Welcome to the Forum!
THE FUTURE OF ACADEMIC AFFAIRS FORUM

Hosted by Elizabeth H. Simmons
Executive Vice Chancellor &
Distinguished Professor of Physics

Moderated by Alison Sanders
Assistant Vice Chancellor, Academic Affairs
& Chief of Staff
SOME REMINDERS:

- Today’s event will be a combination of Zoom webinar and meeting formats.
  - In the morning and afternoon webinars, please use the Q&A box for questions and the Chat window for commenting.
  - During the breakout meeting sessions, please remember to:
    - Mute your microphone when not actively talking
    - Use the “raise hand” function in your breakout room

THE FUTURE OF ACADEMIC AFFAIRS FORUM

EVC Simmons
27 January 2022
UC San Diego’s Strategic Plan calls on us to become a student-centered, research-focused, service-oriented university.

Our history reveals that strongly individualistic traditions combined with rapid recent growth has produced pockets of excellence and yielded uneven outcomes. External reviews confirm this.

Together, we have established overarching goals and strategic approaches to attaining them by building on our existing strengths and unique programs.

Let’s discuss the underlying vision that unites them.
I aspire for UC San Diego to work collectively and coherently in becoming an inclusive student-centered, research-focused, service-oriented university.

I envision that we will:

• scale up the size, connectivity, and impact of our research collaborations
• be as proudly innovative in education as we are in scholarship
• empower every Triton to succeed – undergraduates, graduate students, staff, and faculty
ATTAINING OUR ASPIRATIONS

Shared Overarching Goals:
• Erasing opportunity gaps for undergraduates, graduate students, and employees
• Developing a culture of educational innovation
• Promoting large-scale, interdisciplinary, community-engaged research initiatives
• Uplifting the arts and humanities within our campus identity
• Emphasizing the interplay between societal and scientific advances

Habits of Purposeful Collaboration:
• Institutionalizing inclusive, equitable practices
• Extending our partnerships throughout campus and the wider community
• Cultivating diverse revenue streams to support new academic initiatives
• Pursuing continuous improvement – including lessons from the COVID area
• Employing collective impact to manifest our shared goals and leverage common datasets, tools, and assessments across our many unique programs
WHY NOW?

• Our experiences with Return-to-Learn during the pandemic have demonstrated the power of concerted action to amplify the effect of our individual efforts.

• We have an opportunity to make tremendous progress on longstanding priorities by shifting applying a collaborative approach more widely.

• Governor Newsom’s January 2022 budget proposal has pledged to deliver five years of a 5 percent general fund increase for the UC and CSU systems, IF we close opportunity gaps for underserved groups.
What is Collective Impact?

Collective Impact (CI) is a collaborative approach to tackling complex challenges by bringing people together in a structured way to achieve major change.

For comprehensive solutions to the complex issues facing our campus, we must:

- Create connections between campus partners
- Combine our expertise
- Leverage our collective efforts
### Five conditions of collective impact

<table>
<thead>
<tr>
<th>Condition</th>
<th>Description</th>
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<tbody>
<tr>
<td>Common agenda</td>
<td>Participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed upon actions.</td>
</tr>
<tr>
<td>Shared measurement</td>
<td>Collecting data and measuring results consistently ensures efforts remain aligned and participants hold each other accountable.</td>
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<tr>
<td>Mutually reinforcing activities</td>
<td>A diverse set of stakeholders coordinate a set of differentiated activities through a mutually reinforcing plan of action.</td>
</tr>
<tr>
<td>Continuous communication</td>
<td>Structured and open communication is needed across participants to build trust, assure mutual objectives, and develop common motivation.</td>
</tr>
<tr>
<td>Backbone support</td>
<td>A dedicated team provides ongoing support by guiding the initiative’s vision and strategy, supporting aligned activities, establishing shared measurement practices, and facilitating participant interactions.</td>
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# COLLECTIVE IMPACT – UC SAN DIEGO’S FIVE PHASES

