

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 we 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
- Copies of the slides from the morning <u>evc.ucsd.edu/mission-initiatives/future-</u> of-academic-affairs-2022.html







# <u>UC San Diego</u>

## THE FUTURE OF ACADEMIC AFFAIRS FORUM

EVC Simmons 27 January 2022

## **CONTEXT**



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.

### THE FUTURE OF ACADEMIC AFFAIRS

I aspire for UC San Diego to work <u>collectively and coherently</u> 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 <u>collective impact</u> 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.

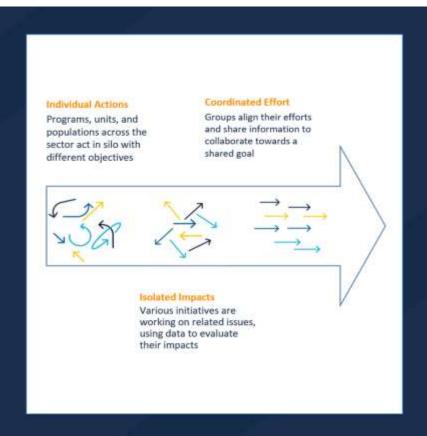


## WHAT IS COLLECTIVE IMPACT?

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



#### **KEY COMPONENTS OF THE CI FRAMEWORK**

### Five conditions of collective impact

Common agenda

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.

**Shared measurement** 

Collecting data and measuring results consistently ensures efforts remain aligned and participants hold each other accountable.

Mutually reinforcing activities

A diverse set of stakeholders coordinate a set of differentiated activities through a mutually reinforcing plan of action.

Continuous communication

Structured and open communication is needed across participants to build trust, assure mutual objectives, and develop common motivation.

**Backbone support** 

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.

## **COLLECTIVE IMPACT – UC SAN DIEGO'S FIVE PHASES**

Asses	s Readiness	Conduct a readiness and landscape assessment
Initiat 2 mor	e Action oths	
3 Orga	nize for Impact nths	<ul> <li>Create common agenda: clear problem definition, shared vision, basic theory of change</li> <li>Develop high-level overarching goal and leading metrics</li> </ul>
4 Imple 6 mor	mentation oths	<ul> <li>Determine shared measurement systems and aligned strategies</li> <li>Establish mutually reinforcing activities</li> <li>Convene working groups</li> </ul>
5 Sustai Ongoi	n Action and Impact ng	<ul> <li>Implement action plans and data collection</li> <li>Evaluate impacts, identify wins, refine strategies</li> <li>Evolve steering committee and working groups to match adaptive strategies</li> </ul>

## 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

### WHAT MIGHT THE CI NETWORK LOOK LIKE HERE?



At UC San Diego, the network elements might map onto campus rather like this:

- <u>University Partners</u>: 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
- <u>Steering Committee</u>: drawn from multiple levels and areas
- <u>Backbone</u>: 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

<u>Backbone</u>: UC San Diego Health, Office of Strategic Initiatives, Environmental Health & Safety, Procurement, Registrar...

# PUTTING IT TOGETHER: ERASING OPPORTUNITY GAPS VIA COLLECTIVE IMPACT

#### **Vision**

I aspire for UC San Diego to work <u>collectively</u> and <u>coherently</u> in becoming an inclusive student-centered, research-focused, service-oriented university.

#### Lenvision 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 <u>collective impact</u> 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
- <u>Increased impact</u>: 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
- <u>Increased impact</u>: Student persistence improves; UCUES data shows more personalized experience, ability to get letter of recommendation

#### **Graduate Recruitment:**

- <u>Larger footprint</u>: Effective approaches adopted across campus
- <u>Increased impact</u>: 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



## Mentoring For All



# **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

## **Strategic Plan For Mentoring For the Campus**

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.

### The Committee

- 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 or 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**

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ntorship opportunities for all students, culting a sense of belonging and fostering a student-centered whity.



## **Affordable and Open Course Materials**

Erik Mitchell, Ph.D.

