



Provost Newsletter — October 28, 2020

October Updates

October is the midpoint of the fall semester; I hope this week brings some cooler weather as we head into the rest of the term with significant decisions ahead that will shape our winter, spring and May terms. I'll provide here some updates on the recent Board of Trustees meeting; the process underway to finalize a decision on winter and spring teaching modalities and options for limited numbers of students in residence; leadership transition in the College; and my perspective on strategy and financial health. Because I have much to report at mid-semester, this is a lengthy Newsletter!

Kathy Ogren

Provost, and Marin Campus Executive Director

October 2020 Reports to the Board of Trustees Academic Affairs Committee

The University of Redlands Board of Trustees met last weekend. In the Academic Affairs Committee, the deans and I each provided a summary to Trustees. Senate President Suzette Soboti provided a summary of faculty governance and issues, too. In the interests of transparency, I share the reports here. The Budget and Planning Committee Chair Jim Blauth will be updating faculty on the Finance Committee meeting, as well as the newly constituted Joint Committee on Structural Deficit (JCSJ) at Senate and Assembly meetings.

Provost Report

by Provost Kathy Ogren

In my September *Provost Newsletter*, I labeled fall 2020 “unlike any other.” Now that we are close to the mid-point of that same term, not much has changed. But we have settled into relative normalcy with our entirely distanced learning modalities across the University. What does this look like? Students and faculty “meet” one another and staff via WebEx and TEAMS, and sometimes Zoom. Armacost and SFTS Libraries arrange for faculty and students to pick up and return non-digital materials via a reservation system. Some faculty teach in classrooms without students through videocams that broadcast their “board work.”

The campus is eerie...very quiet. If you walk the grounds early in the morning—as I sometimes do—coyotes accompany you throughout the campus, moving from the Zanke through the gym parking lot, off behind Cal-Founders, and beyond to the north side of campus. It is a little like the high lonesome prairie with palm trees. Our regional campuses are closed. The Marin campus, as of now, is slightly ahead of So Cal in the achievement of “tier red” status, which has allowed a small number of Marin county approved events. However, learning remains on-line everywhere.

But spatial looks can be deceiving. The University is actively and productively engaged in our mission as we adapt to COVID imposed “new normals.” In the reports that follow here, you’ll receive more details from each dean, the Director of the School of Continuing Studies, the Executive Director of Information Technology Services, and the Office of Career and Professional Development.

Provost Initiatives Overview

My team most actively engaged since May in several strategic initiatives.

Pandemic Education. We work daily on the challenges and planning required to deliver education in a pandemic. Most recently, the University Director of Planning Jordan Henk has worked with University Dean of Student Affairs Donna Eddleman to prepare a Prevention Plan for the County of San Bernardino, should a spring reopening of the Redlands campus be possible. We contributed to the budget planning and financial analyses needed to finalize a 20-21 budget, which included the reorganization of work flows and assignments in those cases where we reduced positions, hours, and assignments. I will now serve on the Joint Committee on the Structural Deficit.

Diversity, Equity and Inclusion (DEI). National conversations and activism in support of the Black Lives Matter and in response to the deaths of George Floyd and others intensified over the summer. Despite the reality of a “closed” campus, our faculty, students and alumni remained engaged in online conversations and initiatives to address foster DEI programs. I wrote at length about this in a *Provost Newsletter* column in September. I urged the faculty, as well as the entire University, “to acknowledge historical and current systemic racism in the United States, and its influence and impact on all universities, including ours. We should undertake a comprehensive consideration and examination of the University’s operations, conditions, rules, policies, and practices at all different levels, in order to identify bias.” Academic Affairs leaders are partnering with other colleagues to take action in several ways, notably, through a campus climate survey led by Dean Martinez; in support for projects funded through the Inclusive Community and Justice Fund; in discussions and debates about institutional racism and its impacts on higher education; and in new course offerings, such as a new four course certificate in Racial Justice developed by the School of Continuing Studies.

Faculty. Faculty shared governance remained consistently active all summer long—which is not our norm. Senate President Suzette Soboti will provide an update to you about the work of official committees, the Senate, the Academic Assembly, and informal working groups. I anticipate a discussion of several proposals generated by those working groups.

Sixteen full time tenure track or visitor faculty joined us at a virtual new faculty orientation in August. The roster with their names and backgrounds is provided for you in materials for this meeting. Thirteen faculty accepted our offer of accelerated retirements, choosing to retire by September 2020 or January 2021. No new searches are authorized for the future at this time.

At the October 2 Academic Assembly, the faculty endorsed a proposal for the University to seek federal educational status as a Hispanic Serving Institution (HSI). My office will support a small faculty and staff working group to advance this proposal

Marin Campus. I've focused on several areas with Dean Childers, the faculty, and the staff at the Marin campus over the summer and early fall. The faculty wrote a strategic “actualization” plan for existing and new academic programs at the GST, some of which are also partnerships or pathways with other academic units at the University. With Michelle Rogers, we have organizationally integrated all the housing and real estate functions and oversight into one system. We have also moved forward on two proposals for greater activation of Marin real estate and rental assets that were approved by the Task Force for Future Financial Health. One of those has begun with an RFQ to explore external management of our rental properties, and the other is a proposal from Trustee Jeannie Kim for a “Playhouse Wine and Culinary Institute. “

Leadership Transitions. We welcome new leaders at this first Academic Affairs Committee meeting of the 20-21 academic year. Dr. Mario Martinez joins us as the Dean of the School of Education and Dr. Amy Moff Hudec joins us as the Director of the School of Continuing Studies.

Sadly, we are also saying goodbye to Dean Kendrick Brown. I share here the text of the University Announcement from August 31 that President Kuncl and I sent to the campus. The search for an Interim Dean of the College of Arts and Sciences is underway and should be concluded by the time of the Academic Affairs Committee meeting.

“It is with mixed feelings that we announce this morning the appointment of our College of Arts and Sciences Dean and Senior Associate Provost Kendrick Brown to a new position at Morehouse College, in Atlanta, Ga. Kendrick will be the new Provost and Vice President of Academic Affairs at Morehouse College, beginning **January 1, 2021**. We are pleased that Kendrick can pursue his professional goals to advance into senior leadership and, at the same time, are so very sorry to lose Kendrick from our leadership team, the College, and the University. Kendrick's extensive contributions to the College and the University will be deeply missed.

Since Kendrick arrived at the College in July 2016, he has helped make the University "ever better." Although, we can't list all of Kendrick's accomplishments in this brief announcement, some noteworthy examples stand out. Kendrick worked with College of Arts and Sciences (CAS) faculty to develop the Redlands Four Year Promise and to establish recruitment pathway programs with several community colleges, a graduate school pathway with the Western University of Health Sciences, and, the first of its kind for Redlands, an exchange program with the historically Black Tuskegee University. Kendrick facilitated effective management in the College through re-organizing operations, establishing a new calendar, evolving the Commencement ceremony, developing a strong dean's office team and advisory council, strengthening CAS graduate programs, and facilitating transitions in the directorships of the Salzburg program and the School of Music. Kendrick regularized and codified operations and policies in CAS, including those that improved budget transparency and fairness, and enhanced diversity and inclusion in CAS faculty searches. Kendrick led the College to determine its first mission and vision statement as a prelude to CAS strategic planning. He ably represented the College in North Star 2020 and related University-wide strategic initiatives. He has partnered with his fellow deans to streamline graduate school pathways for CAS undergraduates into the Schools of Business, Education, and Theology. With the Dean's Council, Kendrick helped lead academic strategic planning, which included enhanced integration of spatial learning across the University. Most recently, Kendrick carefully led the College through the ever-changing and unexpected challenges brought by the COVID-19 pandemic. Kendrick's measured response to recent crises—financial and pandemic-related—are signature qualities of his leadership. Calm, thoughtful, collaborative, and steady in his management, we are grateful that Kendrick left cold and snowy Macalester College in Minnesota to serve alongside all of us in these best and worst of times."