<table>
<thead>
<tr>
<th>Phase</th>
<th>Duration</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Assess Readiness</td>
<td></td>
<td>• Conduct a readiness and landscape assessment</td>
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</table>
| Initiate Action                            | 2 months | • Kick off steering committee  
• Begin outreach to potential partners  
• Develop baseline landscape and data maps |
| Organize for Impact                        | 3 months | • Create common agenda: clear problem definition, shared vision, basic theory of change  
• Develop high-level overarching goal and leading metrics |
| Implementation                             | 6 months | • Determine shared measurement systems and aligned strategies  
• Establish mutually reinforcing activities  
• Convene working groups |
| Sustain Action and Impact                  | Ongoing  | • Implement action plans and data collection  
• Evaluate impacts, identify wins, refine strategies  
• Evolve steering committee and working groups to match adaptive strategies |
WHAT IS A COLLECTIVE IMPACT NETWORK?

In the CI model, stakeholders are organized into a network that builds capacity for more efficiency and greater impact.

- University Partners
- Working Groups
- Steering Committee
- Backbone
At UC San Diego, the network elements might map onto campus rather like this:

- **University Partners**: individuals, initiatives, academic programs, administrative units
- **Working Groups**: often led by cross-cutting units such as the Library, Teaching + Learning Commons, Graduate Division, EDI, or Student Affairs
- **Steering Committee**: drawn from multiple levels and areas
- **Backbone**: unifying data, organizational, and assessment services provided by Extended Studies (funded centrally)
RETURN-TO-LEARN AS AN EXAMPLE OF COLLECTIVE IMPACT

**University Partners:** individuals, initiatives, academic programs, administrative units

**Working Groups:** Emergency Operations, Events, Research Continuity, Educational Continuity, Business Continuity...

**Steering Committee Structure:**
- CMT (COVID Monitoring Team): daily data assessment
- CRT (COVID Response Team): advises whether rapid, substantial pivot needed
- RTLSC (RTL Steering Committee): makes policy recommendations based on data
- Cabinet: reviews CMT, CRT, RTLSC recommendations and advises Chancellor

**Backbone:** UC San Diego Health, Office of Strategic Initiatives, Environmental Health & Safety, Procurement, Registrar...
Vision
I aspire for UC San Diego to work collectively and coherently in becoming an inclusive student-centered, research-focused, service-oriented university.

I envision that we will:
• scale up the size, connectivity, and impact of our research collaborations
• be as proudly innovative in education as we are in scholarship
• empower every Triton to succeed – undergraduates, graduate students, staff, and faculty

Shared Overarching Goals:
• Erasing opportunity gaps for undergraduates, graduate students, and employees

Habits of Purposeful Collaboration:
• Employing collective impact to manifest our shared goals and leverage common datasets, tools, and assessments across our many unique programs
METRICS FOR CI SUCCESS [EXAMPLES]

Campus Level: Students of all demographics should attain same graduation rates, time-to-degree, and participation in high-impact educational experiences

Project Level:

Summer Bridge:
- **Larger footprint**: All students who can benefit are accommodated
- **Increased impact**: Participants succeed academically in Summer Bridge and thereafter; UCUES data shows improved student sense of belonging

Mentoring for All:
- **Larger footprint**: All undergraduates have a mentor
- **Increased impact**: Student persistence improves; UCUES data shows more personalized experience, ability to get letter of recommendation

Graduate Recruitment:
- **Larger footprint**: Effective approaches adopted across campus
- **Increased impact**: All programs improve graduate cohort diversity, retention, graduation rates
BENEFITS OF USING COLLECTIVE IMPACT [EXAMPLES]

**Student Level:** Supportive services and high-impact practices become readily and consistently available to everyone regardless of college or major

