



Provost Newsletter May 18, 2020

Hunkered Down: Both/And not Either/Or

Colleges and Universities across America are all now focused on how or if to "re-open" in the fall. Since most institutions didn't actually "close" during the COVID-19 pandemic, "reopening" is our shorthand for returning to in person teaching and learning, student life, and campus activities. I need not detail all the possibilities in this newsletter because I know faculty are already reviewing options. We have neighbors like Cal State San Bernardino who have already publicized their decision. Unlike many publics with pre-existing large percentages of online instruction, we provide a different experience to our students, one that we want carefully to craft for the fall.

Our decisions will affirm and ensure the excellence of a Redlands education. We celebrate our personalized and engaged learning as a key component of any program at Redlands, including our two existing online degrees. As one observer stated this week, we hope to preserve and enhance Redlands learning experiences and learning communities "on campuses, at home, and in the world."

How do we do that? One timely [article from this week's Inside Higher Education](#) discusses institutional mind sets based on the findings of the research firm Eduventures. I read the lead researcher Richard Garrett to suggest a "both/and" not an "either/or" approach. Garret argues:

"If presidents, faculty and staff—and students—approach a remote fall term with the attitude that online learning is inherently substandard and no amount of imagination or effort will change that, then the result will either be a poor facsimile of a student experiences or no higher education at all until the pandemic has passed...neither scenario, in terms of school mission, student well-being and mobility, institutional finances, or national fortitude, is a welcome one....Institutional leaders need to find a way to convey a vision for the fall semester that increases student enthusiasm, deepens faculty loyalty, and galvanizes support staff."

How are we adapting this approach at Redlands? We have already identified four potential scenarios, with an "entirely remote learning semester" ranked least desirable. Like many of our peers, we would prefer to "re-open" and adapt as needed through social distancing, course redesign, hybrid modalities. I am working with the deans, Hunsaker Teaching Chair Ben Aronson, and others to synthesize those options that are emerging as most likely to be used at Redlands. Dean Wall generated one such list this week with these examples:

- traditional in person physical distanced;
- traditional and streamed;
- in person meetings with selected socially distanced class meetings;

- multimodal synchronous and asynchronous classes; and
- asynchronous online with tutorial instruction.

I'm interested to learn about the additional modalities you envision so that we can plan to support you. I am—like many of you—updating teaching plans for fall. Throughout all our modalities, we will continue to consider student needs and prior knowledge, communicate clear learning goals, foster multiple approaches to student as they engage content, vary learning activities, and assess again the outcome of the student's learning and experience.

We want to continue the engaged and high-quality learning central to our reputation through any choice we offer. Our diversity of instruction is a strength that we can build on. Improvements to tech-enabled classrooms will make more choices possible; to that end, the Cabinet approved contingency spending for 20-30 classrooms in the fall.

Please continue to share your ideas for a "both/and" future with Ben Aronson, your deans, Shariq Ahmed, Steve Garcia, and Cheyne Murray, and with me.

Stay safe and well,

Kathy Ogren
Provost

Provost Updates

Provost WebEx Office Hours:

https://redlands.webex.com/meet/debbie_clark

- Wednesday, 5/20, 3:00-4:00
- Wednesday, 5/27, 3:00-4:00

CAL Grant Alert:

As announced last Friday to the campus, Cal Grant awards (crucial funding for some of our students from lower socioeconomic backgrounds) are in danger of facing a \$1,028 cut for each new recipient attending an independent, nonprofit institution in 2020-21—a reduction of 11 percent.

Governor Gavin Newsom's May Revision budget proposal includes cuts from \$9,084 to \$8,056 to maximum Cal Grant awards—a significant amount for students and their families as they face increasing economic uncertainty. Now the real budget negotiations at the Capitol begin, with

budget hearings starting next week and the Assembly Budget Subcommittee on Education Finance meeting on Tuesday, May 19.

The next days and weeks will be critical for us to share with legislators and Governor Newsom what this cut means to our students and their families.