Kendrick's spouse, Dr. Hideko Sera, has overseen the Office of Student Success and managed a variety of student and faculty related matters in the School of Education. Dr. Sera will be Associate Dean of Student Services for Diversity, Equity, and Inclusion (DEI). She will oversee mentoring, liaise with academic affairs, and provide opportunities to advance DEI at Morehouse.

Please join me at this Academic Affairs meeting to thank Kendrick Brown for his steady and inspired leadership of the College and in the University. We wish Kendrick and Hideko great success at Morehouse.

Faculty Senate and Academic Assembly Report

by Suzette Soboti, President of the Faculty Senate and Chair of the Academic Assembly

At the point of the report, I have been serving in this office for only 97 days and I share those have been some the most challenging 97 days I have had in a long time. Since the

spring and the decision to move online due to the pandemic, our faculty have been extraordinarily collectively active over the summer months. There were many task forces and working groups which collaborated on all topics to ensure the students of the University would thrive amidst a less than ideal post-COVID19 world. In addition, our institution was not immune to the national civil unrest and our faculty were compelled to be a voice in support of our colleagues, students, alumni and the BLM movement.

Typically faculty governance does not meet over the summer, but we have already have had four University Academic Assemblies (including two Special Assemblies which I will address later in this report) and the Senate has met once and will meet again Oct. 16th immediately following the Academic Affairs Committee meeting. The nominating committee convened and successfully submitted candidates who were affirmed by the Senate for all but one vacancies (a position from the School of Business for the Educational Assessment Committee). Also, an election for the new Chair of the School of Business Assembly and a vacancy of the Faculty Review Committee was successfully conducted. All of the sub-Senate and University standing committees are under way and have met at least once; as have the individual School Assemblies. The Steering Committee which sets the agenda for the Senate and the Assembly has met multiple times and the Faculty Retreat was held on October 3rd.

Since last spring, there has been an increase of communication between the BoT members and the faculty. At least two “fireside chats” were created to allow Chair Launer and Trustee Ashby to communicate and develop stronger relationships with the faculty at large. I believe from these and other interactions has grown a clearer understanding of the sentiments of both groups. One development is the current collaborative Anti-Racist Statement Task Force which is comprised of Trustees, Cabinet and Faculty members from all the Schools and the College. More context on this group’s charge is found below.

The biggest topic of discussion recently which led to the Special Academic Assemblies was born out of dissatisfaction of communications from the Office of the President relating to the George Floyd death, the Black Lives Matter Movement, the Mike Maynard Decision, emails to Alumni and the Redlands Alumni 4 BLM. Many letter were drafted and submitted to the Cabinet and the Board from a variety of groups including but not limited to, the History Department, UCIC, and the Black Students, Faculty, Staff and Administrators Association (BSFSAA). During the August 14th University Academic Assembly a panel of leadership was asked to address the faculty and answer questions. One such question addressed if President Kuncel would recognize the systemic bias pervasive at higher education and if he would apologize for this. Unsatisfied with his response, a faculty statement was created to speak on behalf of the institution and all faculty by a group of approximately 30 faculty members. It was circulated for signatures and the request for a Special Academic Assembly was made by more than the required 20 faculty members. Two discussions took place which included faculty from all of the Schools and the College. On August 28, Brent Geraty, University Council, was invited to give informal guidance at the

first discussion. A second Special University Academic Assembly was called for the second discussion and vote on the proposed faculty statement which was held on September 18. Prior to this second Special Assembly, two meetings were held between 10 faculty who represented the Schools and the College, tenured and untenured faculty and 3 Trustees – Chair Launer, Trustee Ashby and Trustee Beswick. These productive conversations discussed support and context for the proposed faculty statement and also concerns surrounding specific language and process. At the Sept. 18th Academic Assembly, a Trustee communication suggesting an alternative solution of a collaborative statement was submitted for consideration. As a result, a motion to refer the motion on the proposed faculty statement to the Senate for amendment – this passed and thus the creation of the aforementioned Anti-Racist Statement Task force.

One important peripheral issue which arose was the level of divisiveness which was growing between the Schools and the College about the process which this statement, and others, were created. This revealed some imperfections in the Faculty Handbook and Constitution surrounding Academic Assembly quorum numbers, voting procedures and electronic meetings procedure and decorum. These scenarios have been referred to the Personnel Policies Committee (PPC) for evaluation and amendment. In addition, the PPC will be addressing the new voting measures to be instituted for the governance changes which were adopted last academic year. These changes were in response to the inclusion of the Graduate School of Theology and to the work of the Faculty Senate Review Working Group.

October 3rd was this year's Faculty Retreat. This was held remotely and was attended by more than 95 faculty members from all the Schools and the College. Faculty members collaborated to create three workshops. One sprung from a summer faculty task forces – University Restructuring for Collaborating across Units. This workshop presentation and discussion focused on imagining possibilities for new pathways between units across campuses and new ways of organizing the university. The second workshop was a #DoBetterUR series of discussions on Anti- racist Pedagogy. There were six breakout topics – all lead by faculty. Reports of each discussion are still being received. However there seems to be an enthusiasm and drive of faculty to continue discussions, create action items and be productive towards “doing better” in curricular changes moving forward. The third revolved around the upcoming WSCUC re-accreditation process in which faculty examine: Institutional Learning Outcomes (ILOs), Program Review and Assessment, Shared Governance and What have we learned from COVID?

The Budget Policies Committee (BPC) has recently become the “clearinghouse for all the ideas, pre-proposals, and full proposals for resolving the University's structural deficit” (Blauth, BPC Report 10/2/20). This will be a smaller, more focused group of the disbanded TF4H which will comprise of the BPC, VP Dyerly, Dean Ogren, Chair of the BoT Finance Committee Darren Rose and Chair of BoT Academic Affairs Committee Jim Ashby, and a representative of URSAA. They plan on meeting once weekly on this topic. The BPC will

also be looking at how the future reinstatement of retirement contributions may be restructured to improve the underinvestment of the University employees.

Lastly, the University academic Assembly happily affirmed the proposed Hispanic Serving Institution (HSI) Designation. This proposal will be supported by the Office of the Provost and will move forward with the application. The area of concern for the faculty is that we continue to develop a way to not only be a Hispanic Serving Institution, but also a Hispanic Supporting Institution. The faculty has an expectation this will come from the creation of on campus programming for this population and with diversifying the recruiting of Hispanic faculty in the future. The sentiment is also expressed in the need for DEI to be a priority in all aspects of our institution.

Graduate School of Theology Report

by Dean Jana Childers

Enrollment

The tide is turning at the GST. Applications were up 46% this fall and – with another month of recruiting left to go – are up 50% for Intersession (January 2021). Only one year into the merger and already the GST is seeing the positive effects of a systematized approach to Enrollment Management and increased resources for marketing research. After a year of repeating the GST institutional mantra, “Our first priority is enrollment, our second priority is enrollment and our third priority is enrollment,” the staff’s dedication is beginning to pay off.

