

A Pedagogy of Care:

Asset-Based Approaches to Achieving Equity through Empathy-Driven Teaching and Learning Efforts at UC Riverside

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DIRECTOR, CENTER FOR
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ENGAGED LEARNING (CUREL)

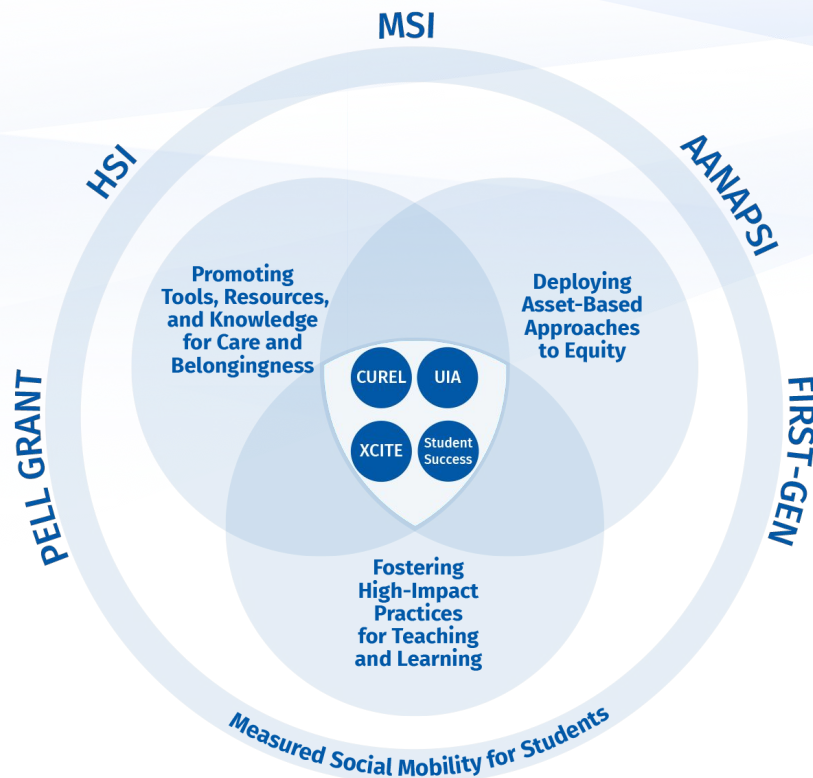
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A Pedagogy of Care for Broader Impact on Social Mobility for Students



UCR Faculty Development:

A Pedagogy of Care Approach

Dr. Richard Edwards
Executive Director of XCITE Center for Teaching And Learning

[TEACHING.UCR.EDU](https://teaching.ucr.edu)



Rethinking Instructional Design for Learning Engagement

Four Faculty Learning Communities in RIDLE 4X

RIDLE DX | Advance Digital Inclusion → Develop Equitable and Inclusive Pedagogy

Dr. Deborah Nelson, Instructional Designer | Deborah.nelson@ucr.edu

RIDLE LX | Empower Active Learning → Engage Your Students

Samantha Eastman, Senior Learning Experience Designer | samantha@ucr.edu

RIDLE RX | Promote Equitable Learning → Deliver Just-in-Time Academic Interventions

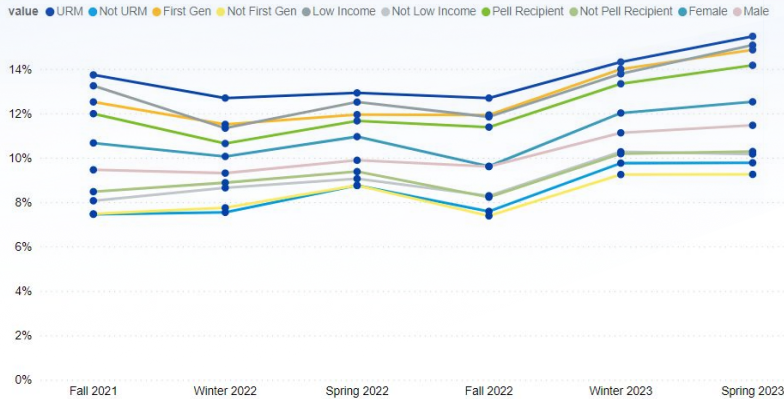
Israel Fletes, Sr Director Academic Innovations | israel@ucr.edu

