# Breakout Session Notes (combined)

## Breakout Session 3.30.2020

## **Attendance**:

**Facilitators:** (AKA) John Braunstein, Belinda Li (Provost's Office) Ken Baerenklau, Julia McLean
**Present**: Kathryn Uhrich, Christian Weirauch, Bruce Link, Rodolfo Torres, Rebekah Richert
**Absent**: Eddie Comeaux, Julian Gonzalez

## **Notes & Themes:**

### Local Impact

- Example: Practicing research and sustainability within or impact our local community (Inland Empire)
- Taking action locally that is transportable to other communities or applicable globally
- *Act Local - Impact Global*

### Research

- Using research to improve learning for undergraduate and graduate
- Involving undergraduates in their own research, incorporating it into undergraduate coursework
- Highlighting the research plan/program could help to make UCR stand out
    - Highlight both the research the faculty is doing and how the students (undergraduate and graduate) are involved
- **Creativity** - a benefit of UCR is exposure to different things, diverse people, and helps generate creativity which is vital to excellence in research
    - When people have to do more with less resources they get creative
- Research - seems to be coming up more broadly in UCR's identity than we traditionally think of it.

### UCR Identity

- Conscious effort to build a UCR Identity. We are in a unique position to do so because of our student population. Elements of the identity might include:
    - **Motivated by personal growth and contributions to the public**
        - UCR is the place to do this
        - Our students are engaged civically and care about their communities

- **Respect and Support**
    - UCR community members (Students, Staff, Faculty) are respected, supported, acknowledged
- **Sense of Belonging**
    - At every level of UCR, Staff, Faculty, Administration, Students and the surrounding community members in IE and Riverside feel a sense of belonging to UCR.
- **UCR Family**
    - UCR Family steps in to add additional support
    - Including the students and their family - welcoming them to campus (ex. First Gen students)
    - *"Family first"* - supporting students, especially first-gen in ways that a family might typically as it relates to academic know-how (do I buy/sell my books, how do I take notes, etc.)
    - *"R'Family: Let UCR be your academic family"*
- **Focus on Individuality**
    - Faculty and students treated with empathy and their personal and individual goals are treated as uniquely important

## Student-Centered Research University

- What does this mean?
- Reformatting curriculum so that all students get the benefits of a research-focused institution even if they are not directly involved as a research assistant or working on a thesis project
    - Coordinated benefit, scaffolded learning experience
    - Experiences exposing students to the research process; upper-level courses teaching hands-on skills
- Research exposure provides skills that are widely applicable and builds appreciation for the research process
- Helping students understand what research is and what role it plays in society - helping them to understand how we create knowledge.
    - Give students the resources and give them the opportunity to be part of creating knowledge before they graduate - maybe that means participating in community programs or being a research assistant but showing them that they can be creators.
        - **Co-Creation of Knowledge**
        - **Partnership & Mentorship**
- Earlier exposure to the research process so that later, as upper-division students, they have the skills and knowledge to be better contributors and collaborators
- Involving students can help UCR acquire grants
    - Demonstrating diverse research teams, including students, may help get grants
    - Example: NSF Broader Impact statement; UCR could draft a powerful statement for our researchers to use to highlight our uniqueness

- Communicating findings to the world and on campus to our students so that they are aware of what research is happening on campus

## Equity and Inclusion

- Focusing on equity and inclusion for our diverse student population
- Help make sure students not only appreciate research but are encouraged to be involved
- This would make us stand out and students/faculty would come to UCR because of this reputation
    - A sentiment that coming to UCR promises opportunity and support

## Economic Development

- How do we do this without excluding any populations?
- Make sure our graduates have jobs here in Riverside
- Make sure we are taking care of our staff on campus, thinking about ourselves as an employer in the local region
    - HR/Professional development policies

## AAU Profile Goals

- Does our understanding of research at UCR align with this profile goal?
- Perhaps there are additional or slightly altered criteria that better fit our goal
    - Perhaps AAU Profile AND __(other criteria)_____

# Breakout Session 3.31.2020

## Attendance:

**Facilitators:** (AKA) John Braunstein, Belinda Li, Tony Knerr, (Provost's Office) Ken Baerenklau, Julia McLean
**Present**: Crystal Petrini, Xuan Liu, Yat Sun Poon, Peter Hayashida, Gloria Gonzalez-Rivera, Tim Lyons
**Absent**: Chris Lynch, Gaby Canalizo

## Notes & Themes from Discussion:

### Recruit & Retain Quality Staff

- Understaffing issue and need to bring up staffing numbers, a more detailed approach to this issue.
- **Producing Great Leadership**
    - Leveraging our human capital in ways that raise the profile of UCR
- **Staffing to Support Research Funding**
    - Faculty writing grants, especially training grants, to support graduate students and their research needs support from staffing.
- **Staffing to Support Student Experience**
    - If staffing is a means to an end, student experience and research are the ends.
- **Student Equity to Assistance**
    - Providing UCR students with equitable assistance during their time at UCR is directly related to having adequate staffing.