The Enrollment Team brought us a 100% increase this fall in new students enrolling in SFTS’ long-time flagship program, the MDiv. There were three MDiv students in the 2019 entering class; six were admitted this fall. That alone, is reason for hope. Increases across the board and an especially strong showing in the new online programs provide real encouragement.

Program	Campus	Online	Total
MDiv	4	2	6
MATS	2	3	5
DMin	2		2
CTS	0	3	3
CPE	2		2
GST Subtotal			18
PUTS Exchange			1
GTU MA			1
Grand Total			20

However the most exciting moment for the Enrollment program occurred earlier this week, when a new ad went on line to 42,000 subscribers to a Sojourner's Magazine list. We had used similar lists before and were pleased to note strong responses: 250 or 449 click-throughs (the number of people opening the ad), for example, compared to the single digit responses we'd been used to. The new ad, targeting the progressive Christian community, promoted our Certificate in the Art of Spiritual Direction and invited applications to its Intersession offerings.

Within an hour of its posting Tuesday morning, SLATE reported **1207 click-throughs** and **152 inquiries**. The experience was repeated on a slightly smaller scale the next day with an ad for our Intersession DMin program. We have found a vein to mine, a wave to ride, a direction to explore and we look forward to seeing what the Intersession and Spring semesters bring.

New Academic Programs

The GST faculty is hard at work readying several new programs for 2021. Included among the long list of proposed new certificates, degree programs, pathways and dual degree offerings are:

1. Working with the School of Continuing Studies and others, GST faculty are excited about the potential of a new certificate in non-profit administration which offers leaders in the not-for-profit community a chance to learn administrative skills to successfully manage and operate such organizations as para-church ministries and congregations.
2. By fall 20201 we hope to have completed the process (including getting WASC's approval) to offer the MDiv fully online.
3. The SFTS DMin program is planning an expansion into Southern California, using the Main Campus as it base to reach the more heavily-churched population of that region.
4. Pathways from undergraduate to graduate programs: a "four-plus-one" program is being developed for undergraduate religious studies majors and other qualified students making it possible for them to complete the MATS in one year instead of two.
5. A new Certificate in Theological Studies is in beta testing and has made a strong early showing.

Sub-Committee on New SFTS Charter

This summer, President Kuncl appointed three Board members, Ken Hall, Pat Morris and Tony Taylor, to a sub-committee of the SFTS' Committee of Counsel (SFTS CC). The SFTS CC,

informally known as the “SFTS Stalwarts”, was comprised of SFTS alums and former trustees who had been volunteering their time since March to work on the school’s relationship with its denomination, the Presbyterian Church (USA). Former SFTS Trustees and current University Board members, Jeannie Kim, Candy Unruh and Brad Berg also joined the group, which included representation from the GST faculty, SFTS alums and legal counsel as well. Jeannie Kim, convener of the SFTS CC, oversaw the work of the sub-committee as well.

By mid-September the group had met their goal, producing a proposed charter for a new board of directors at SFTS which would oversee religious and denominational issues at SFTS. From the outset, it was clear that the entity being envisioned would not impinge or overlap with the authority and purview of the University Board of Trustees. What was needed was a smaller footprint board, which would focus on the religious issues that are an important part of the seminary’s identity and mission. If approved, the new board would provide crucial oversight of congregational relations and denominational politics.

GST Faculty and Student Life

The Marin campus welcomed our first MSOL student into campus housing this fall. This School of Business student joined two MALT students from the School of Education already in place in the Student Village. It’s a moment that people of faith sometimes refer to as a “first fruits” experience, an early sign of a larger harvest one hopes or expects to see.

As of this week, the entire SFTS MDiv student body will have read Claude M. Steele’s seminal work, *Whistling Vivaldi: How Sterotypes Affect Us and What We Can Do* (W.W. Norton, 2010). It’s been required reading for the last three years in Professor Wendy Farley’s *Orientation to Theological Education* class. A number of SFTS faculty and staff have read the book as well. Steele reports on a number of experiments in student learning from a social psychologist’s point of view. As I reviewed the book this fall I was struck with the resonance between his work and GST faculty member Dr. Laurie Garrett-Cobbina’s findings. Dr. Garrett-Cobbina’s research describes the detrimental effects of racial stereotyping on the learning experiences of young women of color. This perspective will undergird the GST faculty’s work this semester on reviewing syllabi and pedagogy to better meet the needs of students of color, strengthen student learning across the board and contribute to the University community’s wider discussion of these important issues.

College of Arts and Sciences Report

by Dean Kendrick Brown

Review of Achievements

Because this will be my last report as Dean of the College of Arts and Sciences, I want to use this opportunity to highlight accomplishments during my term. Though I list the achievements as happening while I was CAS Dean, I want to explicitly acknowledge that they are not solely due to my own actions. In many cases, I relied on dedicated faculty, student, staff, administrator, and alumni colleagues within the College and University community.

- **Multi-year strategic planning**
 - Creation of College mission statement by (1) conducting a survey of faculty, staff, and students; (2) drafting and revising initial statement; (3) sharing revised statement with College faculty, staff, and students; and (4) securing the endorsement of a final statement by College Assembly.
 - Articulation of College vision statement establishing goals for strategic planning by (1) drafting and soliciting feedback on goals to be pursued over a 5-7 year period; and (2) revising the draft and sharing revisions with College faculty and staff.
- **New academic programs**
 - Enabled the creation of a Bachelor of Arts degree in Health, Medicine, and Society.
 - Supported establishment of Master of Music in Vocal Chamber Music and Master of Music in Pedagogy.
 - Prompted creation of (1) online graduate certificate courses in Geographic Information Systems; and (2) academic pathway from CAS undergraduate degrees to Master/Master of Geographic Information Systems graduate degree.
 - Dedicated resources to California state teaching credential program by hiring Director of Student Engagement and Pathways to work with the School of Education faculty/staff colleagues.
- **Student engagement and persistence**
 - Assisted in securing a \$5.9 million grant from San Manuel Band of Mission Indians for the San Manuel Excellence in Leadership Scholars program to meet the financial needs of Native American students and fund Native Student Programs Office to support students.

- Conceived and funded academically immersive First Year Journeys for students to establish a connection with University before New Student Orientation.
- Implemented a four-year graduation guarantee (“Redlands Promise”).
- Created Student Engagement Working Group that reviewed existing student persistence and engagement practices and implemented new ones to enhance first-to-third semester retention rate.
- Promoted adoption of Associate Degree of Transfer (ADT) agreement by multiple departments and programs that allows transfer students to count prior work toward general education completion.
- Supported faculty adoption of Intersegmental General Education Transfer Curriculum (IGETC) for transfer students.
- **Diversity, equity, and inclusion in faculty search process**
 - Funded use of online tools for actively identifying diverse candidates (i.e., National Registry of Diverse and Strategic Faculty) and tracking diversity of application pools (i.e., Academic Jobs Online).
 - Required filing recruitment and Equal Employment Opportunity reports before interview candidates.
 - Promoted implicit bias training for faculty, staff, and student search committee members.
- **Partnerships between the College and University offices or schools**
 - Conceived and funded Career Faculty Fellows program encouraging College faculty to collaborate with the Office of Career and Professional Development.
 - Envisioned and funded Applied Learning Series courses (SPCL course alpha) designed to supplement liberal arts education with professional skills (i.e., Excel Essentials, Financial Literacy).
 - Worked with Enrollment and Business & Finance Office to engage College graduate program leaders in setting annual enrollment and revenue goals for their programs.
- **Faculty resource systems**
 - Restructured professional development and travel funds to provide additional funding for junior faculty and research-/creative-active senior faculty.
 - Reformed chair/director compensation to account for multiple leadership considerations.
 - Increased adjunct faculty compensation to be more competitive with other universities in the region and respond to California state labor expectations.