**Project Level:**
- Clear goals and metrics keep existing efforts aligned with campus priorities
- Partners help existing efforts have a larger footprint and equitable impact
- Backbone support provides the data-driven assessment that boosts quality

**Individual/Unit Level:**
- Communication and partnership enable local efforts to incorporate proven approaches others have piloted, expanding impact on local participants
- Mutually reinforcing activities add new dimension to existing efforts
- Being part of larger footprint and equitable impact builds community
- Data-driven assessment provides proof of effectiveness for positive use in evaluations of employees or academic programs
Mentoring For All

Ebonee P.M. Williams, Ph.D.
Director of Virtual Student Experience & Peer Engagement
Division of Student Affairs - VC Satterlund
Every Student Who Wants a Mentor will have a Mentor

- 5,000 students across two platforms in mentoring relationships
  - Peer-to-peer mentoring
  - Alumni-to-peer mentoring
  - Leveraging technology

- Collective Impact
  - Sponsor EVC
  - Leadership VC Satterlund
  - Committee of 25 (faculty, staff and students)
  - Partner with AVC Harrelson
  - Best Practice share with other UC’s
Goal 1: Serve as the leader for mentoring opportunities to connect students to the UC San Diego community from their first year through graduation and beyond.

Goal 2: Foster a collaborative culture with strategic partners across campus to create unique and intentional mentoring opportunities for all UC San Diego students.

Goal 3: Develop a robust communications and marketing plan to expand awareness and increase engagement with the Mentor for All initiative and other existing mentoring programs across UC San Diego.

Goal 4: Develop a central hub for the Mentor for All initiative to serve as the bridge for mentees, mentors, and the mentoring programs across UC San Diego.

Goal 5: Establish support for mentors to encourage buy-in and create a pipeline for future mentors, improving the overall experience for both mentors and mentees.
Ebonee Williams, Director of Virtual Experience and Peer Engagement Initiatives (Chair)
Christine Alvarado, Associate Dean for Students, Jacobs School of Engineering
Lovella Cacho, Partnerships & Outreach Manager, Qualcomm Institute
Cristina Della Coletta, Dean, Arts Humanities
Breana Clark, Graduate Student Advisor, VSA Graduate Student Association
Karen Doescher, Associate Director for International Students, Career Services
Frank Garrett, Director of Programs and Operations, Division of Physical Sciences
Mark Hendrickson, Associate Professor, History
Isabella Johnson, Associated Students, Campus Wide Senator
Reina Juarez, Director of CAPS
Hannah Kreitman, Vice President of Campus Affairs, Associated Students (2020-2021)
Danielle Melman, Associate Athletic Director, External Engagement and Marketing
Sonya Neal, Assistant Professor, Cell & Developmental Biology
Quynh Nguyen, President, Graduate Professional Student Association (2020-2021)
Matt Newsome, Vice President, Cubic Transportation Systems
Jose Santa Cruz, Senior Data and Business Intelligence Analyst, Alumni, Career, Annual Giving, Pipeline Development
Chiaki Santiago, VP Academic Affairs, President of Graduate Student Association
Tamara Schaps, Assistant Dean, Graduate Strategic Initiatives, Graduate Division
Tara Spencer, Co-founder and Co-chair of BUMMPS
Charles Stanley, Assistant Dean of Student Affairs, Sixth College
Michael Trask, Associate Directors of Admissions
Dennis Trinidad, Associate Professor, Family Medicine and Public Health
Jessica Wilson, Career Service Specialist, School of Global Policy & Strategy
Dr. Ebonee Williams

Collective Goal
Provide mentorship opportunities for all students, cultivating a sense of belonging and fostering a student-centered community.
Affordable and Open Course Materials

Erik Mitchell, Ph.D.
The Audrey Geisel University Librarian
University Library

Dani Cook, MSLS, MA
Associate University Librarian - LUE
University Library
The Affordable / Open Course Materials (AOCM) initiative is part of the broader UC San Diego Affordable Learning initiative. The overarching goal is to **promote equitable access to course materials**. Strategies, investments and resources are intended to:

- **Lower the cost of access** to course materials for students by leveraging library or campus purchased and/or licensed content and by exploring new textbook licensing models
- **Support faculty creation and publication** of course materials using open access or other strategies that increase the use and impact of open materials
- **Define policies, practices and incentive models** that lead to sustainable open and/or affordable course material development
METHODOLOGY

• Steering committee formed using Collective Impact (CI) framework based on common goals, community engagement, coordinated approach

• Planning team gathering input from students, faculty, staff; landscape review of trends, drivers and innovation in A/OCM

• Campus stakeholder engagement and review

• Recommendations / next steps through EVC’s office in context of CI approach
10% of students who spent <$100 reported not using any course materials. 31.4% of students who spent <$100 reported using most of their course materials.

Of students who spent in the top category ($600 or more), most (56.25%) reported using most of their materials, and all reported using at least some. Only 1 out of 16 reported using less than 20%.

Most expensive majors appear to be Biology and Chemistry, followed by Mechanical and Aerospace Engineering, Political Science, and International Studies.

There were many majors where >25% of reporting students reported using <25% of their materials.
80% of students have been required to purchase access codes

“Shelling out hundreds of dollars just for access to homework is nothing short of ridiculous. I’ve spent way more on homework access codes than books.”

“Purchasing access codes to complete homework for a grade is ridiculous. We already pay tuition, we shouldn’t have to pay hundreds for our grades too.”
The majority (73%) of students pay for textbooks from funds from family, friends, or caregivers, followed by money they earn themselves. There are disproportionate impacts by demographic category (example below).

<table>
<thead>
<tr>
<th></th>
<th>African American/Black (n=61)</th>
<th>Asian/Asian American (n=1012)</th>
<th>Chicano/Latino (n=469)</th>
<th>White (n=408)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family/friend/caregiver</td>
<td>15 (24.6%)</td>
<td>555 (54.8%)</td>
<td>106 (22.6%)</td>
<td>168 (41.2%)</td>
</tr>
<tr>
<td>Federal student loans</td>
<td>9 (14.8%)</td>
<td>50 (4.9%)</td>
<td>40 (8.5%)</td>
<td>16 (3.9%)</td>
</tr>
<tr>
<td>Grants</td>
<td>11 (18%)</td>
<td>111 (11%)</td>
<td>97 (20.7%)</td>
<td>49 (12%)</td>
</tr>
<tr>
<td>Money I have earned</td>
<td>17 (27.9%)</td>
<td>247 (24.4%)</td>
<td>169 (36%)</td>
<td>151 (37%)</td>
</tr>
<tr>
<td>Other</td>
<td>1 (1.6%)</td>
<td>4 (0.4%)</td>
<td>3 (0.6%)</td>
<td>6 (1.5%)</td>
</tr>
<tr>
<td>Other loans (including private loans or credit card debt)</td>
<td>1 (1.6%)</td>
<td>12 (1.2%)</td>
<td>10 (2%)</td>
<td>7 (1.7%)</td>
</tr>
<tr>
<td>Scholarships</td>
<td>7 (11.5%)</td>
<td>33 (3.3%)</td>
<td>45 (9.6%)</td>
<td>11 (2.7%)</td>
</tr>
</tbody>
</table>
How students pay for course materials

- **First-Generation (n=684)**
- **Not First-Generation (n=1222)**
Opportunity Gap: Focuses on the environment students are exposed to and how it limits their opportunities. Refers to the fact that things such as ZIP code, race, ethnicity, or socioeconomic status determine their opportunities in life and impact educational outcomes.