The Audrey Geisel University Librarian
University Library

Dani Cook, MSLS, MA

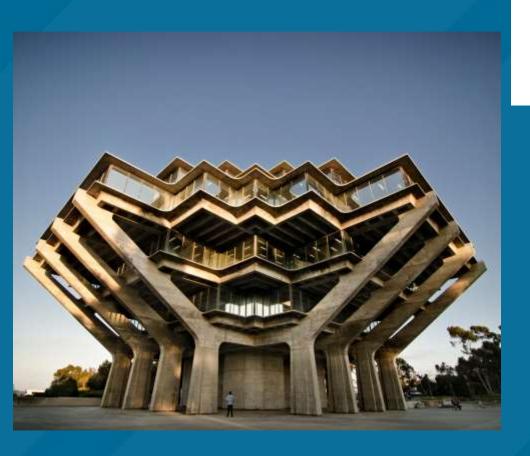
Associate University Librarian - LUE
University Library

## AFFORDABLE / OPEN COURSE MATERIALS: PROJECT SCOPE

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

29%

reported spending more than \$200 on course materials in Fall 2021

53%

have not bought required course materials due to the cost

- 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

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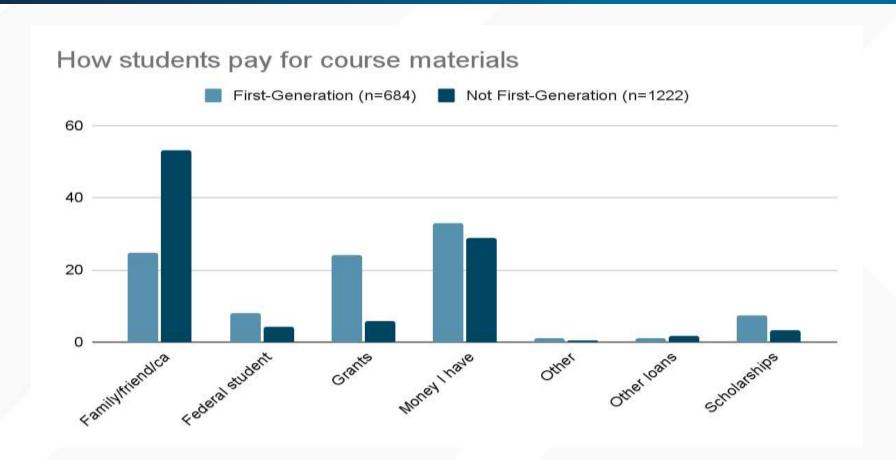
Shelling out hundreds of dollars just for access to homework is nothing short of ridiculous. I've spent way more on homework access codes than books.

66

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).

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



## **ERIK MITCHELL**

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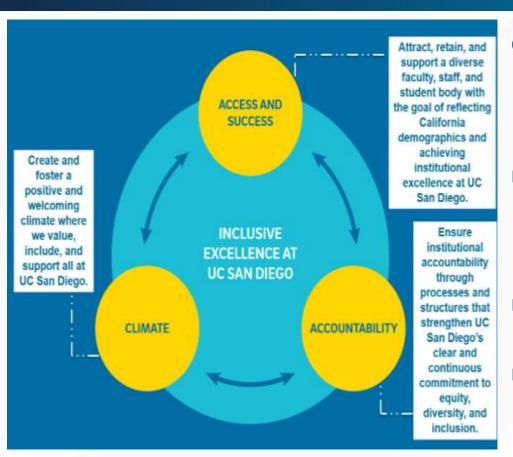
# Identifying and Erasing Opportunity Gaps Through Academic Program Reviews

John Moore, Ph.D.

Dean of Undergraduate Education
and Professor of Linguistics

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

## **A Comprehensive Approach to Inclusive Excellence**



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**

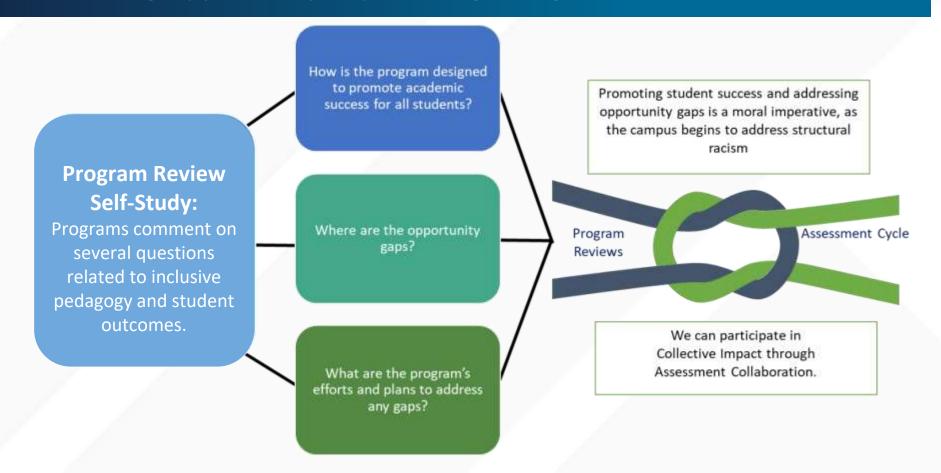
Senate Changes to Program Reviews

Ensure that our programs support academic success for all students.