- Created policies and procedures for apply for course releases with application review by faculty peers.
- Restructured Salzburg Faculty Fellows Program to enable faculty to teach at international campus in Salzburg, Austria.
- Developed incentive system to encourage continuing faculty to offer First Year Seminars.
- **Learning experiences for students**
 - Supported transition to new general education system.
 - Developed application process for undergraduate student researchers to secure funding for conference travel.
- **Study Away restructuring**
 - Eliminated cost overruns in Study Away budget.
 - Promoted creation of list of approved study away programs.
 - Promoted establishment of exchange partners abroad (e.g., Victoria University in New Zealand) and within the U.S. (e.g., Tuskegee University in Alabama).
- **Academic process revision**
 - Achieved approval of academic calendar change to establish consistent Spring semester start (i.e., day after Martin Luther King, Jr. Day in January).
 - Changed from extended drop period to separate drop and withdraw periods.
 - Transitioned course evaluation process from paper to online system accessible by electronic devices.
 - Created course completion agreement to track incompletes.
 - Promoted revision of new student onboarding experience to include summer pre-registration of courses for first-year students.
- **Communication between Dean's Office and faculty, staff, and students**
 - Implemented weekly open hours for faculty, staff, and students to speak with Dean about any topic of concern.
 - Created Dean's Faculty Advisory Council to receive diverse feedback and advice from faculty on policy, plans, or practices within the College.
 - Lunched once a semester with new tenure-track faculty and their mentors, department chairs and program directors in their first and second year, untenured faculty, and visiting faculty.
 - Promoted professional development opportunities each semester for department coordinators and professional staff.

- Created CAS Connections newsletter to enhance communication and community within the College.

Concluding Thoughts

I have appreciated my time as CAS Dean. Though the COVID-19 pandemic interrupted many of the longer-term plans I wanted to enact, I firmly believe the College has an opportunity to grow in ways that will secure its future. By necessity, College faculty, staff, administrators, and students must accomplish vital tasks and objectives in different ways than happened before the pandemic. Some of these adjustments will not gain traction and will only serve as temporary measures addressing the present crisis. However, other changes may constitute new ways of more efficiently meeting students' needs. The task in front of the College lies in distinguishing between these two categories to benefit the liberal arts and professional education offered to undergraduate and graduate students.

Thank you for the opportunity to be CAS Dean. I learned skills and perspectives that will stay with me for the rest of my career, no matter where the future takes me. I made close friends and established strong professional ties that will make me always wish the best for this special place.

Och Tamale!

School of Education Report

by Mario Martinez, Dean

I began my tenure as dean of the School of Education on July 1st, 2020. I had the benefit of six weeks of on boarding and generous transition time with Dean Wall. Dean Wall in his last update to the board noted the work he did (tremendous work, in my opinion) in creating a structural foundation for the School of Education. In this update, I provide the BOT an update on how I am working to build on this foundation by presenting this report in three segments:

1. Dean's Goals for 2020-21;
2. Metric updates; and
3. SOE Activities in Process.

Importantly, we have been working with central administration on budget reductions for 2020-21. We rely on central administration for revenue projections, so I do not play a central role in producing those projections. Nonetheless, when we combine: (a) 2020-21 revenue projections, (b) our reduced operating budget (an ~18% reduction from previous year) and (c) what are essentially our fixed costs (e.g. faculty and administrative salaries),

the projections show the School of Education Net (Direct Revenues over Expenses) will remain solidly positive for the year.

Dean's Goals

I came to Redlands with an initial list of proposed goals and priorities, subject to revision based on my first two months of interviews with faculty, staff, and administrators and my acculturation as a cabinet member. I held a schoolwide retreat on September 11th, and faculty and staff discussed the following list of goals, which remain the roadmap for our academic year.

1. Increase SOE visibility within and outside of U of R.
2. Reaffirm or revise major elements of our strategic framework, which includes vision, mission, and values. Collaboratively construct a set of principles aligned with our ethos.
3. Make the Center for Educational Justice a school, university and community asset.
4. Increase partnerships, including the establishment of a dean's advisory structure that includes an external advisory board, at the school-level.
5. Construct an SOE policy handbook, which also articulates roles and responsibilities across the school.
6. Conduct an SOE Diversity, Equity and Inclusion (DEI) audit to assess "current state," and compare against a vision of "future state."

Metric Updates

I am working with faculty and staff to establish an evidence-based culture, whereby we use information and metrics as a guide to inform our activity but not dictate it. We will grow in our use of data, as we use various university-provided reports but also our own analysis of data from those reports and other data we gather. The table below shows an update on initial metrics we are tracking:

Metric Updates	Description
Enrollment	<ul style="list-style-type: none"> Year to Year: Headcount enrollment down for all programs Year to Year: Starts for EdD and Counseling were up
Completions	<ul style="list-style-type: none"> 427 Graduates (2019-20) 46% Latinx graduates (compare: 37% U of R Latinx students; 39% Latinx population in CA)
International Enrollment	MA in Counseling and Psychotherapy with Hubei Oriental Insight (Wuhan) proceeding. OI recruiting over 50 students per cohort, SOE gets revenue share; Summer 2022 first UoR cohort
Center for Educational Justice	<ul style="list-style-type: none"> Two new initiatives awarded \$9,000 in startup: Big data group to help with U of R climate work; Educator's group securing professional development agreement with RUSD starting in Nov. Summer institute (virtual): Over 500 area educator participants

Activity Updates

We are also beginning the practice of tracking our activities, which crosswalk with our goals. The table below highlights major activities for the school, departments, and those that relate to exploration for external relationships and connection.

Activities	Description
School	<ul style="list-style-type: none"> Further refinement of strategic framework (vision, mission, principles) Initiated DEI audit for SOE Organizational Design: a) define roles and responsibilities; b) begin work on SOE policy handbook; restructure Center for Educational Justice Marketing and communications strategy buildout (school versus program-level marketing, website optimization and revisions)
Departments	<ul style="list-style-type: none"> Teaching & Learning: Exploring BA in Ed Studies but requires resource capacity assessment Counseling: Building out courses for all online program in counseling and human services Leadership: EdD redesign of curriculum
External Exploration	<ul style="list-style-type: none"> \$1.5 million in grant/proposal submissions from July – October (NSF, Spencer, The Lumina Foundation for Higher Education) Final stages of agreement with RUSD for professional development delivery (contract for services) Dean has met with one past donor and scheduling 1-2 more for fall

In sum, the SOE's work on internal structure, policies, processes, and DEI work strengthens its capacity and ability to message and gain external connection. We feel internal and external efforts are intricately woven. Our work will also continue to strategically think about and plan for a post-pandemic world, and how technology can effectively complement the Redlands student experience. We do not want to rush into a "sea of sameness" mindset

whereby institutions and programs believe that online will be the magic bullet to enrollment expansion and transformative experiences in a post-pandemic world. The competitive world of higher education demands we plan for and scenario plan in the most strategic way possible.

School of Business Academic Highlights

by Dean Thomas Horan

Enrollment

- The School of Business closed the Academic Year (AY) 19-20 with 648 new starts, which is 10 above the 638 new starts for AY 18-19 and the second year in a row of (new start) enrollment gains. That said, the school is modifying enrollment expectations for current year as the continued presence of the COVID-19 virus is having a noteworthy impact of our ability to recruit onsite (e.g., Community Colleges, Organizational Partners). Consequently, we have modified our AY 20-21 enrollment outlook from 680 to 655 new starts.

