

Executive Summary.

This proposal outlines UC Riverside’s four-year expenditure plan for the \$5,459,213 allocation of one-time lottery funds. These funds will be used to enhance the undergraduate student experience and outcomes through support for infrastructure for instructional computing and equipment and the library, staffing for the Academic Resource Center Transfer Zone and instructional design, and development of new online and hybrid course materials. These funds will also support our efforts to recruit and retain diverse graduate students, postdocs and faculty.

1. INSTRUCTIONAL EQUIPMENT (\$2,183,213)

Strategic investments in technology, instruments and equipment are necessary to provide an effective learning environment. Modern equipment is essential for students to receive a high quality educational experience that will prepare them to compete for the best jobs in a rapidly changing marketplace. Funds in this category will be used to replace, augment and renew instructional technology and equipment in undergraduate computer laboratories, science and engineering laboratories, and art and music studios.

Funds will be allocated through a competitive process. Following an annual solicitation, proposals for instructional equipment will be submitted to the schools and colleges, prioritized by the Deans, and reviewed by a committee of faculty, instructional staff and students who will make funding recommendations to the Provost. The selection criteria will include the pedagogical justification for the new or replacement equipment, and the anticipated student impact.

2. INSTRUCTIONAL SUPPORT (\$1,890,000)

- A. Transfer Zone Coordinator (\$340,000).** The Transfer Zone in the Academic Resource Center offers a dedicated space where transfer students can study, hold club meetings and connect between classes. Many transfer students have special support needs since they are unfamiliar with the campus and yet are taking demanding upper division classes. This funding will be used to support a Transfer Success Program Coordinator to staff the Transfer Zone. The coordinator will help connect students to tutoring, Supplemental Instruction and other support services, and offer student success seminars and social mixers to help transfer students flourish.
- B. Support for Instructional Design (\$600,000).** UCR has a small but vibrant group of instructional designers who support instruction by helping faculty craft learning outcomes and methods of assessing student learning, implement pedagogies of engagement and incorporate technologies like the Learning Glass and classroom response devices/software into their courses. Our instructional designers also help faculty with the design of online and hybrid courses. These funds will support the salary and benefit costs of an additional instructional designer to support the efforts of our faculty to improve instruction and student learning.
- C. Increase the Number of Online and Hybrid Course Offerings (\$950,000).** UCR is gaining momentum in online and hybrid (flipped classroom) instruction and has been a major participant in the UC ILTI program over the last few years. Even with these efforts by our faculty, we have only around 50 online and hybrid courses currently in development or available to undergraduate students. We plan to use

these funds for a campus proposal process aimed at significantly expanding our online and hybrid course offerings. A call for proposals will be issued through the Center for Teaching and Learning. The metrics by which the proposals will be judged will include the need for the online or hybrid course as substantiated by the department chair, potential for enrollment, and the quality of the learning outcomes and assessment plan. Funds can be used to free up faculty time for materials development through course buyout and/or summer support. The proposal submission form will ask department chairs to guarantee that the course will be offered at least three times in an online or hybrid delivery modality within three years so that its impact and effectiveness can be assessed.

3: LIBRARY SUPPORT (\$1,000,000)

The library's budget has been increasingly impacted by the escalating costs of journal subscriptions, collections, and participation in the California Digital Library. Though the library has been judicious in managing its budget, it faces the challenge of maintaining access to the journals, books and databases required for high quality undergraduate and graduate student instruction. To help offset anticipated increases in collection costs, \$250,000 a year is budgeted in support of library resources.

4: SUPPORT OF GRADUATE STUDENT, POSTDOC AND FACULTY DIVERSITY (\$386,000)

- A. Expand the offerings of the "Making Excellence Inclusive" Diversity Certificate Program for graduate students to improve graduate student preparation and retention (\$34,000).** These funds will be used to expand the offerings of this program to twice yearly. The Graduate Division's *"Making Excellence Inclusive" Diversity Certificate Program: Teaching and Learning in a Diverse University* is a professional development program open to currently enrolled students. The program facilitates a discussion of how the various experiences, backgrounds, and attributes of learners have a significant impact on their engagement with learning, perceptions of campus climate, and their educational and social outcomes. Graduate student participants in this Diversity Certificate Program consider broad issues that affect higher and postsecondary education as well as the depth of knowledge and experience gained across a variety of learning contexts. This series of workshops is designed to sustain and strengthen a supportive network of graduate students at UCR who are interested in research, pedagogy, skills development, learning, and activism around issues of diversity and social justice.
- B. Membership in the National Center for Faculty Diversity and Development (NCFDD, \$80,000).** These funds will be used to fund UCR's membership in the NCFDD <https://www.facultydiversity.org/membership> . This institutional membership allows UCR faculty, postdoctoral fellows and graduate students to participate in the online activities offered by NCFDD like their Core Curriculum, webinars, and 14-day writing challenges. As a member of the NCFDD community, participants can be matched with an accountability buddy, join private discussion forums for peer-mentoring and problem solving and access a library of resources including webinar materials, referrals and readings.
- C. Improve campus climate by deploying Equity Advisors in each college/school (\$192,000).** Six of the ten UC campuses have an Equity Advisors Program, and we are in the process of implementing Equity Advisors at UCR. The Equity Advisors Program is composed of a group of faculty from within the specific colleges and schools who serve as liaisons to the department faculty, chairs, graduate advisors and the Dean's Offices. They are trained centrally by the Diversity and Inclusion Office, Affirmative Action and Equal Employee Opportunity, Ombuds, and UCOP, to assist the Diversity and Inclusion Office in addressing climate-related concerns, recruitment/retention initiative assistance, student/advisor relations, etc. that have to do with diversity, equity and inclusion issues. The Equity Advisors also assist