Equity-minded lens: Critically examine institutional policies, practices, and structures through a lens that questions why inequities exist. HOW and WHY are current practices failing to serve students who are experiencing inequities? (McNair, Bensimon, & Malcom-Piqueux, 2020)

Demands: Explicit attention to structural inequality and institutionalized racism and demands system-changing responses (Bensimon, 2018)

Imperative: Change the educational environment to support the success of students—especially students who have been historically and continuously marginalized in our educational systems (McNair, Bensimon, & Malcom-Piqueux, 2020)
Undergraduate Program Review Guidelines

Senate Changes to Program Reviews

- Ensure that our programs support academic success for all students.
- Create an educational environment that supports under-represented, low-income, and first-generation students.
- Note and address any opportunity gaps along racial/ethnic identity and social-economic status.
Program Review Self-Study:
Programs comment on several questions related to inclusive pedagogy and student outcomes.
Office of Outreach, Access, Recruitment, and Retention (OAR^2)

Angeline Villanueva Yang, Ed.D.
Director of Outreach, Access, Recruitment, and Retention (OAR^2)
Graduate Division

James Soto Antony, Ph.D.
Dean
Graduate Division
Graduate Division Recruitment Strategy

- National, California Statewide, and Regional Diversity Conferences (e.g. SACNAS, ABRCMS, Diversity Forum)
- Partnerships with Minority Serving Institutions (e.g. UC HBCU Partnership Program)
- Virtual Open House
- Campus Visits
- Pathway Programs (e.g. STARS, UC LEADS)
Graduate Division Retention Programs

- University Center for Exemplary Mentoring (UCEM) Sloan Scholars Program
- Competitive Edge
- Professional Development
- Climate Interns
  - Community Centers
  - Divisions
Challenges to Graduate Student Retention

• Defining factors influencing underrepresented student retention and attrition

• Identifying how success should be measured

• Providing opportunities to centrally support the departments

• Creating best practices based on conversations with stakeholders
Collective Impact: Collaborative Approach to Graduate Student Retention

• Identify best practices to support the retention of our students
  • Consider trends across different populations and unique needs for specific populations

• Collaborate with colleagues doing work that align with graduate student retention goals

• Leverage existing programs across campus and avoid duplication of work

• Develop a communication strategy that ensures students are aware of resources across campus
Scaling UG Research and Internship Experiences

David Artis, Ph.D.
Dean of Undergraduate Research Advancement
Undergraduate Research Hub (URH)
THE CHALLENGE

Undergraduate research (UR) is a distinguishing feature of a UC education that merits expansion to engage more of our undergraduates. (UCOP 2017)

Research should be for ALL

- Responsibility: individual and collective
- Current state of affairs
- How:
  - rethink what is UG research
  - rethink who are researchers
Summer Research Conference: Collective Impact Potential

• Collective impact strategy leads to collective success
• Partners include faculty mentors, moderators, VCSA, Research Affairs, Facilities, Financial Aid and Scholarships, Community Colleges
• The Summer Research Conference (SRC) is open to students across campus and other institutions; working with partners is vital to the success of these events.
Summer Bridge: Closing Opportunity Gaps

David Ruiter, Ph.D.  
Faculty Director  
Teaching + Learning Commons

Maruth Figueroa, Ed.D.  
Assistant Vice Chancellor  
Student Retention & Success
SUMMER BRIDGE: FRAMEWORK
Design Futures

Mai Nguyen, Ph.D.
Director, Design Lab
Professor, Urban Studies and Planning
DESIGN @ UC San Diego

- University Resource
  - 50+ faculty; 7 Divisions and Schools
  - Design and Innovation Building [Open]

- Community Resource
  - Community-driven Design for systems change; authentic engagement; strategic partnerships
  - UCSD @ Park and Market Building [Open]

- Tackle complex societal problems

- Framework: JEDI, future-oriented, systems perspective, disruptive, multi-scaler, transdisciplinary, collective impact
• Foster human-technology teamwork in healthcare; people-centered approach to health’s greatest challenges
• Engage global stakeholders, village innovators, community volunteers, patient advocates, researchers, clinicians, government and industry
• Solve the “wicked” health problems that require not just singular scientific advances but innovation in multidisciplinary and distributed teamwork

