 106] 14:59:11
committee members, or like an ad hoc committee or something like that in order to try to.

[LS 106] 14:59:17
foster the conversations and to figure out what the direction is going to be going forward. So.

[LS 106] 14:59:26
Can I elaborate some more? Are there some other things I can, uh… yeah. Okay.

[LS 106] 14:59:31
We

[LS 106] 14:59:33
might have time for one more question.

[LS 106] 14:59:50
Hyosin came from electrical computer engineering department, because this is the last question. So maybe I can ask this one. So in

[LS 106] 15:00:00
your mind,

[LS 106] 15:00:00
maybe in about like 10 years from now.

[LS 106] 15:00:01
What do you think the PCOE, yeah, yeah, should be known for?

[LS 106] 15:00:05
to other people, like a research or education or both.

[LS 106] 15:00:13
I would still go back to this original.

[LS 106] 15:00:16
vision statement about defining and leaning what a public R. 1 should be. So.

[LS 106] 15:00:21
I

[LS 106] 15:00:23
would want to be known for.

[LS 106] 15:00:25
extraordinary student success.

[LS 106] 15:00:33
Um…

[LS 106] 15:00:34
Recruiting and retaining talent, and having desirable outcomes.

[LS 106] 15:00:40
placements, for example, in jobs and the profession.

[LS 106] 15:00:45
I would say there should be some distinguishing factors about, uh.

[LS 106] 15:00:50
where your research is, and where you would be.

[LS 106] 15:00:54
known nationally and globally with having an impact, particularly in being.

[LS 106] 15:01:02
the best at a couple of themes or a few themes.

[LS 106] 15:01:06
That

[LS 106] 15:01:08
is also impacting the region.

[LS 106] 15:01:10
And then finally, having…

[LS 106] 15:01:14
A deep partnership network of industry connections and alumni within the region. So…

[LS 106] 15:01:23

sort of a basic question. I need to think a little bit more, and again.

[LS 106] 15:01:27
Trying to articulate what that would look like is something I would do in the development of, say, a strategic priorities.

[LS 106] 15:01:35
And that's something that, you know, I'm kind of thinking of, but I feel like I need to have more conversations with this group to figure out exactly what this would look like without speaking just in general terms as I am here with this vision. Okay.

[LS 106] 15:01:51
Thank you so much, Dr. Phillip.

[LS 106] 15:01:53
And with that, we're going to conclude the vision seminar, but I wanted to give you a moment to address this group with any final thoughts that you might have. All right, great.

[LS 106] 15:02:03
So all right.

[LS 106] 15:02:07
So thank you again for taking the time with me over the last couple of days and taking the time to join me in the seminar.

[LS 106] 15:02:14
Again, very excited about and honored by the opportunity to potentially lead this college.

[LS 106] 15:02:21
I feel like you're in a tremendous position to, again, define what a public R1 university can and should be.

[LS 106] 15:02:28
And, um…

[LS 106] 15:02:30
I think we have an extraordinary foundation, particularly in the student success and opportunity.

[LS 106] 15:02:37
And I really would look forward to seeing what we could do together.

[LS 106] 15:02:42

with research, and also connection, particularly with the growth in Inland Empire about in this time of transformation.

[LS 106] 15:02:51
that.

[LS 106] 15:02:53
Thank you very much.

[LS 106] 15:02:57
Thank you, and thank you everyone for attending. As a reminder, you can provide your feedback via the candidate feedback survey. Thanks, everyone.