Hybrid/Online Strategy

- The school is aggressively transitioning its 600-plus course sessions into a new synchronous/asynchronous teaching format that will provide a consistent experience for SB students during the COVID-19 crisis and beyond. Through a series of faculty workshops and intensive Instructional Design assistance, all Fall courses have been converted to this new format and by the end of the academic year all courses will have been converted to this format.
- The above curriculum changes will facilitate being able to offer all our degree programs in on-ground, hybrid, and online formats beginning in AY 21-22. Such is already the case for the MBA and will be the case for the MSOL and MSBA by September 2020. As the BSB has the most courses, these options may become available later in AY 21-22.
- Pursuant to the above strategy, this summer the school exited its relationship with Keypath in order to have fuller control over the online MBA and recover the tuition paid by online students. This change is expected to yield \$2.3 million in additional tuition revenue over the next 4 years and substantially more after that. Of the \$2.3 million in savings, approximately \$1 million will be used to cover the costs of “in-sourcing” certain items (e.g., advising, instructional design).
- The school has also aggressively moved to upgrade the infrastructure for teaching in multiple modalities once we can “return to campus”. Known as the Connected

Campus Initiative, this TF4H supported and Board approved initiative entails creating three Tier 1 “immersive” classrooms in Redlands, Rancho Cucamonga, and Riverside and five Tier 2 “high tech” classrooms in the other regional campuses. Among other items, this will facilitate collapsing low attending courses into single electronically connected courses, thereby saving in adjunct faculty costs and preventing delays in student program progress. The near-term focus has been on constructing the Tier 1 rooms, which are mostly complete. Beginning in October, attention will turn to the Tier 2 rooms.

Marketing

- In parallel, the school is altering its marketing strategy to include new modalities. For example, we are launching a national campaign to GIS professionals for the online Location Analytics MBA and Certificate (see below), and we are adding an hybrid/online MBA to Marin beginning in 2021. More such campaigns will be conducted as the different degree programs finish the hybrid/online course transition.
- The school’s marketing and recruitment efforts have been restructured to allow for better “segment marketing” while saving costs. The SB Enrollment group is developing specific teams and strategies for key market/prospect segments, such as alumni, community college, and military/veteran. These strategies (developed with consultant assistance) are currently under review and will be implemented in the coming month.

Student Success

- As part of the SB Enrollment group restructuring, the school has taken over operational responsibility for the regional campuses and the personnel that staff them. As such, the school now has two student-oriented departments: Student Services and Campus Services. The former is focused on student advising, the latter on day to day “front line” interaction (currently in virtual form) with students. This streamlined 14 FTE team is focused on ensuring that SB student receive quality program advising and experiences.
- To date, the Student Services and Campus Services teams have collaborated on two initiatives: a retention outreach initiative of personal calls to current students over the summer, and a “Student Lifecycle Success” initiative that outlines student touchpoints throughout their lifecycle as a student (and beyond).
- Our annual survey of graduating students was completed. A full 95% of respondents (45% response rate) said that would recommend the School of Business program(s) to a colleague or friend. This is up from 90% in the previous two years.

Degree and Certificate Programs

- The school soft-launched a new Master of Science in Business Analytics (MSBA) this Fall. The expectation is that the program will make a modest contribution to enrollment this year, and a more significant contribution when it is available in all modalities beginning in AY 21-22.
- The School has devised an online Graduate Certificate in Business Location Analytics, in collaboration with the School of Continuing Studies (SCS). The first offering of the certificate is expected to be in early 2021.

Diversity, Equity, and Inclusion

- The School is conducting a Fall Development Conference on October 10, 2020 for all core and adjunct faculty. The conference will feature a session on incorporating Diversity, Equity and Inclusion into the school's curriculum. This extended "hands-on" session will be led by Prof. Joanna Garcia, a business professor from John Carroll University who has written about and advised business schools on this matter.

School of Continuing Studies Report

by Amy Moff Hudec, Director

The School of Continuing Studies (SCS), in response to stay at home orders due to the COVID-19 pandemic, has continued to function completely online with all courses taking place on WebEx and teams. Our instructors have quickly and effectively transitioned to online teaching and are working to train in digital pedagogy with the help of our instructional design team.

SCS has gone through some structural changes and will continue to be reimaged as we move forward. Here we comment on staff transitions, infrastructure development, and future strategic direction.

Our Team. We have a whole new team working in SCS. Each new member brings with them a wealth of knowledge and experience. As a team, we are working hard to develop a new vision for SCS. We see it as having tremendous revenue generating potential and a unique ability to connect the university's academic community to the local community of Redlands.

- ***Amy Moff Hudec, Ph.D., Director.*** Amy came to us after serving as the Associate Director of Community Service Learning for two years. She has previously taught for SCS at our Orange County regional campus and for our UTC program. Most

recently, she served as the Project Director for the LGBTQ+ Leadership program here in SCS. Amy earned a BA from the University of Redlands, an MA from Boston College, and a PhD from Boston University. Prior to her administrative roles, she was a professor of Sociology and Religious Studies at the university. She has also taught in Johnston and WGS at the U of R. In addition to her academic work, Amy is committed to serving her community in many ways. She is an advocate for LGBTQ rights, foster youth, the homeless, and those who have experienced trauma. She is on the board for the YMCA of the East Valley and for TransHeartline. She's a member of the Redlands Area Interfaith Council, works closely with local politicians, and is a volunteer trainer for the Great All-American Youth Circus. She lives in Redlands with her husband, two children, two dogs, two chickens, and a bearded dragon named James Harden. She is very excited to help grow SCS for years to come.

- ***Su Hanson, Administrative Assistant.*** Su comes to us from the former SFTS and helps us as we build a partnership with the GST. She handles all of our adjunct related matters – contracts, course assignments, and Moodle maintenance. She is also the queen of the schedule and evaluation kit programming.
- ***Camille Houston, Enrollment Assistant.*** Camille Houston comes to us after working with the School of Business, specifically at the Riverside Regional Campus. Her main priority in this position is to recruit and enroll students. In addition, she is assisting in several projects, such as corporate partnerships and digital marketing.
- ***Darlene Bailey, Marketing.*** Darlene, the Director of Marketing for the School of Education, has continued to support SCS for the past three months as we develop a marketing plan moving forward. She has helped to negotiate a deal with the marketing firm Carnegie Dartlett. We've reduced the cost significantly and should be well under budget at the end of the fiscal year.
- ***Forthcoming hires.*** We are currently working on hiring an Assistant Director for SCS. That process should be complete before November.
- ***Adjunct Professors.*** As we hire for our courses, we have met with each instructor to set goals for teaching in this new world, going over the new payment system, and renewing their faith in our programs as many of them have been discouraged by the years without attention to their needs.

Trainings/New Software. In an attempt to bring SCS into the digital age, we have been actively working to bring everything we do online. We are now using all of the digital systems regularly utilized by other U of R departments – Colleague, SLATE, Course Assignment System, UltiPro, Evaluation Kit, E-trieve, and Curriculog. The ability to utilize these programs has made us as a department much more efficient.

Collaboration Development. As you will see below, one of our primary goals is to become more connected here at the U of R. We are working to grow and strengthen our relationships to all of the schools.