RIDLE FX | Foster Flexible Teaching → Design for Multiple Modes of Learning

Dr. Swati Ramani, Faculty Development Specialist | swatir@ucr.edu

Overview of 60 Bottleneck Courses/Data

DFW Rates - General



11%

Average DFW Rate

335

Unique Instructors

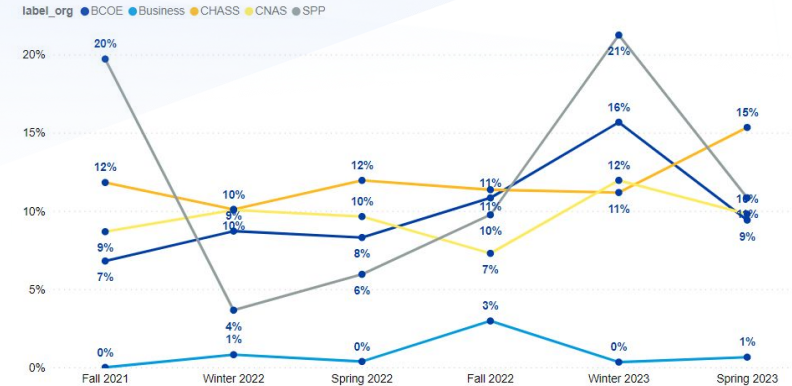
79K

Total Enrollment

6

Terms Selected

DFW Rates - By college



11%

Average DFW Rate

335

Unique Instructors

79K

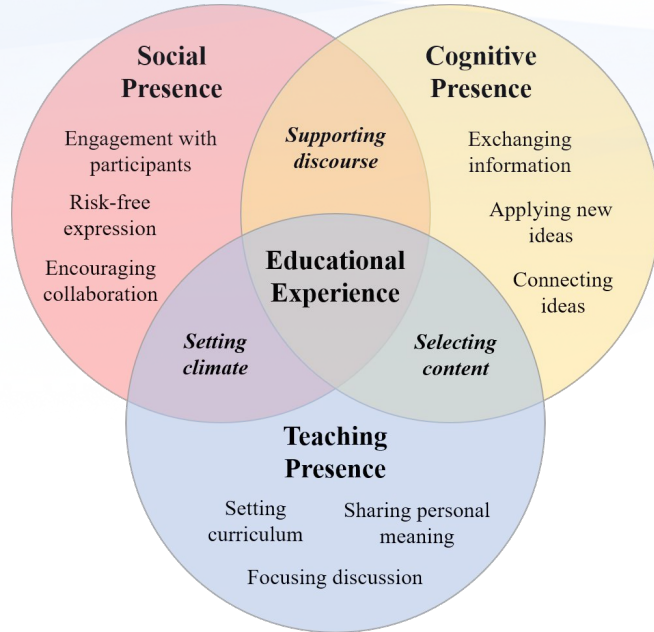
Total Enrollment

6

Terms Selected

Underlying Frameworks

Community of Inquiry Model



Design Thinking



Empathize



Define



Ideate



Prototype



Test

Design Box

Promoting Tools, Resources, and Knowledge for Care and Belongingness



RIDLE RX: Promote Equitable Learning

Deliver just-in-time academic interventions for at-risk students

Deploying Asset-Based Approaches to Equity

Sampling of Topics & Activities:

- Identify challenging content in past courses
- Design activities necessary to assess student understanding of content
- Identify areas of understanding and those needing intervention
- Explore solutions to content challenges with or without technology integration
- Design interventions in form of adaptive learning, supplemental instruction, and supplemental content
- Identify resources and opportunities to supplement student understanding of material
- Recognize the benefits that *just-in-time* interventions have on student engagement and motivation



Ryan Rusich
Lecturer, Computer
Science and Engineering



Israel Fletes
Senior Director,
Academic Innovations

RIDLE DX: Advance Digital Inclusion

Design for Equitable and Inclusive Pedagogy

Fostering High-Impact Practices for Teaching and Learning

Sampling of Topics & Activities:

