



Provost Newsletter

April 13, 2020

Hunkered Down

Last Friday, I shared my hope with the Faculty Assembly that all of you, your family and your friends are well and safe. All of us by now know people suffering from health and/or economic impacts caused by COVID-19. It's our spouses and partners, our family members, our friends, neighbors, students. We know someone, or someone who knows someone, and so on. Our personal losses mount, even if they are simply the loss of freedom of movement, or a cultural hero like John Prine. He was one of mine. We depend now on each other across the University to make the UofR "work," literally and figuratively. Outside our immediate campus communities, we depend on strangers — those in health care, emergency services, food and grocery deliveries, hospital chaplains. To all of those on the front lines, I say thank you, thank you for saying "hello in there."

And thank you, again, to all of you. Several colleagues shared encouraging reflections from our hunkered down university last week that illustrate successes — and pitfalls — we navigate in our distanced learning environment. We discussed students who are better focused on deadlines, discussions, and assignments in the online formats, and those who are not. We have students struggling with bandwidth and equitable access to computers. We have assignments that work well online and those that do not. In short, we are experiencing the range of learning issues consistent with the research on online teaching and learning modalities. It is too early for us to summarize what we will learn as an institution from this forced experiment; I am confident our reflections will eventually inform ever better teaching and learning practices here at Redlands.

Here are some examples of what I am hearing: The Johnston Center has conducted its graduation reviews virtually. This has broadened the community of family and friends who can participate but at the same time, reduced the personal impact. In our Provost reading group discussion of Jennifer M. Morton's book about first generation students, entitled, *Moving Up Without Losing Your Way: The Ethical Costs of Upward Mobility*, several faculty extended Morton's recommendations about minimizing the ethical costs for first generation students who to those who are more generally, now, impacted by COVID-19. Professor Laurie Garret Cobbina shared with me the intense engagement of our chaplaincy students, many of whom are connecting the urgency of their calling with her classroom discussions.

Hunsaker Teaching Chair Ben Aronson noted that attendance at his weekly meetings for distance-enhanced/exclusive teaching is growing, with 53 participants last Tuesday. Ben identified resources for these faculty, many of whom are adjuncts, and we will work to find funding for instructional needs, such as white boards. In the School of Business, Professor Alison Fraiburg launched the *Business Writing Lounge*, "a virtual space for writing workshops, presentations, questions and answers, and simple connection." Alison wrote to me: "I've done on ground workshops for years, but the times demanded a new format. And I'm pleased to say it is

working...and a great experience! I had current students (including Marin and online MBA) and even a few alumni dropping in. I hope to continue this format moving forward."

As we conclude our 19-20 academic year in demanding new teaching modalities, it's my pleasure to join the Faculty Review Committee Chair Denise MacNeil to congratulate recipients of the Outstanding Faculty Awards.

Outstanding Teaching

- Bing Bai
- Kathy Jenni
- Wendy McIntyre

Innovative Teaching

- Alisa Slaughter
- Raul Acero

Outstanding Writing Instruction

- Ralph Angel (in memoriam)

Research/Creative Activity

- Riaz Tejani
- Catherine Salmon

Service

- Piers Britten
- Neena Gopalan
- Nicol Howard

Global Impact

- Alison Fraiburg
- Brian Charest

With thanks and best wishes for continuing health,

Kathy Ogren
Provost

Provost Updates (including COVID-19)

I shared a "Meet Us at the Crossroads" address with the Faculty Assembly on Friday, April 10. It's edited here to include some new information and to address some of the questions I received.

Meet Us at the Crossroads

In my December 2015 Provost Installation Address to this academic community, I riffed on the Crosby, Stills, Nash and Young song, "Teach Your Children Well." My last riff that evening invited you to meet me at the crossroads of our future educational pathways. There, I posited that we

would “worry together” in the future. Coincidentally, the installation took place one day after a violent terrorist attack in San Bernardino, which generated much anxiety and fear in Redlands — a week with one of those unanticipated crossroads. And here we are again.

Our University is at a new crossroads now. We are traveling this short, intensive and disruptive pathway produced by COVID-19. Our longer pathway requires us to build our future financial health.