• Eliah Aronoff-Spencer
• Heidi Rataj
• Amber Brandner
• C4H - Center for Health, UC San Diego
• Diabetes Design Initiative, UC San Diego
Plastic Futures

- Collaboration with Pinar Yoldas and Center for Renewable materials
- Developing a multitude of applications from carbon capturing playgrounds for children to public art that slowly biodegrades
- Installation shows actual elements from algae research such as a bio-degradation matrix with design proposals and speculative scenarios
Indigenous Futures

Indigenous Futures Institute

Theresa Stewart-Ambo (Tongva/Luiseño), Keolu Fox, Kanaka Maoli (Native Hawaiian), Sarah Aarons, Iñupiaq (Alaska Native), Manuel Shvartzberg Carrió, K. Wayne Yang

- Interdisciplinary community-engaged and driven research center focused on educational, scientific, and environmental co-design with Indigenous Peoples
- IFI creates projects concerned, principally, with the transformative power of the future
- Indigenous-led, futurist design university organization, IFI is the first and only institute of its kind in the country
Thinking about your academic unit, what is your design future?

Mai Nguyen
mtn@ucsd.edu

Learn more about design futures initiatives in the Design Lab:
https://dib-grandopening.org/
Latinx Academic Excellence Initiative: Advancing Latinx Student Servingness Through Collective Impact

Becky R. Petitt, Ph.D.
Vice Chancellor
Equity, Diversity, and Inclusion

Alysson M. Satterlund, Ph.D.
Vice Chancellor
Student Affairs

Frank A. Silva, MPH
Chief of Staff
Equity, Diversity, and Inclusion
Latinx Academic Excellence Initiative

• Shared vision for change: Ongoing transformation of UC San Diego to serve Latinx students and families

• Shared measurement: reduce opportunity gaps in admissions, yield, retention, graduation rates, UCUES scores on sense of belonging in and out of the classroom

• Comprised of mutually reinforcing, coordinated projects across campus

• Implemented and activated by HSI-LAEI Work Group with sponsorship from VC EDI, VCSA, and Enrollment Management
Realizing Our Collective Impact

Transforming UC San Diego from an Emerging HSI to an HSI through Parent, Family, and Community Engagement

**Mi Universidad** – an intentional culturally focused, bilingual, bi-literate outreach and education program that utilizes technology to reach Latinos throughout the U.S. and Latin America

**Multiple partners working to:**

- Increase our outreach to first generation Latinx families
- Provide college going and matriculation information through virtual, digital, in person modalities
- Increase UC San Diego brand presence in the Latinx community
- Increase Latinx affiliation with and access to UC San Diego
- Provide, through Extension, continuing education, certificate programs to the Latinx community in the U.S. and throughout Latin America in Spanish
- Validate cultural values of Latinidad – familia y comunidad

**Collaborators:**

VC EDI, VCSA, Enrollment Management, HSI-LAEI Work Group, CREATE/EAOP/TRIO; Extension; Campus Communications; Univision TV and radio; UCTV, Parent Institute for Quality Education; Undocumented Student Services; Raza Resource Centro; CLS, LAS, Sweetwater Unified School District, Imperial School District

**Projects:**

- Orientacion Familiar: Latinx Parent and Student Orientation
- Conexiones: Latinx Parent University, Latinx Track for Triton Day and Triton Talks
- Virtual Engagement – UCTV Spanish language content channel focused on college going and matriculation
- “RTL” 2020 and 2021 Spanish Town Halls for Families and Parents
- California’s CollegeCorps 2 Year Initiative
# Realizing Our Collective Impact

## AFD Latinx Cluster Hire

The initiative leverages a strong campus commitment to diversifying the faculty while simultaneously working to fulfill our student-centered mission.