- Explore digitally inclusive pedagogical competencies for teaching successDesign activities necessary to assess student understanding of content
- Design course activities that support student belonging and equitable learningExplore solutions to content challenges with or without technology integration
- Apply learning science research to engage learners in a digital environmentIdentify resources and opportunities to supplement student understanding of material
- Discover tools & methods that support inclusive teaching and learning
- Identify how we can best assess if our classroom creates belongingness and is equitable
- Explore data on opportunity gaps for evidence-informed pedagogies
- Consider how we might integrate high-impact practices into your curriculum



Dr. Constance Nugent
*Dean Student Affairs for the College
of Natural & Agricultural Sciences*



Dr. Lucy Delaney
*Assistant Professor of Teaching
Evolution, Ecology, and Organismal
Biology*



Dr. Deborah Nelson
Instructional Designer

Academic Recovery Interventions

Nelly Cruz
UIA Fellow, University Innovation Alliance

[THEUIA.ORG](https://theuia.org)

Using Data to Understand (In) equity

CS 010A 25% DFW

Fall 2022			
First Gen		Not First Gen	
34%	172	20%	322
Average DFW Rate	Total Enrollment	Average DFW Rate	Total Enrollment

BIOL 005A 15% DFW

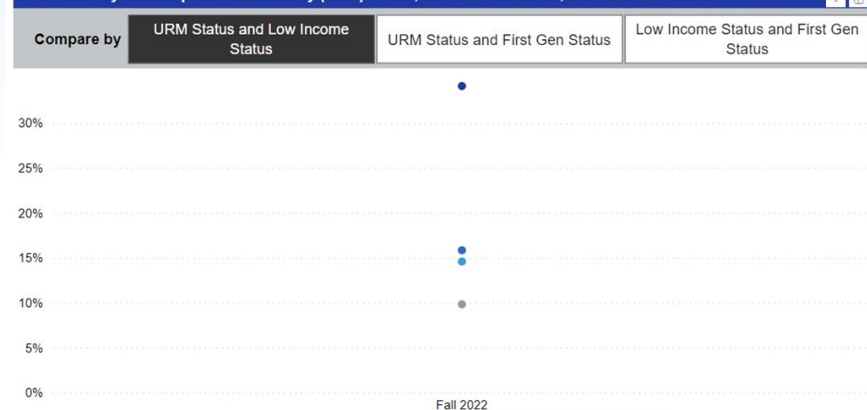
Fall 2022			
First Gen		Not First Gen	
25%	228	9%	400
Average DFW Rate	Total Enrollment	Average DFW Rate	Total Enrollment

DFW Rates by Underrepresented Minority (URM) Status, Low Income Status, and First Gen Status



URM Low Income		URM Not Low Income		Not URM Low Income		Not URM Not Low Income	
41%	69	27%	44	29%	75	21%	306
DFW Rate	Enrollment	DFW Rate	Enrollment	DFW Rate	Enrollment	DFW Rate	Enrollment

DFW Rates by Underrepresented Minority (URM) Status, Low Income Status, and First Gen Status

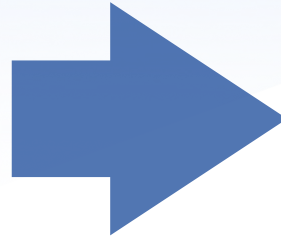


URM Low Income		URM Not Low Income		Not URM Low Income		Not URM Not Low Income	
34%	85	16%	101	15%	96	10%	346
DFW Rate	Enrollment	DFW Rate	Enrollment	DFW Rate	Enrollment	DFW Rate	Enrollment

Context - Why?

Challenges

- 1) **Policy**
Adding a course at week 4
- 2) **Academic**
Teaching styles, heavy course material
- 3) **Non-cognitive Factors**
Time management, study strategies
- 4) **Personal**
Work responsibilities, family issues, mental health