The Short Path

Here are some COVID-19 updates for this week. Other updates are ongoing, shared by the deans and University Communications through announcements and on our website.

- We continue to coordinate campus efforts through a weekly Emergency Preparedness committee, which includes faculty members Steve Wuhs, Mark Kumler and Ben Aronson.
- We have announced salary protection for all faculty, staff and administrators through May 31.
- We have authorized room and board reimbursements for CAS students who were required to leave campus due to COVID-19. That total may be \$1.35m in the 19-20 budget. And we are also reimbursing study away students for expenses incurred in their returns home.
- Under the CARES act, The University of Redlands will receive a total of \$3,388,020. We have signed a “Funding Certification and Agreement” that explicitly commits the University to providing \$1,694,010 in emergency financial aid grants directly to students. We expect to learn more this week from the Department of Education about funding protocols for these grants, as well as the rules for the remaining funds.

The Longer Path: COVID-19 intersects with a longer path, one takes us towards a financially healthy institutional future.

To travel well this longer path together, I ask you to do three things:

1. Flex Forward for our Students

We need to fully accept the reality that student enrollment — the revenue upon which we depend the most — will be more variable and unpredictable than ever before. You—with your deans, your curriculum committees, your departments and programs and your colleagues across the University — have the authority, the vision, and the creativity to generate new and revised programs, and to trim or reduce others, so we may continue to attract and retain qualified students.

This requires willingness to meet students where they are and where they will come from. It means openness to multiple delivery modalities, consideration of more flexible degree completion requirements, and active support for pathways, partnerships, and opportunities between the College, our graduate programs and the School of Continuing Studies. We should do the same through pathways with appropriate external partners, too.

Our current students are varied in their needs, and will become more so. We serve traditional-aged undergraduates, a demographic group that will shrink nationwide over the next several years. Our students are graduate and professional students. Our students need to complete degrees — not only in SB, where we have a longstanding program — but across the University (degree completion is potentially very attractive in recessionary times). Our students are international students, first generation students, online and on ground students, and those who need a hybrid of both modalities. We will have students attracted to residence-based undergraduate learning, those who are not, and those who need or choose to commute from home. Our CAS students may need a more robust summer session, well-defined pathways from CAS into our graduate schools, and possibly the option of an undergraduate three year degree. One size of educational delivery does not fit all.

Students seek to test their classroom learning through experiential application in fieldwork, internships, and co-curricular opportunities. We already know that students want career education that is effectively integrated with their academic and professional studies.

Fifty percent or so of our students are not based in Redlands: they study with us at regional campuses, in Marin and Salzburg, through community colleges, corporate and nonprofit partnerships, and now — every one of them — in some kind of online modality.

Because of COVID-19 uncertainties, our students need contingency planning for a fall semester in which disrupted student lives will impact their ability to study and learn. Some institutions are modelling doomsday scenarios with 30%, 50% declines in enrollment. We are not, we remain more optimistic, but we must make every effort we can to document and address potential student needs and concerns for the summer and fall semesters. We will continue to provide technological support to some students so that they can continue to study from home if need be. We have already learned that some are working to help support families in this financial crisis, and may need flexibility in how they complete their degrees.

In our least desirable instructional scenario, we will experience a continuation into the fall semester of our current situation of distanced learning across the university. In CAS, accepted students and their parents are already contacting Kevin Dyerly's office with questions like: Do you have contingency online instruction planned for the fall? Can my student start their fall semester online and then transition to on-ground instruction?

Let's not forget recent graduates and alumni, who are actively reaching out to the Office of Career and Professional Development. The OCPD has called — or tried to call — all 532 CAS graduates (including CAS graduate students) to connect them with our resources. And, should you speak with alums, the OCPD is working with many of them also.

2. "Make the Most of May"

When we flex forward on this short immediate road, we connect it to the longer one.

To do that, I summon you to "Make the Most of May." It's time to re-think and revise curriculum and programs, where needed. May is crucially important to plan not only for COVID-19 related contingencies that will impact us in the fall, but also for the longer term.

The deans are already working with you on curriculum and program revisions and opportunities — work that will continue. Based on your strategic plans, you will continue your specific visions. We all share personalized quality education as a core value — this is one of the qualities that distinguishes us in the marketplace. We need to move these efforts into overdrive.