Please join the University, the Association of Independent California Colleges and Universities (AICCU), and other independent colleges and universities across the state to challenge the proposed cuts that directly impact our students by:

- Sending a letter to the chairs of the California State Senate and Assembly budget subcommittees.
- Contacting the governor at 916-558-3160 or <https://govapps.gov.ca.gov/gov40mail>.
- Reaching out to your legislators, who can be identified through: <http://findyourrep.legislature.ca.gov>.
- Sharing or posting messages against the Cal Grant cut on social media platforms using the hashtag #CalGrantCan and tagging the governor at @cagovernor.

Your support for our students and quick action is appreciated.

U.S. Department of Education and Online Instruction:

On May 15, 2020, the US Department of Education provided updated guidance to institutions whose academic operations are being impacted as a result of COVID-19. The department states that institutions are permitted to make distance learning arrangements to accommodate students whose participation is affected by the pandemic through December 31, 2020. WSCUC institutions can make those adjustments without notification to or approval from WSCUC.

Background: WSCUC accredited and candidate institutions currently report each academic program as either an on-site or distance education program. Programs in which a student can complete 50% or more of their major program through distance education are approved and classified as such. Institutions do not need WSCUC approval to offer individual courses through distance education.

- Institutions that are implementing distance learning for any term that begins by December 31, 2020 due to COVID-19 are not initiating distance education programs, according to WSCUC definitions and U.S. Department of Education guidance. They are thus not required to seek approval or notify the agency.
- Requests for approval are required for any on-site programs that institutions plan to continue though distance delivery when normal operations resume. WSCUC will work with those institutions needing assistance on applying this guidance as needed.

Departures and Arrivals:

I'd like to recognize those faculty who are retiring in 2020. We usually announce our departing colleagues at Commencement, since they, like our students, are about to commence a new chapter in their stories. Since Commencements will not take place before October, I'd like to thank our colleagues in this Newsletter for their years of service. We look forward to seeing you at the October Our House, where we hope to provide a long and loud round of applause.

2020 Retirees:

- Thomas Gross, Psychology, College of Arts and Sciences
- Les Canterbury, Armacost Library
- Phillip Mirci, School of Education
- James Spickard, Sociology and Anthropology, College of Arts and Sciences
- Debra VanEngelen, Chemistry, College of Arts and Sciences

Arrivals:

Several new colleagues will join the non-visiting full-time faculty in the fall, following searches conducted in 2019-2020. We'll welcome them properly in September, but I wanted to share this good news with faculty now.

College of Arts and Sciences:

- Samantha Sterba, Assistant Professor, Economics
- Debbie Huston, Senior Lecturer, Mathematics
- Andre Myers, Assistant Professor, School of Music
- Althea Sircar, Assistant Professor, Political Science
- Kathryn Tucker, Associate Professor Race and Ethnic Studies and John and Linda Seiter Chair of Writing for Teaching
- Gregory Ramos, Professor and Department Chair, Theater
- Scott Stevens, Associate Professor, English Department

School of Education

- Yang Ai, Assistant Professor
- Brain Furgione, Assistant Professor

School of Business

- Roy Jafari, Assistant Professor
- Ketan Mhatre, Assistant Professor

Academic Affairs Updates

For Faculty

Reminder: join Ben Aronson for the weekly **4:00 Tuesday Hunsaker/ACIT-hosted teaching conversation** at:
https://redlands.webex.com/meet/ben_aronson.

To sign up for **School of Education webinars and workshops**:
<https://confirmsubscription.com/h/t/15ECDDA0265F1B94>

Office of Career & Professional Development

by Dr. Kelly Dries,
Executive Director



With many UR students having job and internship offers withdrawn, and students in need of professional projects to gain experience, the University of Redlands Office of Career & Professional Development (OCPD) has launched a new program, called **Bulldog Endeavors**. We are partnering with alumni to offer micro-projects for students to gain valuable work experience remotely. If you know of students who are looking to build experiences this summer (particularly if they've had a rescinded job or internship), please encourage them to [apply for the Bulldog Endeavor program](#). The Bulldog Endeavors program offers U of R students and recent 2020 graduates an exclusive opportunity to complete a brief, intensive project for a company/organization. These projects provide irreplaceable experience and professional guidance from experts in return.