The LCHI proposes to hire up to **fourteen faculty** whose research and pedagogical focus on issues affecting and of interest to Chicano/Latino students.

This robust hiring initiative across **four divisions** and **nine academic departments** that serve a critical mass of Latino students will serve as a catalyst for UC San Diego becoming a Latino serving and responsive institution.

## Anticipated Outcomes

- Hire 14 new faculty (6-8 per year) who research and teach the Latinox experience to serve our growing number of Latinox students
- Support the creation of a new Chicanx and Latinox Studies major by adding new undergraduate courses to fulfill both the CLS and LAS majors and minors
- Strengthen collaboration and research synergy between the Chicanx and Latinox Studies Program (CLS), Latin American Studies Program (LAS) and participating schools/divisions
- Increase mentorship opportunities and support for undergraduate and graduate students interested in the Latinox Diaspora in the United States, Latin America, and the transborder context.
- Foster collaboration with communities in the San Diego-Tijuana metroplex and region.
- Research symposiums, writing collectives, public facing events, and community building for faculty, students, and staff in collaboration with the Raza Resource Centro.
Creation of the School of Computing, Information, and Data Sciences

Robert Continetti, Ph.D.
Sr. Associate Vice Chancellor
Academic Affairs

Shankar Subramaniam, Ph.D.
Distinguished Professor
Bioengineering
The Working Group concluded that, based on thoughtful consideration of the input received from heads of campus units and the emergence of a competitive peer landscape, that UCSD should launch SCIDS at the earliest possible timeframe. The development of the proposal to create SCIDS would benefit from discussions from campus stakeholders given the broad enthusiasm for data sciences. The Campus administration would need to invest necessary resources to accomplish the full potential of SCIDS. It is the recommendation of the Working Group that the campus initiate immediately the development of a proposal to launch the School of Computing, Information, and Data Sciences.
SCIDS Vision and Mission

Create an internationally acclaimed School which will serve as a new paradigm for the age of big data through innovative research, ground-breaking applications and peerless training.

Mission

• Engage in cutting-edge cross-disciplinary research in data sciences from theoretical foundations to transformative applications.

• Create synergies in big data applications through development of novel paradigms that transform data to knowledge.

• Develop and maintain computing infrastructure that will serve as an exemplar for modern research in all domains of human endeavor.

• Establish innovative training programs in computing, information, and data sciences that will produce the most proficient workforce for the 21st century and beyond.
SCIDS Synergies

School of Computing, Information, and Data Sciences

- Arts & Humanities
  SCIDS links to training
  UG AH Students
  NLP for Literature
  Computing for AH

- Social Sciences & GPS
  SCIDS links to UG Education,
  Joint FTEs,
  Computing Needs

- Marine Sciences
  SCIDS links to courses
  In AI/ML
  Apps to Marine Data
  Links to Google

- Management
  Data for Business
  Analytics,
  Industry Partnerships
  Joint FTEs

- Engineering
  SCIDS links to UG Education/Training,
  Industry and Jobs,
  Joint FTEs

- Physical Sciences
  SCIDS links to Applied Statistics,
  Imaging, Joint FTEs

- Medicine
  SCIDS-SOM partnerships,
  Data Resource Projects,
  Training
  Docs/Residents/Fellows

- Public Health
  SCIDS involvement in
  Biostat/Epidemiology
  Training, Health Policy
  from Data

- Biological Sciences
  Strategic Plan for FTEs
  in Data/Computing
  Joint FTEs, Data
  Project Laboratories

- Pharmacy & Pharmaceutical Sci.
  Health Informatics
  Training, PharmD Projects
  in SDSC
SCIDS Timeline

- Workforce Recommendations
  March 2021
- Committee Proposal Draft Completion
  January 2022
- Administrative Draft Completion
  February 2022
- Proposal Consideration by UCSD Academic Senate
  March 2022
- Anticipated Submission to UCOP
  Summer/Fall 2022
Collective Impact in the Arts: Fostering Collaboration and Communication among Campus Arts Stakeholders