Changes to programs — large and small — begin in faculty conversations, department meetings, program reviews, and so on. They percolate up into discussions with deans, curriculum committees, and when needed, to CAPS. As you do this work now, I challenge you to put everything on the table. Ask questions like these.

- What have you learned from the "forced experiments" with online teaching that you can retain and improve for well-designed future online and hybrid programs? Colleagues in SB and SOE are revising their plans for more effective instruction across regional campuses, for example. Let's identify sustainable innovation and identify how ITS is going to help you plan to achieve it.
- How large and complex are your degree requirements? To what end? Where can you shrink? Are you protecting "sacred cows"?
- Can we consider 120 units for a degree instead of 128?
- How appropriate are your course caps?
- Can we change policy now to open up summer session courses through SCS that students can take to make up lost credits or units from the spring — or to get ahead for the fall?
- What are you doing in larger programs to help those with smaller enrollments sustain effective integration in a liberal arts and sciences University?
- If you are in a smaller department/major/minor with limited faculty staffing and enrollments, can you be integrated with larger departments through interdisciplinary and multidisciplinary collaborations or structural reorganization?
- In CAS, do you teach and advise through a First Year Seminar on an equitable and regular basis? If you are not teaching a FYS at least every other year, you are not sustaining this program, and you are not contributing to equitable advising loads; as a result, additional adjuncts are needed. Let's address this once and for all in CAS. That will mean letting go of some department courses, no doubt, but this is the time to evaluate those options.
- If you are in a larger department or program, how regularly are you supporting general education and interdisciplinary programs? Can they depend on you?
- Can your undergraduate junior and senior classes be counted towards graduate degrees here or elsewhere? What would those partnerships look like?
- How will your department contribute to online or hybrid modalities if they are needed?
- Are you working as much as you could to re-envision instruction across the University with colleagues who share your content areas and program pathways?

This is a short list — not comprehensive — meant to illustrate the kinds of questions that would help us "Make the Most of May," not only in planning to meet our new and returning students throughout the coming 20-21 academic year, but also for the future. Let's raise our expectations

that your work with Deans will "Make the Most of May" and produce curriculum, programs, and policy changes that we can put into effect over the summer and into the next academic years.

Many of you are teaching in May, about 40-50 courses in CAS May Term and new cohorts begin in our professional schools. You are already working very hard, but you are a resilient and resourceful faculty, and you have colleagues who are not teaching in May who can help lead these efforts. May is the time to plan and act. May is the time when governance committees — where required — can start looking at the highest priorities to come from this work in May and into the summer if needed.

You need resources to do this — of course you do! Identifying what it will take to support new program development, instructional re-design, and technology enhancements should be identified in the prioritizations you complete with your deans. Well-documented proposals for support can and should then be forwarded to the newly-formed Task Force on Future Financial Health.

Don't forget your partners in ITS, Armacost, the Center for Spatial Studies, Veterans Services, International Student Services, the Registrar, the Office of Career and Professional Development, Student Services, Academic Support & Disability Services, and Enrollment. Their partnership is central to moving forward to meet our students where they will be in the months and years to come.

3. Pivot this Professoriate

You, as faculty hold the key to making this University ever more responsive to students and open to innovative and attractive programs. As we "flex for students" and focus initiatives for May, this is a good time to consider possibilities in how your loads and your professional work could be changed on a short or long term basis. Some of these ideas have been raised in the past. This is our time to revisit both old and new ideas.

Can we solidify and use the Handbook-defined faculty profiles and short term MOUS to:

- Include teaching in the SCS as part of full time faculty loads?
- Determine MOU adjustments to contracts that enable joint and/or affiliate appointments across the College and Schools?
- Enable faculty periodically to concentrate on their scholarship, and, if applicable, to do the opposite by choosing a 4/4 teaching load with no scholarship expectations?
- Allow out of sequence one semester sabbaticals for the purpose of transforming teaching assignments into areas of greater strategic university or departmental needs?
- Move to a research profile with a 2/2 load at 80% of current salary, with the expectation that faculty generate the other 20% through externally funded projects?
- Postpone a 20-21 sabbatical to work on new initiatives?