Additionally, if you know of any alumni who might want to host a Bulldog Endeavor for our students, please have them contact the OCPD. If you have any questions about the program, please contact Kelly Dries at Kelly.dries@redlands.edu.

The OCPD will offer its last May term studio session on Wednesday May 20th at 4pm focusing on "How to articulate the skills you are gaining in your

career search”. Students can [RSVP using Handshake](#). Students can also continue to [utilize the Career Studio](#) virtually.

**Assessment and
Accreditation
Update
by Kimberley
Coles**

Fortunately, only a few events and activities that had been scheduled for the Spring had to be postponed, such as a program review site visit for the B.A. in Latin American Studies. Importantly though, we did make the decision to delay the 3rd Annual Symposium on Assessment and Learning until October.

During the October symposium, we will plan to host a series of conversations about assessing—broadly defined—our teaching effectiveness in our changed and changing circumstances. How have our commitments to strong learning relationships manifested anew—redesigning curricular structures, assignments, collaborations? Ensuring resource support near and far? Responding to exacerbated social inequities as they manifest on campus? Making sure learning matters, no matter where it is? The opportunity to hone in on our core values and practices has been forced upon us; how have we responded, and how do we know we are assisting students in meeting their and our aspirations for them? What information do we need in order to make sure we succeed in our goals?

The timeline for the reaffirmation of the University continues and is on-track. The Steering Committee is currently collecting evidence for the descriptive portions of our University-wide self-study, in some cases asking committees or Deans to narrate how processes are enacted. For example, this ranges from the “easy task” of summarizing advising at the University, its strengths in practice, and places for development and improvement to the more unwieldy task of “a holistic exploration of the meaning, quality, and integrity of degrees” at the University. In the next AY, once preliminary evidence is collected, we will embark on a collaborative inquiry into the required components of the self-study, using for the most part established forums and mechanisms, such as Assembly conversations and debate, the Symposium on Assessment and Learning, governance committees, and ASUR, to name just a few. This time next year we will hopefully be soliciting feedback on the draft narrative! Visit <https://sites.redlands.edu/provost/reaccreditation/reaffirmation-2022/> for more details, including a timeline and specific topics for the required components of the self-study.

**Sponsored
Programs**

by Steve Moore

This week's Sponsored Programs update (below) features new and continuing opportunities from governmental and private responses to the COVID-19 pandemic, as well as upcoming deadlines for other competitions that may be particularly relevant to scholarly activities at the University of Redlands. Contact Steven Moore, Director of Sponsored Programs, at steven.moore@redlands.edu or 909-748-8687 to inquire about these opportunities.

Sponsored Program Opportunities May 18, 2020

California State Opportunity

[CA CARES: Humanities Relief and Recovery Grants](#). Relief Grants for Organizations applications due ~~May 15, 2020 (Round 1)~~ and June 15, 2020 (Round 2). Humanities Relief Grants for organizations aim to provide general operating support to organizations that have experienced the cancellation of their public humanities activities due to a decrease or loss of revenue, cancellation of programming opportunities, loss of paid staff, or venues as a result of COVID-19.

Federal Opportunities

Department of Commerce

[Entrepreneurship Education Program for Formerly Incarcerated Persons](#). Application Due May 22, 2020. The purpose of this notice is to request applications for special projects and programs associated with the Minority Business Development Agency's (MBDA) strategic plans and mission goals, as well as to provide the general public with information and guidelines on how MBDA will select proposals and administer discretionary Federal assistance under this Broad Agency Announcement (BAA or Announcement).

Department of Education

[Supporting Effective Educator Development \(SEED\) Program](#). Application due June 12, 2020. The SEED program, authorized under section 2242 of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6672), provides funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educators. These grants will allow eligible entities to develop, expand, and evaluate practices that can serve as models to be sustained and disseminated.

Department of Health and Human Services

[Street Outreach Program](#), Closing Date for Applications: June 29, 2020. The Runaway and Homeless Youth (RHY) Program's Street Outreach Program (SOP) provides street-based services to runaway, homeless, and street youth who have been subjected to or are at risk of being subjected to sexual abuse, prostitution, sexual exploitation, and severe forms of human trafficking in persons. These services, targeted in areas where street youth congregate, are designed to assist such youth in making healthy choices and providing them access to shelter as well as basic needs, including food, hygiene packages and information on a range of available services.