Accelerator Program

Accelerator Program

Summer Session

10-week BIOL 005A course

5-week CS 010A course

Academic Interventions

Supplemental Instruction

Academic Coaches

Financial Support

\$1,000 grant

BIOL - 21 Participants

14% retook lecture and lab

76% first-generation

57% low-income

71% placed into ARC 035: Intermediate Algebra

CS - 3 Participants

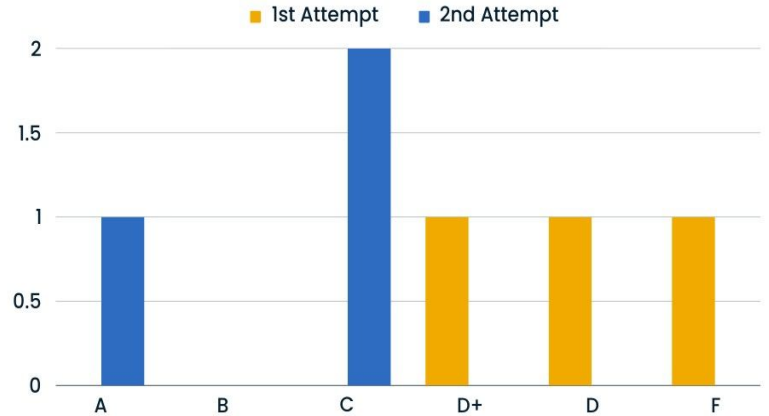
67% first-generation

67% low-income

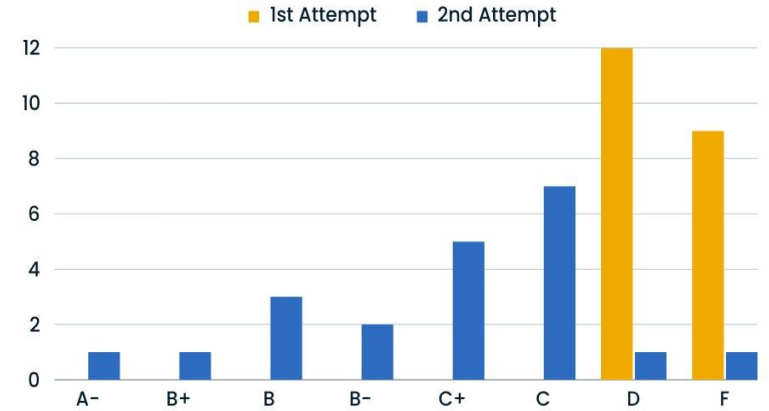
33% placed into ARC 035: Intermediate Algebra

Accelerator Program

- **71%** of students attended all required academic coaching sessions
- SI session attendance ranged from **0-26** sessions per student
- **100%** second attempt pass rate for CS
- **90%** second attempt pass rate for BIOL



COMPUTER SCIENCE 010A



BIOLOGY 005A

Black Student Success:

Fostering a Caring Community

Robert Ream

Associate Dean for Undergraduate Student Success

BLACKSTUDENTSUCCESS.UCR.EDU

Black Student Success

Authentic Partnership between Division of Undergraduate Education
and African Student Programs



Dr. Jamal Myrick
*Director,
African Student Programs*



Victor Moreira
*Coordinator,
Black Student Success*

UCR Black Student Demographics



Total # of UCR Black Undergraduates

Percent fully/partially Black/African American

1356

Fall 2023

6%

23,000 UCR Undergrads

A Pedagogy of Care recognizes caring as both a disposition and a *skill*.

Anti-deficit approach
to caring



Dr. Shaun Harper
USC

Asset-based approach
to authentic caring



Dr. Angela Valenzuela
University of Texas, Austin

Focus on identifying/amplifying factors that lead to Black student success.

Fostering a caring community entails skill at developing social capital which is foundational to Black student success at UC Riverside.

- **Peer Networks** *(bonding with same-race peers and bridging with broader community of peers)*
- **Faculty** *(role models/mentors)*
- **Staff guidance**
- **Graduate Students**
- **Alumni**
- **Community Partners**



Black Student Success fosters caring community through many programs and practices including...

- **A³ -Cubed** *Academic Advising in African Student Programs*
- **Sankofa Mentorship**
- **Awujo Collective**

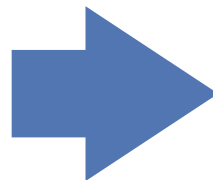


The A³-Cubed Program hosts academic advising sessions within the African Student Program resource center.

Goal: Foster positive interactions between Black scholars and academic advising professionals

A-Cubed (Fall 2023)

# Advising sessions in ASP	7
# Advising professionals who provided sessions	12
# students who attended A-Cubed session this Fall	45



This, in turn, fosters proactive help-seeking behaviors.

Black scholars then reach/bridge out to their advisor in respective advising centers.