Rand Steiger, MFA
Professor
Arts Strategy Advisor to the EVC
ESR Tiger Teams & COE

Marie Carter-DuBois, MBA
Associate Vice Chancellor
EVC-Resource Administration
## The Challenge

- Decentralization of actions
- Multitudes of siloed effort
- Lack of coordination
- Inability to act fast and react to urgencies
- Many lists
- Lack of priorities = all is a priority
- Challenging communication
The solution
The Results

- Temporary staff hired to assist with backlog
- Pool of temp staff for divisions/departments
- Default payroll project
- Report development & user testing
- Quicker feedback loop
Marie Carter-DuBois
Associate Vice Chancellor
EVC-Resource Administration
mcarterdubois@ucsd.edu
Anti-Racist Pedagogy Learning Community

Leslie Carver, Ph.D.  
Marshall College

Carolyn Sandoval, Ph.D.  
Teaching + Learning Commons
Anti-Racist Pedagogy Learning Community

• Why: Witnessing of violence against Black communities
• Grounded in:
  • Social Justice Faculty Development Framework (Adams & Love, 2009)
  • Critical Race Theory, with an emphasis on the scholarship of faculty of color
  • Historical roots of educational inequity
• Readings, reflection, and discussion focused on:
  • Socialization and influence on choices as educators
  • Systemic racism and impact on students
  • Actions that support the well-being and learning of Black, Latinx, Indigenous, and minoritized students at UC San Diego
Partners/Collective Impact

- Developed and facilitated by Teaching + Learning Commons Engaged Teaching Hub

- Funding support
  - Graduate Division
  - Sanford Institute for Empathy and Compassion
  - Changemaker Institute
  - Biological Sciences

- Participants (Build Connections and Capacity)
Project focused on changing assessment practices
  • Pedagogical Changes
    • Course texts
    • Writing assignments
    • Integrated critical analysis and discussion of what it means to teach “academic writing”
  • Goals/Impact
    • Equitable grading
    • Deeper student engagement, greater risk-taking, self-knowledge, knowledge transfer
    • More meaningful instructor to student relationships and tailored feedback
"Another important part of the labor contract was the fact that writing was judged based on labor and completion rather than quality or analysis. It helped us focus on personal learning and growth – especially with such complex topics and material – rather than writing to a specific standard. It allowed students to take more risks and push the boundaries of their understanding, writing our own thoughts instead of what we thought the teachers or TAs would like to see."

DOC Student
Leslie Carver
lcarver@ucsd.edu

Carolyn Sandoval
c2sandoval@ucsd.edu

Anti-Racist Pedagogy Learning Community Faculty Fellows

Amanda Solomon, Director and Assistant Teaching Professor, DOC
alsolomon@ucsd.edu

Emily R. Johnston, Associate Director and Lecturer, DOC
e2johnston@ucsd.edu
BREAKOUT ROOMS - Instructions

• Click the link in the chat to open the breakout room page

• Exit the webinar, and enter the breakout room of your choice

• During the breakout meeting sessions, please remember to:
  • Mute your microphone when not actively talking
  • Use the “raise hand” function in your breakout room
The program will resume shortly.
WHERE DO YOU START WITH COLLECTIVE IMPACT?

Engage with Collective Impact through the four Cs:

Commitment
- Resolve to augment your idea or initiative through collective impact

Coordination
- See how your idea or initiative complements existing efforts

Collaboration
- Bring your unique efforts into partnership with others

Continuous communication
- Ask questions, reach out to related initiatives, and ask your partners about the networks they’re connected with
How can you participate?

• Access more information online: evc.ucsd.edu/mission-initiatives/collective-impact

• Email Deputy Chief of Staff Gillian Hemingway at CollectiveImpact@ucsd.edu expressing interest in Collective Impact
Thank you for attending the Forum!