Create an
educational
environment that
supports underrepresented, lowincome, and firstgeneration students.

Note and address any opportunity gaps along racial/ethnic identity and social-economic status.

## **Addressing Opportunity Gaps Through Program Review & Assessment**





## 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)

2020 Undergraduate Research Library Prize Winners

#### 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:
  - o rethink what is UG research
  - o rethink who are researchers

#### **Summer Research Conference: Collective Impact Potential**

450
Undergraduate
Student

37

Different worldwide participating educational institutions. 1466

Unique Participants (staff, presenters, guests, and mentors)

- 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.

#### PARTICIPATING SUMMER RESEARCH PROGRAMS

Genentech Scholars
Ahmadian Fellows
MRSEC/RIMSE
UC Scholars
CAMP
COB-KIBM
ECE SRIP
McNair
TRELS
URS

STARS

### **David Artis**

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## **Summer Bridge: Closing Opportunity Gaps**

David Ruiter, Ph.D.

Faculty Director

Teaching + Learning Commons

Maruth Figueroa, Ed.D.

Assistant Vice Chancellor
Student Retention & Success

#### **The Future of Academic Affairs**

# **SUMMER BRIDGE: FRAMEWORK**

### **David Ruiter**

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# **Maruth Figueroa**

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# **Design Futures**

Mai Nguyen, Ph.D.

Director, Design Lab

Professor, Urban Studies and Planning



Design and Innovation Building



UCSD @ Park and Market

#### **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

#### **Health Futures**



- 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, Kānaka 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 communidad

#### **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**

#### C

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 Chicanx/Latinx students.

Transforming UC San Diego from an Emerging HSI to an HSI through a Latinx Cluster Hire Initiative (LCHI)

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

#### **Anticipated Outcomes**

**AFD Latinx Cluster Hire** 

- Hire 14 new faculty (6-8 per year) who research and teach the Latinx experience to serve our growing number of Latinx students
- Support the creation of a new Chicanx and Latinx 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 Latinx 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 Latinx 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

#### **SCIDS Working Group Recommendations**

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.



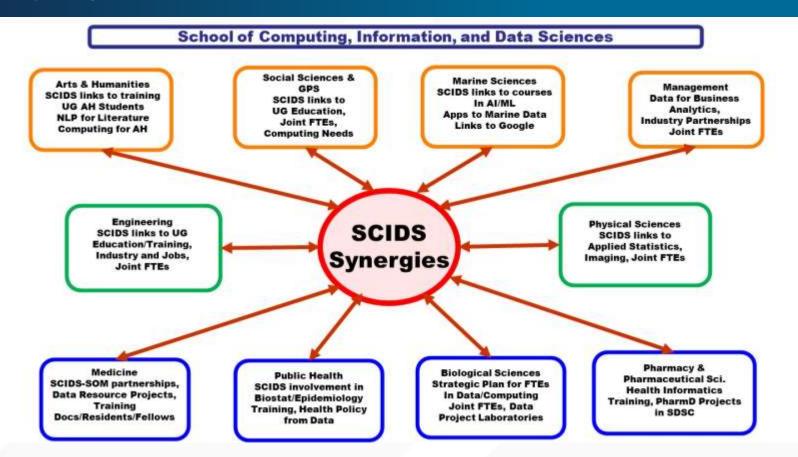
#### **SCIDS Vision and Mission**

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.