- ***SB Partnership.*** Tom, Krissy, and I have met several times and have made some progress in thinking about our long-term plan for the Business and Professional Certificates:

1. Strong enough to continue as is: Accounting, Org Leadership, Project Management, HR Management
2. New programs – Possibility of longevity not yet known: Business Location Analytics (Beginning January 2021), Entrepreneurship
3. In Process of Update (Putting funds toward revamp): Marketing
4. Sunsetting 20-21: Healthcare Administration, Professional Financial Planning
5. Sunsetting 21-22: Purchasing, Logistics, and Supply Chain Management

In addition to existing programs, we are beginning to focus on potential corporate partnerships, with a hope to grow our LAUNCH and Prep Year programs specifically. We also plan to expand our General Education courses for SB undergraduate/Prep Year/Launch students. This will also benefit us in our partnership with CAS, especially during the summer months.

- ***CAS Partnership.*** We have been in continued conversation with Sara Falkenstien and Kendrick Brown in CAS over the past few months and have been working together to encourage CAS faculty to approve a shift from 12 to 20 transfer credits. The faculty have not yet decided on this matter, but it will likely be voted on in the October faculty assembly. If they do approve it, we will be able to encourage more CAS students to take our courses, especially in the summer.

We have tripled our summer offerings and will be doing a big marketing push to CAS undergrads and the local community starting in April 2021.

- ***SOE Partnership.*** Our Child Development course has been very successful, but it remains the only shared program we have. We intend to build more prep courses (CSET, CBEST, and RICA) but it is going to take some investment. We are doing research to figure out the best way to go about this.
- ***GST Partnership.*** In addition to the AWI programs, which have a lot of crossover with GST, there is a lot of conversation happening about potential partnerships here. A Certificate in Theology will soon be available in SCS.

Alumni Relations/Lifelong Learner Track. We are working with Alumni Relations to develop a lifelong learner track of SCS that would allow certain students to take already existing course in CAS and GST for fun at a reduced rate.

Collaborative Project. We, along with a team of faculty from across campus and the schools, are working on a Nonprofit Management Certificate. We hope to get it off the ground by Fall 2021.

AWI/Social Justice. Our AWI courses are going very well. We are continuing to work on marketing for these programs to increase engagement. In addition to the Mental Health and Spirituality and LGBTQ+ Leadership Certificates, we have started to develop a Racial Justice certificate. Our pilot course, “Anti-Racism” is scheduled to run from October to December 2020. The first course will also be cross listed with Johnston to ensure that CAS students have access to it as well. Community members, including police officers, will be part of this program. And, Temple Emanu El is giving scholarships for members of their congregation to attend.

Marketing. Our marketing plan is simple: focus on digital ads for most programs through Carnegie Dartlett. It will focus on three tracks – Business and Professional Certificates, General Education, and Social Justice. In addition to our digital campaigns, Darlene and I are working on local ads as well. University Communications is planning on doing a series of stories on us that will cover several of our programs.

A Note from the Director. My number one priority in SCS is to increase visibility of our department and all of our programs. I want people – students, staff, faculty, alums, and community members – to simply know we exist. The story I want them to hear about who we are and what we do is, “A Redlands Education *is* for Everyone.” We know that not everyone can go the traditional route to get a degree. We know that people have families, jobs, and other responsibilities that make achieving their educational goals feel impossible. But we also know that learning happens in many ways – online, in person, and on one’s own. We want to offer that to everyone at a more reasonable price. Talking with work force students who are taking our courses to get a better job, or our LGBTQ+ Leadership participants (many of whom are educators) trying to better understand the life challenges of their queer or TGNC students makes all the hard work worth it. I am very proud of our little corner of the University of Redlands and our team!

Final Take Away. Major revenue generating initiative include developing new programs such as Non-Profit Management, test prep and continuing education for teachers, promoting “lifelong learner” enrollment, and creating summer school for the University.

Decisions on Reopening for Residence-Based Learning, Teaching Modalities, and Testing

by Kathy Ogren

Since the beginning of the COVID 19 pandemic, a comprehensive committee (EPP) chaired by University Dean Donna Eddleman has coordinated our planning, beginning with the emergency transition to online learning in spring 2020 to the present. More recently, deans, along with each faculty assembly, faculty leaders, academic computing, Student Affairs, and the Registrar have reviewed options for the spring. We continue to follow guidance from CDC, the County of San Bernardino, and evaluate comparisons with peer institutions. Some offices at the University are operating with a combination of limited in person, socially distanced availability. Employees continue to rotate responsibility between telework and on campus assignments. Faculty are teaching in classrooms on campus and working in their offices, although all buildings remain locked to external entry.

Here are some updates:

- The County has returned our prevention plan with few recommendations to add. We will base our operational plan on this set of protocols.
- The Return to Campus Committee in the College is reviewing options for opening the residence halls for singles only occupancy in the spring, along with varied teaching modalities (online, hybrid, and face to face). Faculty members from the Working Group #1 in the College will join upcoming meetings as we continue to evaluate our options, including financial, retention, health and safety, and cultural contexts. Dean Brown has proposed a calendar change, based in part, on feedback from ASUR about the difficulties of our current fall term, conducted with no breaks.
- The School of Business will start its winter terms on-line with an option to switch to hybrid in its second term; the School of Education will remain online; and the GST will be both online and hybrid. Students continue in residence at the GST.
- Testing protocols are under evaluation by the EPP, Return to Campus, and Cabinet. You will likely see an announcement describing our decisions by the end of October or early November.

Leadership Transition in the College of Arts and Sciences

by Kathy Ogren

I am pleased to announce that the search for an Interim Dean for the College of Arts and Sciences has concluded. Steven Wuhs, Associate Provost for Internationalization and Professor in the Department of Political Science, has accepted the invitation to serve in this position beginning January 1, 2021, through June 30, 2022.

Steve joined the University of Redlands in 2003 and has provided extensive faculty governance and administrative leadership since that time. Steve served as the Co-Director of the Salzburg Program; Chair of the College of Arts and Sciences Assembly; Chair of the Department of Political Science; Director of the International Relations Program; Chair of the Personnel Policies Committee; and Director of the Program in Latin American Studies. Steve's teaching includes courses on contemporary Latin American and European politics and social science research methods. His scholarship focuses on political party development in new democracies, and he has just started a new project (with Professor Jennifer Nelson) on reproductive politics in Mexico. Please join us in welcoming Steve Wuhs to this new leadership position.

Dean Kendrick Brown has started working with Steve on a transition plan for the College this week. We want to acknowledge and thank the three other excellent and well-qualified finalists who participated: Associate Dean of the College of Arts and Sciences Anne Cavender; Director of the Proudian Interdisciplinary Honors Program Kathleen Feeley; and Director of the School of Music Joseph Modica. The search process identified several strategic, programmatic, and operational goals for the College, and we hope that the collaborative leadership, vision, and expertise demonstrated in the search will continue to serve the College well in the challenging months ahead. Additional information on the transition in the staffing of the College Dean's Office is forthcoming.

We want to thank everyone who contributed to the search process through interviews, surveys, and individual meetings. In particular, we thank the advisory committee to the search: Ben Aronson, Ivonne Gordon-Vailakis, Shana Higgins, Martin Hoecker-Martinez, Fang Ren, Tim Seiber, and Anthony Suter.

Steve will step down as the Associate Provost for Internationalization as of January 1, 2021, and the position will not be "back-filled" at this time. Steve will continue to serve as the Principal Designated School Official for SEVIS (Student and Exchange Visitor Information System). A reorganization of the services provided through the Office of International Students and Scholars that decentralizes and expands staff support for international students and faculty has been under way since June. This work will continue throughout 2020-21.