Institute of Museum and Library Sciences

[IMLS CARES Act Grants for Museums and Libraries](#). Deadline: June 12, 2020. The goal of the FY2020 IMLS CARES Act Grants for Museums and Libraries program is to support the role of museums and libraries in responding to the coronavirus pandemic.

NASA

[Research Opportunities in Space and Earth Sciences 2020 \(ROSES 2020\)](#)

[Biodiversity](#), Notices of Intent due May 27, 2020, Proposals due June 25, 2020.

[Physical Oceanography](#), Notices of Intent due May 28, 2020, Proposals due June 25, 2020.

[The New \(Early Career\) Investigator Program in Earth Science](#), Closes September 15, 2020.

National Endowment for the Humanities (NEH)

[Digital Projects for the Public](#). Application due June 19, 2020. *The Digital Projects for the Public program supports projects that interpret and analyze humanities content in primarily digital platforms and formats, such as websites, mobile applications and tours, interactive touch screens and kiosks, games, and virtual environments. The projects must be designed to attract broad public audiences.*

[Digital Humanities Advancement Grants](#). Application due June 30, 2020. Digital Humanities Advancement Grants (DHAG) support innovative, experimental, and/or computationally challenging projects at different stages throughout their lifecycles, from early start-up phases through implementation and sustainability. Experimentation, reuse, and extensibility are hallmarks of this program, leading to innovative work that can scale to enhance scholarly research, teaching, and public programming in the humanities. This program is offered twice per year. Proposals are welcome for digital initiatives in any area of the humanities.

Additional NEH opportunities and deadlines are provided at <https://www.neh.gov/grants/listing>.

National Institutes of Health (NIH)

[Coronavirus Disease 2019 \(COVID-19\): Information for NIH Applicants and Recipients of NIH Funding](#). Most of the currently announced opportunities are targeted at Principal Investigators

(PIs) who are already conducting research relevant to the pandemic. However, competitions available to any applicants are becoming available. For instance, the following opportunity...

[Notice of Special Interest \(NOSI\): NIEHS Support for Understanding the Impact of Environmental Exposures on Coronavirus Disease 2019 \(COVID-19\)](#), First Available Due Date May 1, 2020. NIEHS is issuing this Notice of Special Interest (NOSI) to address the urgent need for mission-relevant research to understand the impact of environmental exposures on Coronavirus Disease 2019 (COVID-19) and its causative agent, the severe acute respiratory syndrome coronavirus 2 (SARS-Cov-2). NIEHS is particularly interested in applications that will provide insight into the role of environmental exposures in pathogenicity, transmission, individual susceptibility, or prevention and intervention strategies.

[NIH Support for Conferences and Scientific Meetings](#). Rolling deadline until May 7, 2023. The purpose of the NIH Research Conference Grant (R13) is to support high quality conferences that are relevant to the public health and to the scientific mission of the participating Institutes and Centers.

[Special Emphasis Notice \(SEN\): AHRQ Announces Interest in Research on Improving Organizational Health Literacy to Prevent and Manage Chronic Disease](#), Standard NIH application deadlines. This Special Emphasis Notice (SEN) highlights AHRQ's interest in receiving applications focusing on primary and other ambulatory care settings that: 1) test approaches to integrating organizational health literacy strategies that make it easier for people, especially those with limited health literacy, to take action to prevent and manage their chronic conditions, including diabetes, and 2) spread and scale previously tested organizational health literacy strategies to settings that serve a high proportion of patients with limited health literacy, and/or socioeconomically disadvantaged people.

National Oceanic and Atmospheric Administration (NOAA)

[Ocean Exploration Fiscal Year 2021](#). Closing date for applications: October 22, 2020. NOAA's Office of Ocean Exploration & Research (OER) is soliciting proposals for ocean exploration in waters under U.S. jurisdiction, including the U.S. Exclusive Economic Zone (EEZ). OER is interested in projects that provide data and information that may inform ocean-related segments of the U.S. economy through mapping, characterization, and exploration of the deep seafloor and water column of the U.S. EEZ as well as marine cultural heritage in U.S. waters.