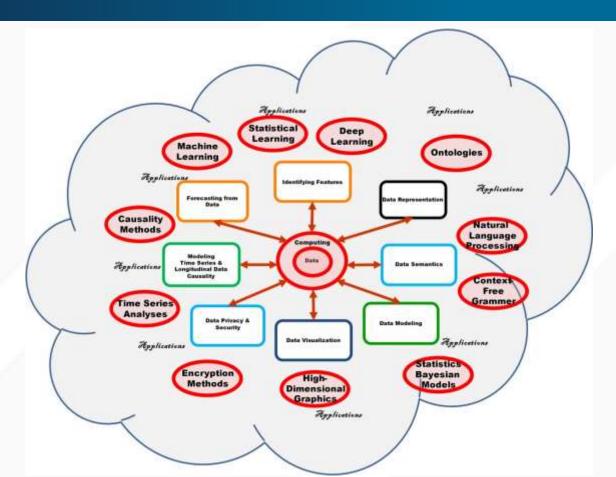
#### Mission

- 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**



#### **SCIDS: The Intellectual Front of Data Sciences**





#### **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

#### **Arts Ecosystem at UC San Diego | Interacting and Expanding**

#### SPACES

- · Joan and Irwin Jacobs Theatre District
- Conrad Prebys Music Center
- · Epstein Family Amphitheater
- · Mandeville Center for the Arts
- The Jeannie
- UC San Diego Craft Center
- UC San Diego at Park & Market
- Design Lab
- EnVision Arts and Engineering Maker Studio

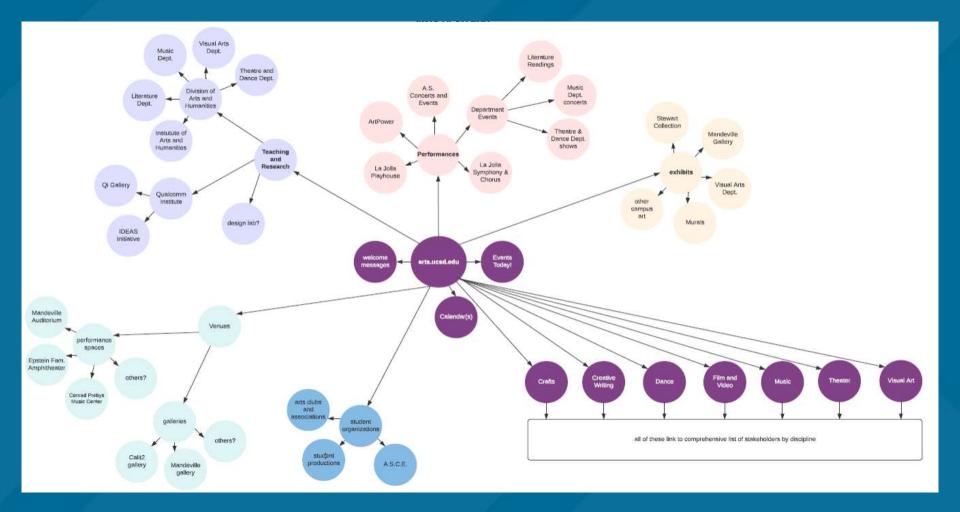
#### **WORKS AND COLLECTIONS**

- Stuart Collection
- Healing Arts Collection
- Campus Mural Ensemble
- Soviet Era Russian Art
- Geisel Library



#### PEOPLE AND PROGRAMS

- Academic Departments
- Arts and Community Partners
- Advisory / Strategic Committees
- Student Art / Performance Organizations



## **Professor Rand Steiger**

arts-strategy@ucsd.edu



### **ESR Tiger Teams & COE**

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

#### The Challenge





#### 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

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### **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)

#### **Moving Beyond Inclusion: Dimensions of Culture (DOC)**

#### 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

#### **Student 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**

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#### **Anti-Racist Pedagogy Learning Community Faculty Fellows**

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#### **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

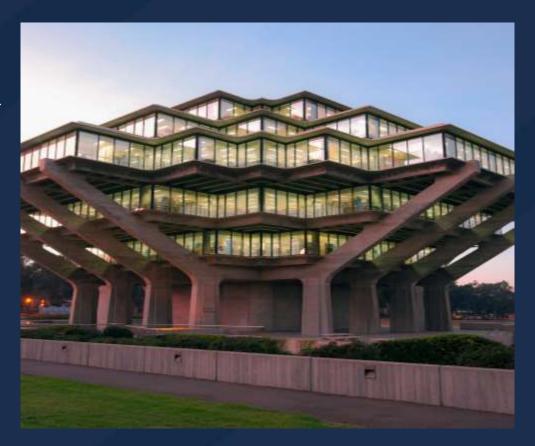
#### **Continuous communication**

Ask questions, reach out to related initiatives, and ask your partners about the networks they're connected with

#### TRITONS BRINGING IT TOGETHER

#### How can you participate?

- Access more information online: evc.ucsd.edu/missioninitiatives/collective-impact
- Email Deputy Chief of Staff
  Gillian Hemingway at
  CollectiveImpact@ucsd.edu
  expressing interest in
  Collective Impact





Thank you for attending the Forum!