The Sankofa Mentorship Program fosters “bonding social capital” among first-year mentees and peer mentors who have upper class standing.

Goal: Black student persistence and satisfaction.

Sankofa Mentors (12) support freshmen/transfer students’ (50) persistence through the first year at UCR.

“Sankofa” originates from the Akan tribe of Ghana—look back in order to move forward.

The *Awujo* Collective fosters “bridging social capital” across Black student professional/academic organizations.

The Awujo Collective

Represents the Collective of Black student professional/academic organizations at UCR

CNAS	BCOE	BUSINESS	CHASS
African Americans United in Science (AAUS)	National Society of Black Engineers (NSBE)	Black Scholars in Business (BSIB)	National Black Law Student Association (NBLSA)
149 Students	75 students	67 students	52 students

TOTAL= 343 students



Desmond Harvey
BCOE Academic Advisor

“Awujo” originates from Yoruba People of Nigeria—refers to idea of community.

Prestigious Awards: Connecting Students to Opportunities

Gladis Herrera-Berkowitz

Director, Center for Undergraduate Research and Engaged Learning (CUREL)

[ENGAGE.UCR.EDU](https://engage.ucr.edu)

About CUREL

Mission Statement

The Center for Undergraduate Research and Engaged Learning's mission is to support High-Impact Educational Practices (HIPs) that provide transformative experiences that enhance personal development, educational growth, and increased marketability

- **Undergraduate Research**

- *Undergraduate Research Portal*
- *Minigrants*
- *Undergraduate Research & Creative Activities Symposium*
- *Research Journal*

- **Capital Internships**

- *UCDC/UCCS*

- **R'Courses**

- **Community Engaged Learning**

- **EXCEL +**

- **Prestigious Scholarships**



Positive Learning Experience

Building a Team / Networking

- Faculty
- Writing Support
- Advisors
- Friends / Family

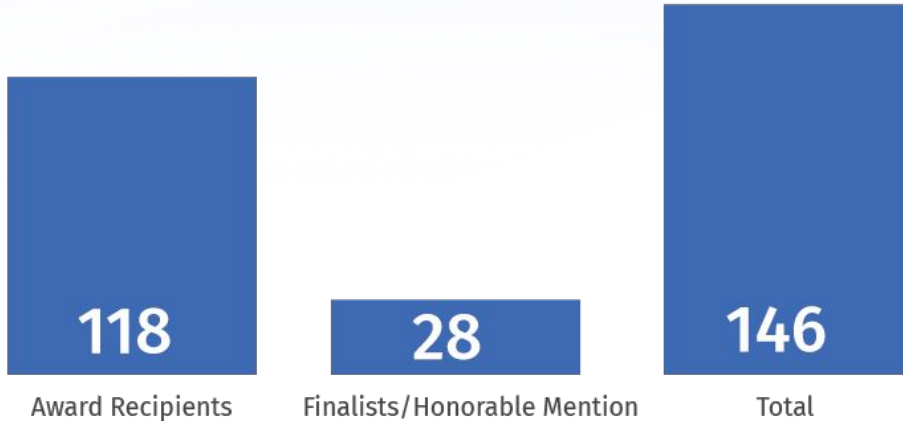
Helping Students to Tell Their Story

- Overcoming Adversity
- GPA
- Transformative Experiences that support career path
 - Research
 - Service
 - Internships
 - Mentoring