Can we stop using course releases to support faculty service and shift to more selective use of stipends instead?

Yes. We could, and in the SOE, we already have made some modifications over the last several years. Judicious and limited use of course releases enables more full-time faculty to stay focused on teaching, scholarship and creative work.

How shall we consider teaching evaluations from this semester and 20-21 tenure and promotion reviews?

Many institutions are reconsidering the role of teaching evaluations from this semester and future tenure reviews. Some of you have asked me about this. I encourage you to work with your governance committees and deans to send a proposal to me. If you would like information from peer institutions, we can provide that to you.

Should we provide an "at home" technology stipend for those who need one?

Yes, proposals for these kinds of resource investments are encouraged.

Can we support a five course standard teaching load over the next 2-3 years, assuming we adapt the curriculum and faculty loads?

Let's model this.

What is the outlook for future faculty searches and retirements?

Unlike some institutions, we will not rescind the 19-20 search offers. All searches that generated successful finalists are concluded, with contracts in hand. We have one search that is outstanding.

I have made no final decision about the searches we could authorize in 20-21 for full time and term faculty hires in 21-22. I have the curriculum committee and CAPS rankings as resources, but I will wait until at least mid-May and the CAS enrollment projections to make that decision. As national context, 250 institutions have already frozen 20-21 searches. I am considering several options: moving ahead in summer; in fall; over a two year time frame; or not at all. I'll continue to consult with the deans, who are in turn, consulting with you all on full time faculty needs.

I expect the deans to review their visitor and adjunct budgets with you, a process that is already underway. Thank you for working with them.

We have 12 faculty in phased retirement agreements that are moving forward over the next 5 years. We will model additional voluntary retirement programs options as part of the future financial health budget planning. No decision on an additional retirement program has been made this at this time.

Conclusion

I am asking a lot of all of us: flex forward for students; immediately ramp up short and long term planning through May initiatives; and reconsider your own professional development, and the development of your colleagues by making it easier to pivot between current assignments and responsibilities and new, potentially unknown ones. My cheesy catch phrases reflect inter-related

dimensions of the work central to the University. Let's move through this crossroad to address them with urgency.

Thank you!

Questions:

Do we have deadlines and timelines for this work?

Not yet, and that depends on how each School and the College structures its work with deans, leadership groups and governance committees. Contingency planning for fall is uppermost in our students' questions now — that is a clear priority; we will need communications to them in May. Adaptations of contracts through MOUs or a review of policies to make SCS summer school more flexible are also early possibilities that could be addressed more quickly than longer term curricular or program changes. As Provost, I don't have a timeline — nor should I — to impose on all these processes. However, as the Task Force on Future Financial Health will be working throughout the spring and into the summer. It will need to identify resource investments and anticipate savings.

What will we do about the Redlands Four Year Promise?

The CAS faculty will want to work with Kendrick and Anne on this policy.

Would program consolidation or restructuring lead to dysfunctions or collegial conflict?

It can, but it does not have to do so. Many UR program reviews have already identified ways to consider this question. I would expect that faculty will continue to work on this topic with their deans.

Many of you asked questions about particular classes or needs you have, should we continue online instruction into the fall. Here's a summary of my responses.

- Continue to work with our Academic Instruction and Computing team, your department and program chairs, and your deans to identify the resources you would most need to continue online or eventually, for some, hybrid instruction. Your professional list servers are now full of examples, chats and resource sharing networks.
- One size does not fit all. Some of you will have expectations based on disciplinary or accreditation requirements. Others will need to look at experiential components of their courses differently and/or need help to work with community partners, including the schools and medical facilities that certify our graduate students in Education and CDIS. Contingency planning is both individual and university wide.
- We continue to affirm our liberal arts mission as a University. I'm optimistic that we will return to a majority of "on ground" instruction by fall 2020 in the College. The Schools continue to review their options for all three modalities — on ground, on line, and hybrid — now and for the future.