### What makes UCR Distinctive?

- Perhaps each working group has one strategic goal that comes together for the plan?
- Instead, finding lateral threads between/among working groups.
- For example, ask the question, what makes UCR Distinctive?
    - **Actively engaged in our region**
    - **Creating economic development for the region**

    These goals straddle many working groups.

### Student-Centered Research University

- **Creativity**
    - Undergraduate students are creative, this should be fostered in their curriculum and opportunities. They should be co-creators of knowledge.

- **Respect**
    - "Student-Centered" term is a reaction to the traditionally "faculty-centered" activities. If we apply a student-centered approach to graduate students we see the value and practice of respecting students (from USE's work).
    - The "Student-Centered" terminology has meaning specifically related to student-experience.
- **Interdependence & Collaboration**
    - Faculty research cannot take place without graduate students and post-docs, acknowledging that interdependence.
    - Research is a collaborative process and a student-centered research university helps explain to the outside world how we are different from think tanks.
- **Research Process in the Undergraduate Curriculum**
    - How does "Student-Centered Research" look at the undergraduate level?
    - The undergraduate curriculum would be broader.
- **Engaging Students in Performing Research**
    - This would require engaging the students, especially at the upper-division level.
    - Engage them to perform research, leverage the research component to distinguish ourselves from a regular "student-centered" university.
- **Co-Creation of Knowledge**
    - Undergraduate students at UCR do not just absorb knowledge, they participate in it and help to co-create.
    - Even if they do not spend time in a lab, the way that they approach knowledge with a research curriculum (being taught a research process) is valuable.

## Research

- **Research in Undergraduate Curriculum**
    - Continuing to develop a significant, meaningful profile will require tying research into our undergraduate curriculum.
    - Look to colleges that have well-established undergraduate research processes and at R1 universities all of the research is done at the graduate level. A distinction for UCR could be incorporating research well at the undergraduate level.
- **Under-served Populations in Graduate and Undergraduate Research**
    - UCR is already serving under-served and minority populations well in undergraduate programming and we should be expecting the same from our graduate programs.
    - Preparing our undergraduates by bridging research activity into the undergraduate curriculum could establish a pipeline to bring more under-served populations into graduate programs and research and UCR.
- **Strategic Investment**
    - How do we create a shared infrastructure that is transformative for the institution? We choose a path forward based on our greatest potential.

- How do we prioritize resources? Strategic Investment and Adaptability.
    - UCR as a Driver in Education and in Our Region
    - Adaptability
- **Graduate Student Growth**
    - What are some of the ways forward? Per the RSD framework, doubling graduate students (25%).
    - The goal is to frame how to make those decisions and take a stand.
    - What are the principles we use to identify those strategic areas of investment?
    - Rather than identifying those areas in the strategic plan.
    - How do we make sure that the goal is actionable once the strategic plan is formalized?
    - Faculty must have grants to be able to support graduate students - much of this is interconnected.

## Service to Students

- **Support After Graduation**
    - UCR should serve our students during the time they are campus and beyond
    - Our focus on graduate students and research is not just during their time in our lab but how they will be successful after graduation.
    - How can we make them successful?
        - Internships
        - **Mentorship**
    - How to give students both a robust experience as a student and to support them in what happens after their degree.
- **Recruiting Responsibility**
    - What is the marketplace for the Ph.D. students and other graduate students we are recruiting?
        - What is our responsibility in recruiting? Ensuring the students that we attract/recruit are getting what was promised by their degree.
    - Quality vs. Quantity
    - Changing the composition of our graduate programs rather than just scaling up what we are already doing.
    - It is indeed important to raise faculty profile and research excellence to enhance student experience.
    - There is a large national market for PhD students targeting URM in STEM. UCR could leverage its success in undergraduate program for serving FirstGen and URM at the graduate level and meet this demand.
- **Strategic Criteria for Developing Programs**
    - USE framework defines the criteria for developing graduate programs.

### Not Spreading the Peanut Butter

- Discussion throughout the topics (staffing, research investment, student program development) challenges the idea that we should spread the "peanut butter" equally across the university.

## Additional Notes & Themes:

### Inclusive Campus Environment

- Establish an inclusive and thriving campus environment for all students, faculty, and staff to maximize their campus experiences.

### Produce Prepared Leaders

- Create equity, opportunity and sociality mobility to prepare critical thinkers, problem solvers, and civically engaged leaders for a pluralistic society.

### Make Courageous Choices

- Strategically differentiate and prioritize resources and effort to encourage interdisciplinarity and create shared research infrastructure that will accelerate discovery and invention.

- This becomes even more relevant nowadays because there is likely to be a recession in the coming years and we might not be able to increase student tuition or philanthropy funds.

### Actively Engage the Region

- Serve as a convener and connector in the region to promote community, drive economic development, and create solutions to local challenges that can be scaled for global impact.

### Become a Great Place to Learn, Teach, and Work

- Invest in human capital to support healthy culture, sustain excellence, and serve as a magnet for the talent required to achieve UCR's research, teaching and service mission.