Perspectives on Strategy and Financial Health

by Kathy Ogren

Following the October Board of Trustees meeting, a Joint Committee on the Structural Deficit (JCSD) began meeting this past week. The goal of the JCSD is to plan collaboratively for a structurally healthy multi-year budget. Such a budget:

- Is mission-centric and supports/advances institutional strategy.
- Is balanced and stable over a multi-year period, that means growth in revenue supports growth in expenses over time.
- Attracts and retains employees with competitive compensation.
- Leverages endowment assets while preserving intergenerational equity and returns the UofR to a distribution rate of 4%.
- Adequately maintains the physical plant, funding both current maintenance and long term capital reserves.
- Creates capacity for investment in strategic initiatives.
- Shows additional positive net operation margin, which means it funds/maintains cash reserves at an appropriate level.

The JCSD membership includes trustees, faculty, Cabinet members and administrative support from Business and Finance: Trustee Jim Ashby (Chair Academic Affairs), Trustee Darren Rose (Chair Finance Committee), President Ralph Kuncel, Vice President for Finance/CFO Kevin Dyerly, Provost Kathy Ogren, Dean of the School of Business Tom Horan, all members of the Budget and Planning Committee: Jim Blauth (CAS Biology), Michael MacQueen (SB), Martin Hoecker-Martinez (CAS Physics), Mikela Bjork (Department of Teaching and Learning, SOE), Greg Thorson, Ken and Lynn Hall Endowed Chair in Public Policy (CAS Political Science), Renee Van Vechten (CAS Political Science). Beth Eiland, Senior Budget Officer/Director of Financial Planning and Donna Stevener, Senior Associate Vice President for Finance will support the JCSD with financial modeling and analysis.

The Deans and I have worked over the last two years on strategic priorities that we hoped to advance into a new University strategic plan this year. COVID interruptions have slowed that process, but we see that the fundamentals of North Star 2020, as well as individual strategic plans in SB, SOE, CAS, and GST are still valid. These high level plans will help us address the structural budget deficit. We had anticipated that the next strategic plan, which we called “true north,” would enable us to achieve programmatic advances, operational and technological efficiencies, and learning innovation.

In our preliminary work, we identified five priorities for advancing the academic mission of the University of Redlands: Pursue Areas of Distinction; Enhance Professional and Graduate Experiences; Bolster Research, Scholarly and Creative Pursuits; and Devise Resource Models for Achieving Priorities. We identified four areas of distinction: Learning Innovation, Community Betterment, Purposeful Leadership, and Spatial Inquiry. We advocated for a strategic plan that would improve University wide reputation; enhance academic offerings; foster synergistic use of existing and new resources; strengthen inter-school collaborations; and explore the possibilities for “centers of excellence” that would concretize areas of distinction.

We should not overlook the reality that we have advanced several of these goals in the midst of our current crisis:

- With admirable skill and speed, our faculty transitioned into an online online/hybrid learning environment for students across the University. We can consider this an aspect of “organic” growth that delivered on quality as best we could in unexpected and unwelcome circumstances. Attention to effective pedagogical innovation has helped sustain reputation, as is evident for example in a recent survey of SB students about their online experience. Faculty and staff attention to personalized education also engaged and retained students. We know that an online modality brought ongoing challenges and is not appropriate long term for all students, but we should celebrate this pivot.
- Faculty from the College and all the schools devoted the entire summer, (in mostly non-compensated contract months), to ensure the quality of online programs for the fall. In so doing, they have forever changed our willingness and our effectiveness to offer multiple learning modalities. This will not be reversed. It will become a new normal direction—to be adapted, modified and improved in non-emergency circumstances.
- Faculty recognized that current deployment of faculty within the College and Schools may not effectively support pathways and/or the most efficient delivery of curricula. Take for example the “Team 4 Proposal” that advocates “Meaningful and Purposeful Work Through the Liberal Arts.” Proposals like these will aid the work of the JCSD.
- Faculty also advocated for a robust summer school, potential changes to calendars, graduation units, and the facilitation of more nimble opportunities for students to pursue degrees. These proposals expand access to students and reduce barriers to units that can be earned across the College and the Schools. It is my hope that we will move forward quickly to affirm 4 plus 1 opportunities.
- Several new or revised programs are proposed to attract students, grow academic capacity and enrollment and generate revenue. Two documents already summarize these proposals from CAS and GST. Additionally, we are deepening our offerings to communities that are already engaged with us, and developing the metrics to continue or grow programs, especially if they bring us new students or attract majors, such as Spatial Business; Health, Medicine and Society; or the Certificate in Theological Studies. Conversely, we need to

consider consolidation and/or teaching out of programs that no longer serve us well in terms of our curriculum and enrollments.

- We have identified many cost controls and acted on at least some of them in our collective structural transition moment. We had a \$10M cost run-up over the last three years (a combo of faculty, staff, mandated compliance and regulation, and cost of living factors). At the same time, we used an assumption of a \$10M run up on revenue, which did not happen. Now, with the reductions and downsizing already taken for 20-21, we need to face and change the assumptions that are wrong. These will include factors such as the overall size and deployment of the faculty, leveraging modalities, improving operational systems integration, building on what we are we good at, and breaking down academic silos. Then we can judiciously invest or dis-invest accordingly.

The academic program and infrastructure evaluation needed for this evaluation will include:

- Provision of an overview/inventory of all program expansion, development, or downsizing proposals from faculty, deans, and others. The BPC has collected many of this proposals and my office will help generate the preliminary list working in tandem with the BPC and the JCSD. Jordan Henk will maintain this akin to what we have done for NS 2020.
- Creation and use of a common set of historical and current data reports for analyses and decision on curriculum requirements, including liberal arts degrees; enrollment projections; average and appropriate course caps; distinctive programs; faculty size (FT and PT); faculty/student ratios; administrator/student ratios; majors and minors; graduation outcomes; course size; total # units to graduate; pathway collaborations and their curricular impacts, graduate and undergraduate growth opportunities; contributions to enhancing diversity and offering a Redlands education to underserved populations.
- Prioritization of those proposals that meet the criteria for enrollment growth, retention, attraction of new students and/or additional facilitation of pathways from CAS to Schools.
- Establish Summer School through SCS and look for similar unrealized opportunities.
- Determine the appropriate short and long term size of the full time faculty. Approximately 25 full time faculty will retire by 2025, with a majority of those retirements taking place in 20-21. We need to pause rehiring until a process of examining how, when and where to replace those retirements has been considered in light of the structure of our academic enterprise. This is a process of shared governance, expected by Cabinet and the Board of Trustees. Frank analyses of our sustainable size for the near future is required as a primary consideration and is on the agenda for the JCSD.
- Deans and faculty will need to work with the shared governance process to review all academic programs on the basis of enrollment and contributions to the liberal arts and sciences curriculum and mission—both in individual academic units (College and Schools)—and across the University. How do we responsibly sustain the smallest programs while allocating adequate resources to those that deliver on distinctiveness, enrollments,

and retention in a liberal arts university? In doing so, we should include innovative faculty suggestions to reorganize the structure of programs and curriculum.

- Non-academic programs will need to generate their own criteria for similar evaluation.

The JCSD will coordinate much of this work, as well as deans, curriculum committees, assemblies, and faculty, staff and administrator leadership groups. We should not give up on our strategic premise—we can and should continue to deliver high quality experiences that will result in new students choosing Redlands because of positive learning experiences, historic and current reputation, effectively communication of our strengths, and, of course, cost.