Academic Affairs Updates

For Faculty

by Ben Aronson

1. Please continue to join us for the weekly Hunsaker/ACIT distance learning/teaching conversation. A few topics that we will discuss at the beginning of the meeting are successful practices in on-line class discussions and effective/efficient ways of having students share and mark up written work for peer review, as well as sharing work with the instructor for review and mark up. Attend if you have questions or are interested in learning about these things but also if you have something to share based on your own experiences. This week's meeting will be **Wednesday April 15th at 4:00 PM**. Join us here:
https://redlands.webex.com/meet/ben_aronson
2. There continues to be active and helpful discussions on the Faculty Forum Teams site. You can read what is already there, add to a thread, or start your own thread. If you are not subscribed to the Faculty Forum Teams site please let me know (ben_aronson@redlands.edu).
3. Here is some support for some on-line teaching/learning platforms that was put together by Shariq Ahmed, Director of ACIT, based on faculty input:
 - [Moodle](#) — share content, set up quizzes, assignments, and gradebook.
 - [Webex](#) — video conferencing.
 - [Microsoft Teams](#) — audio/video conferencing, team-work, sharing content, and running asynchronous discussions.
 - [Google Suite](#) — video conferencing.
 - [Kaltura](#) — recording and uploading videos.
4. Please get in touch with me (Ben_Aronson@redlands.edu) or Shariq (Shariq_Ahmed@redlands.edu) if you have questions or issues regarding your teaching preparation or current teaching efforts.

OCPD

by Kelly Dries

Good afternoon Career Alliance,

We hope you are all hanging in there with all of this disruption. Based on concerns we have heard from students, we wanted to share a few things with you:

For those students who are about to graduate and enter the job market, one of the best things they can do right now is engage and network digitally! A few ways students can use this time wisely, and things you can share with students to do:

1. **Complete your Handshake profile. If you don't have a LinkedIn profile, create one. If you aren't on AlumniFire, sign up!** All of these tools are great ways for you to connect digitally and build your network. Employers specifically search talent and message students through Handshake and LinkedIn. Did you know that a student who completes their profile on Handshake is 80% more likely to be messaged personally by employers? Students can attend this ["Rock Your LinkedIn Profile" event from LinkedIn](#) this Tuesday at 1pm PST.
2. **Build your online brand.** Ask yourself: "who are you and what do you represent?" Pay attention to your online brand and what you are putting forth to employers online.
3. **Pay attention to your digital shadow.** When you "Google" your name, what else comes up that you didn't post? Does it align with who you are and the brand you want to put forth. **Online presence always mattered, but now it's being examined more closely by recruiters!**
4. **Engage responsibly online.** If you respond to a LinkedIn post or a tweet, how are you showing up? Be intentional about the brand you are putting forth.

We have also heard a lot of students concerned about the current status of hiring. In terms of the job market, there are certainly sectors that are struggling (hospitality, airlines, restaurants, etc.), but there are many that are increasing hiring. Our students are talented, agile, and have great skills. We have been encouraging students to think deeply about the skills they want to gain from an opportunity. This might help them consider a few more industries than perhaps they originally considered, and still provide valuable experience. What we are seeing so far is that COVID-19 will require 'career pivoting' and trying things out for now, knowing that it's not a forever choice

students are making. Rather, it's an investment in skills to build great experience for their futures.

Here are some great resources to share with students:

- Many industries are increasing hiring: shipping, service delivery, online learning, logistics, grocers, and tech (Zoom, Slack, Microsoft). This great [article](#) lists even more opportunities.
- Check out this great [resource](#) on who is hiring/freezing right now, updated live by different companies.

We are here for students to help during this time — please encourage them to take advantage of the resources they have at their disposal:

[Students can access the Career Studio Virtually](#) — for 1:1 sessions on resumes, cover letters, job searches, interview practice, and more.

[They can sign up to do a Practice Interview with an Employer/Alumni this week-spots still available.](#)

Students still have access to all of the following tools online:

Focus2 (for career exploration), What Can I Do with this Major (for major/career exploration), Careershift (for job/internship and company searching), Handshake (for job/internship and employer connections), AlumniFire (to build connections with the Alumni community).

We thank you for helping reassure students that opportunities are still available, that there are things they can do now to prepare for their futures, and that sometimes a career pivot could open up a door they wouldn't have considered but that makes a big impact. Please know that the OCPD is here, and in your corners, however we can help. Please let us know if there is anything we can do for you.