Prestigious Scholarships 2013-2023

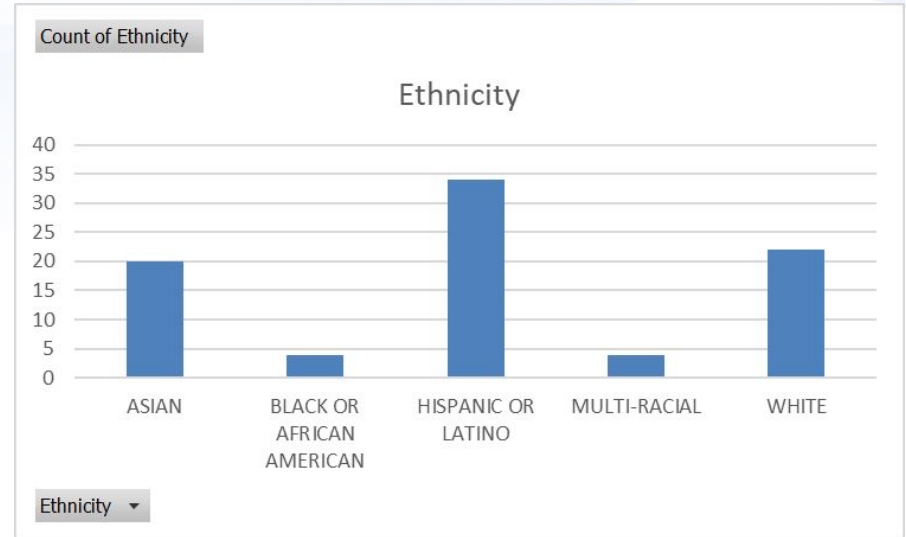
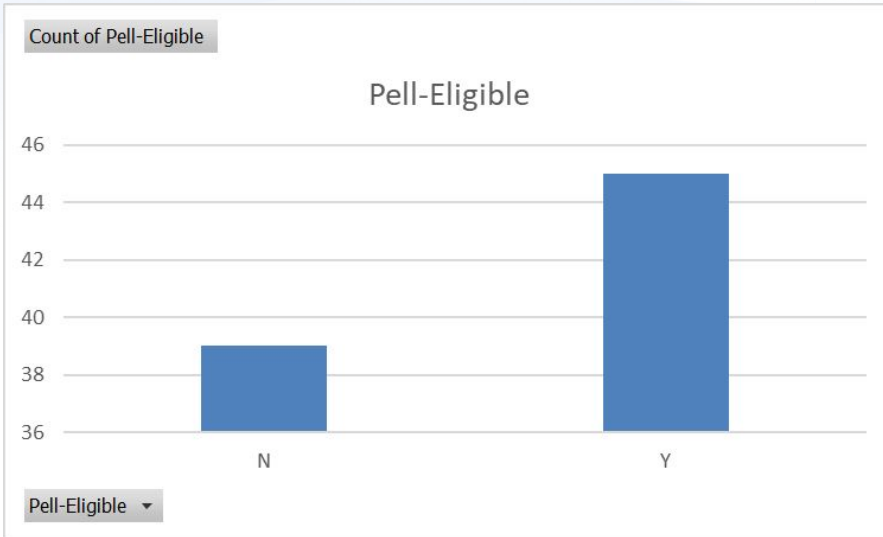
Total Recognized Applicants



Our Finalists Include:

- | | | |
|-------------------|--------------------|--------------------|
| 1 Rhodes | 2 Goldwater | 8 Fulbright |
| 3 Marshall | 10 NSF GRFP | 4 Other |

Applicant Profile



Trajectory of Award Winners



Cebrina Nolan
BS Entomology

- 1st Generation Latina
- **Barry Goldwater Scholar**
- Chancellor's Research Fellow
- **Fulbright Research Award** - Australia
- **PhD Candidate in Entomology**, University of Queensland
- Studies venomous organisms using bioinformatic and molecular techniques



Isabella Martinez
BS Business Management
BA Political Science

- 1st Generation Latina
- **Transfer Student**
- **Congressional Intern:** Congressman Raul Ruiz
- **Comcast Fellow** (Chicano Latino Youth Leadership Project)
- **Leaders-In-Residence Scholar** (HACU)
- **PPIA** (Princeton)
- **2022-2023 Capital Fellow** – Senate Fellow for Senator Monique Limón
- **Legislative Aide:** Senator Monique Limón



Phong Hong
BS Entomology

- 1st Generation
- **DAAD** – Entomology Research
- Chancellor's Research Fellow
- **PPIA** (Carnegie Mellon)
- **Fulbright Teaching Award**, Germany
- MPP & MSc in Computational Epidemiology and Systems Modeling Candidate, University of Michigan
- Research addresses health disparities through policies concerning infectious disease and economic development both domestically and internationally



Julianne Rolf
BS Environmental & Chemical Engineering

- 1st Generation
- **Barry Goldwater Scholar**
- Chancellor's Research Fellow
- **Fulbright Research Award** - Germany
- **NSF GRFP**
- **2023 PhD Chemical Engineering Yale University**
- **Eduexplora Academic Director** - uses science background to impact environmental policy

Thank you!

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Division of Undergraduate Education