# Breakout Session 4.1.2020

## Attendance:

**Facilitators:** (AKA) John Braunstein, Belinda Li, Tony Knerr, (Provost's Office) Tom Smith, Julia McLean
**Present**: Milly Peña, Xiaoping Hu, Christian Shelton, Brian Haynes
**Absent**: Dylan Rodríguez, John Haberstroh, *Gaby Canalizo (attending a different session)*

# Notes & Themes from Discussion:

## Sustainability

- Sustainability as a theme across all areas:
    - **Financial Sustainability**
    - **Environmental Sustainability**
    - **Sustainable Impact**
    - **Sustainable Processes**
- Research and Scholarly Distinction, Sustainable Infrastructure, Operations and Finance, and the Contribution to the Public Good working groups already incorporate sustainability
    - Being good stewards of resources ties into CPG and sustainability

## Interdisciplinarity

- Engaging a more robust meaning of interdisciplinary work at the research and teaching levels
- **Intentionality**
    - At UCR, interdisciplinary work is not always intentional. This sometimes results in a lack of or shortage of resources at the teaching level
    - At the research level, we already have great examples that were more intentionally created to elevate the UCR profile.
    - In our strategic plan, we should be more strategic about engaging in these interdisciplinary efforts and making them sustainable.
    - Raise the level of intentionality in research. Ex. MRB1 designed before space was assigned

# Research

- **Graduate Students**
    - Graduate students are an integral part of the conversation about expanding our research efforts
- **Student Experience**
    - Students want more experiential learning opportunities, something in between classroom and research experience
    - Often these experiences are interdisciplinary
    - It is difficult for faculty to get credit for providing those opportunities to students
    - A good example of how this is currently being done: Teaching faculty (LSOE) creating research-type experiences in the community
    - Engaging for students without involvement in lab research or at the research assistant level
- **Budget**
    - Strategic Plan should enter the budget and budgeting process
    - If we want interdisciplinarity for research, that should be reflected in the budgeting process
- Learning from MRB1:
    - (Note: Tom may provide notes from the selection of MRB1 research teams for the AKA team to review.
    - **Prioritization of Synergistic Projects**
        - Some MRB1 projects were supported for MRB1 because their research was synergistic with other campus proposals or projects; UCR was able to amplify the impact of MRB1 resource since the other aligned projects benefited.
    - **Adaptable Criteria for Support**
        - There is an ongoing review of the assigned spaces in MRB1, adaptability is built into the support process.
- **Intentional interdisciplinarity** *(repeated)*
    - Including in funding and program creation
    - Example. School of Medicine working with SPP and CHASS
    - Grants to support this type of work
    - How do we support this type of work as funding ebbs and flows?

# Diversity

- What does it mean to leverage UCR's remarkable diversity?
- UCR has identified research areas that align with this strength such as School of Medicine and Air Quality research
- **Equity**
    - Can we leverage diversity internally? Also, can we use our teaching and research efforts to impact issues affecting our diverse population?

- There are many intersections across disciplines that can impact the populations that live in this region. For example, transportation, logistics, and economic/environmental impacts
    - Our efforts should be applicable outside of our own region (Global & local)
- The strategic plan should balance directives for actions to be taken in the next 10 years and defining processes to help direct our efforts further in the future (30+ years)

## "Student-Centered Research University"

- Co-creation of Knowledge - what does this look like?
- Perhaps our goal under this term would be to enable students to engage in research after they leave UCR.
- Is this phrasing too strong? In a research university and at UCR, there are some areas where teaching may take a back seat to research efforts.
- Students come up with interesting ideas and contribute to design and research
- **Organizational Culture**
    - Our numbers demonstrating a diverse student population does not automatically translate into an inclusive organizational culture.
    - Embracing a research and teaching methodology that aligns with a university that has embraced diverse students and a diverse array of perspectives
    - Achieving this type of organizational culture would be vital to accomplish a "student-centered research university"
    - Ensure that our research and teaching areas make us distinctive because our diversity adds value to them - incorporating our diversity will also help make our impact globally applicable.
- **Meaningfully Leveraging Diversity**
    - Meaningfully engaging in diversity such that it impacts our research questions and transforms our curriculum, faculty, and staff.
    - Leveraging the strength of a diverse campus will challenge assumptions
    - Transcend diversity numbers as the claim of being a diverse campus
    - If we are going to use the terminology "Student-Centered" we would need to better define what that means.
    - Faculty can use a variety of methods to be student-centered in the classroom, community engagement.
- Student Affairs: they engage students in the planning process, programming, implementation, assessment, and feedback. Involving students every step of the way for student affairs.
- Incorporating the report/work from USE to help develop this "student-centered research university" theme

## Building on Existing Strengths

- (Echoed in RSD working group)

- Maybe not being equitable across campus, but finding strengths across campus and giving them attention
- We want to build on pillars of excellence without shutting the door on new opportunities
- If diversity and students come first, how do you also incorporate that with the faculty expertise and authority? How do we navigate that tension?
- The strategic plan should address processes to navigate and direct.

## Flexibility

- How do we build in the flexibility for disciplines that will emerge years from now?
- Sustainable processes that allow us to not prescribe a plan