Hall Network 2020 Fall 2020 Activities

by Andrew Wall

The Ken and Lynn Hall Network for Innovation and Policy was created in 2015 through a generous gift from Ken and Lynn Hall for the purpose of advancing policy work, broadly defined, at the University of Redlands and with its connected community partners. The Network is now beginning its sixth year, and the Advisory Board and leadership are pleased to announce a full slate of activities for Fall 2020.

For the University and Our Community Partners

Fall 2020 Virtual Brown Bag Series. The Hall Network is pleased to introduce its Fall 2020 Virtual Brown Bag Series that highlights Hall Network supported projects and contemporary policy issues. The Hall Network supports University of Redlands faculty scholarship and brings external policy experts to the University community. To sign up to participate access information at: <https://sites.redlands.edu/provost/hall-network/speaker-series/>

- **Held September 30th 12:10 to 1pm** “*Community Organizing to Advance Community.*” A panel discussion with three faculty who have been engaged in an Inland Empire Community Organizing Project for the past year. Learn about the project, how the project intersects with current social movements, and what comes next. Presenters: Dr. Brian Charest, Dr. Mikela Bjork, Dr. Nicol Howard.
- **Held October 14th 12:10 to 1pm** “*Polling and the November Election: Are Polls Accurate?*” A discussion with political scientist Dr. Eric McLaughlin and Dr. Renee Van Vechten on polling and the 2020 November Election.
- **Upcoming on November 18th 12:10 to 1pm** “*The History of Education Funding in California: Examining the Stories of Evolution.*” The Hall Network has supported the

work of Dr. Annie Knox and Paul Jessup to examine the history of education funding in California. Dr. Knox and Mr. Jessup will discuss their project, the evolution of K-12 school funding in California and what might be next for California Schools in the contemporary moment. Presenters: Dr. Annie Knox, Mr. Paul Jessup.

- **Upcoming on December 9th 12:10 to 1pm** “*Examining the Higher Education Response to the Dual Pandemics of 2020.*” Meet the Hall Network Director and Faculty Fellows, and hear them talk about their project to examine higher education’s response to the dual pandemics of 2020, COVID19 and systemic racism. Their project examines the impact to students, how institutions have responded, and the fiscal and operational shifts caused by the global pandemics of 2020. Presenters: Dr. Andrew Wall, Dr. Adriana Alvarado, Dr. Greg Thorson.

Evaluation Services: For the first time the Hall Network Director and Faculty Fellows are partnering with community agencies, government and educational organization to conduct policy evaluation. Our first projects are with the K-12 education in the form of examining special education policy and practice. For more information contact the Hall Network Director, Dr. Wall at andrew_wall@redlands.edu.

For University Students

Student Internships. This year the Hall Network will offer two internships for University of Redlands students. The first internship will be during the academic year working with a Hall Faculty Fellow on scholarship. The second internship will be for Summer 2021 and support a local, national or international internship opportunity for a University student. Information and the applications for these internships can be found at: <https://sites.redlands.edu/provost/hall-network/student-internship/>

For University Faculty

Faculty Scholarly Seed Grant Request for Proposals. This grant funds scholarly projects with policy relevance of faculty from the University of Redlands. Proposals can be for up to \$5,000 and are due November 1, 2020. More information and the submission form can be found at: <https://sites.redlands.edu/provost/hall-network/scholarly-seed-grant/>

Hall Network Faculty Fellow for 2020-2021

Dr. Adriana Alvarado has been named a 2020-2021 Faculty Fellow of the Hall Network. Dr. Alvarado is an Assistant Professor in the Department of Leadership and Higher Education where her work “on improving the conditions and increasing the success of historically

underrepresented students, particularly with regard to persistence to the baccalaureate degree and to experiences with the campus climate for diversity at both two and four-year colleges.” Dr. Alvarado will bring her expertise to the collaborative research project that examines the dual pandemic of 2020.

Hall Network Leadership and Communication

Dr. Andrew Wall will continue his leadership of the Hall Network for 2020-2021. Dr. Wall after stepping away from the Dean of the School of Education role in July of 2020 is now focusing his time on education policy, and providing leadership to the Hall Network. His current projects include working with the American College Health Foundation on the study of emotional well-being among students, faculty and staff in higher education; writing a book on higher education policy and leadership, and beginning a Hall Network collaboration to examine higher education institutional response to the 2020 dual pandemics of COVID19 and systemic racism.

Dr. Gregory Thorson, Ken and Lynn Hall Chair in Public Policy is partnering with the Hall Network this year on public policy research. His collaboration seeks to deepen the policy capacity of the Network to conduct evaluation and original research associated with policy, particularly as it relates to education.

The Hall Network Advisory Board is expanding beyond the core group that has provided leadership over the past five years. The expansion will include both additional University faculty and staff, along with community partner members. We are specifically seeking to diversity of Advisory Board. Please feel free to express your interest to current members who include: Dr. Johannes Moenius, Dr. Steven Moore, Dr. Renee Van Vechten, Dr. Gregory Thorson, Dr. Steven Wuhs and Dr. Andrew Wall (ex officio).

The Hall Network is also advancing its communication plan, with an in progress update to its webpage: <https://sites.redlands.edu/provost/hall-network/>. We are also preparing a monthly newsletter that will include news about Network activities and policy resources.

Office of Career and Professional Development

by Lauren Wooster, Associate Director for Career Strategy & Integration

In case you missed the University-wide announcement, the Office of Career and Professional Development (OCPD) in partnership with the College of Arts and Sciences (CAS) Dean’s Office, would like to recognize and congratulate the 2020-2021 Career Faculty Fellows! The Career Faculty Fellows were nominated by U of R students for helping them open doors to career paths,

graduate schools, and other professional opportunities. This year the fellows will work on specific projects to advance career and professional development at the University at large. If you have something you would like to contribute to their projects, please connect with them.

- **Dr. Celine Ko** (Psychology), development of faculty resources to initiate career conversations as advisors.
- **Dr. Victoria Lewis** (Theatre), development of a devoted webpage inventory of internships available through various departments.
- **Dr. Rebecca Lyons** (Chemistry), development of a faculty resource page on the new OCPD website (TBA).
- **Dr. David Scott** (School of Music), development of alumni contacts & quotes for the new Career Communities on the new website (TBA).
- **Dr. Jennifer Tilton** (Race & Ethnic Studies), Development of a consistent syllabus for a credit bearing internships.
- **Dr. Ben Aronson** (Biology) will continue his efforts this year as the 2020-2021 Senior Career Faculty Fellow, to assist in carrying out program initiatives.

The goal of the Career Faculty Fellows program is to continue with the creation of a career ecosystem, in which everybody joins in the effort to help students be prepared and have a plan when they leave the University, whatever that might look like for each individual. During the coming year, the Career Faculty Fellows will meet monthly with OCPD staff, integrate career concepts into their curricula, serve as liaisons to other departments who seek to integrate career and professional development, and identify additional areas on campus where career and professional support could benefit students.

A celebration of the 2020-2021 Career Faculty Fellows and all other faculty nominees will be planned for spring 2021.

Sponsored Programs

by Steve Moore, Director

Click [this link to join the Sponsored Programs group](#) and receive Sponsored Programs news and lists of federal, state, and other funding opportunities. Please contact steven.moore@redlands.edu to discuss a project idea and/or ask questions about the proposal writing process.