the Dean's Offices in background research on pay equity standards, affirmative action/equal employee opportunity policies, etc. that Dean's Offices do not always have the bandwidth to perform. They are nominated from the faculty and selected by the Diversity and Inclusion Advisory Committee in consultation with the Dean's Offices, and can assist the Associate Deans and Department Chairs in their work without the administrative authority attached to these positions, thereby acting more as a resource/guide for department personnel without administrative or academic pressures.

We plan to use these funds to incentivize the adoption of Equity Advisors by providing a declining subsidy to the schools and colleges. We plan to implement the program during the 2018-19 academic year with four Equity Advisors and add another four in 2019-20. Each Equity Advisor will receive a \$12,000 stipend, which will be split between these one-time funds and the college/school according to the schedule 100:0 (year 1), 50:50 (year 2) and 25:75 (years 3 and 4). At the completion this program, the colleges and schools are expected to take over full responsibility for funding the Equity Advisors in their units.

- D. Facilitate a positive climate through programming for cohort building among new faculty, diverse postdoctoral fellows, faculty of color, and women faculty (\$80,000).** Throughout the year, UCR offers a series of workshops and programs for new faculty to help ensure their successful transition to our campus and get off to a successful start in teaching, mentoring and research. These include a new faculty orientation, a six-week course on teaching excellence offered by the Academy of Distinguished Teachers, preparing for merit and promotion review, and for the first time in 2017-18, a pilot set of workshops including issues related to managing employees and mentoring graduate students offered by the Graduate Division. Based on feedback obtained at the beginning and end of the academic year, this pilot program is being expanded to meet the needs of new faculty, postdocs and professional researchers. A portion of the funds requested in this category will be used to cover programming and light refreshment costs for these workshops (\$3000).

In addition to programming for new faculty, several years ago as part of UCR's NSF Advance grant the provost office committed funding to revive and support the Women's Faculty Association (WFA). The WFA provides regular programming, networking and mentoring opportunities that have positively impacted the climate for women faculty at UCR. Importantly, the WFA has developed an esprit de corps, which is especially important for women in departments where they are in a significant minority such as engineering and the physical sciences. Using these funds, we propose to continue to support the WFA and the inclusion of postdocs in their activities (~\$8500/yr). We will also build on this concept by providing similar funding (~\$8500) for self-organized groups of faculty of color and diverse postdoctoral fellows. As with the WFA, these funds can be used to offer an annual retreat, support networking activities such as lunch seminars and outside speakers at the discretion of the organizers. Annual funding will be contingent on a brief proposal and report of activities/participation during the prior year.

Preliminary Budget and Administrative Plan. The preliminary budget below describes a plan to allocate \$5,459,213 over the next four years. Funds for year 1 will be distributed upon approval of the plan. As a condition for receiving these funds, the responsible party for each unit must agree to submit a report at the end of each fiscal year. Depending on the outcomes described in the report and the amount of unspent funds, money budgeted for subsequent years may be awarded on an annual basis as originally planned or redirected to support a higher impact objective or emerging opportunity.

Goal	FY 19	FY 20	FY21	FY22	Total
1. Instructional Equipment	\$545,213	\$546,000	\$546,000	\$546,000	\$2,183,213
2. Instructional Support					\$1,890,000
A. Transfer Zone Staff	\$85,000	\$85,000	\$85,000	\$85,000	\$340,000
B. Instructional Design Staff	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000
C. Online/Hybrid Courses	\$200,000	\$250,000	\$250,000	\$250,000	\$950,000
3. Library Support	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
4. Diversity Programs					\$386,000
A. Graduate Student Diversity Certificates	\$8,500	\$8,500	\$8,500	\$8,500	\$34,000
B. NCFCDD Membership	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
C. Equity Advisor Program	\$48,000	\$72,000	\$48,000	\$24,000	\$192,000
D. Support programs for faculty and post docs	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Total	\$1,326,713	\$1,401,500	\$1,377,500	\$1,353,500	\$5,459,213