National Science Foundation (NSF)

[Coastlines and People Hubs for Research and Broadening Participation](#). Application due September 9, 2020. Scientific research into complex coastal systems and the interplay with coastal hazards is vital for predicting, responding to and mitigating threats in these regions. Understanding the risks associated with coastal hazards requires a holistic Earth Systems approach that integrates improved understanding of and, where possible, predictions about natural, social, and technological processes with efforts to increase the resilience of coastal systems. The Coastlines and People program supports diverse, innovative, multi-institution awards that are focused on critically important coastlines and people research that is integrated with broadening participation goals.

The objective of this solicitation is to support Coastal Research Hubs, structured using a convergent science approach, at the nexus between coastal sustainability, human dim

[Dear Colleague Letter: Request for SBIR/STTR Phase I Proposals Addressing COVID-19](#). The letter invites US-based small businesses [which can be created by faculty] to submit Phase I proposals focused on the development and deployment of new technologies, products, processes, and services with the potential to positively impact the nation's and world's ability to respond to the COVID-19 crisis. Areas of research that might be considered include, but are not limited to: artificial intelligence, digital health, diagnostics, distributed ledger, environmental technologies, medical devices, pharmaceutical technologies, disinfection and sterilization, and filtration and separations.

[Dear Colleague Letter on the Coronavirus Disease 2019 \(COVID-19\)](#). *The letter states that the NSF is ...accepting proposals to conduct non-medical, non-clinical-care research that can be used immediately to explore how to model and understand the spread of COVID-19, to inform and educate about the science of virus transmission and prevention, and to encourage the development of processes and actions to address this global challenge. NSF encourages the research community to respond to this challenge through existing funding opportunities.*

[Discovery Research PreK-12 \(DRK-12\)](#). Proposal deadline is October 7, 2020. The Discovery Research PreK-12 program (DRK-12) seeks to significantly enhance the learning and teaching of science, technology, engineering, mathematics and computer science (STEM) by preK-12 students and teachers, through research and development of STEM education innovations and approaches.

[Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science](#). Letter of Intent due October 5, 2020; Full Proposal due January 26, 2021. Through this solicitation, NSF INCLUDES will support the establishment and growth of new Alliances that employ a collaborative infrastructure approach to address a critical broadening participation challenge in STEM at scale.

Small Business Administration

[FAST-2020-R-0014](#). Deadline: June 19, 2020. Federal and State Technology (FAST) Partnership Program to Provide Organizations with Funding for Outreach, Mentoring, Technical and Business Assistance to R&D-focused Small Businesses Interested in the SBIR/STTR Federal R&D Programs.

Private Opportunities

[AI for Health](#). Proposals due June 15, 2020. Microsoft is mobilizing its efforts on the AI for Health Initiative to support researchers and organizations responding to COVID-19. Support is provided for COVID-19 -related research in the following areas: data and insights, treatment and diagnosis, allocation of resources, dissemination of accurate information, and scientific research.

[Booz Allen Foundation Innovation Grant](#). Proposals accepted now through June 5, 2020. The Booz Allen Foundation has established a \$1 million Innovation Fund to help nonprofits, entrepreneurs,

thought leaders, innovators at colleges and universities, and startups and small businesses harness the power of data, technology, and diverse intellectual capital to improve COVID-19 relief efforts and make a difference.

[COVID-19 & Beyond – Innovation for Social Good](#). Proposals due June 5, 2020. To support the community in co-creating impactful and lasting solutions in these troubled times, IMDA, The National Volunteer & Philanthropy Centre, Golden Energy and Resources, GlobalSign.In and ABM Media are coming together to bring offer the COVID-19 & Beyond – Innovation For Social Good challenge.

[Draper Richards Kaplan Foundation: Coronavirus Urgent Response Initiative](#). Rolling deadline. The Coronavirus Urgent Response Initiative funds the people and ideas that are tackling the most acute and time-critical social problems caused by the COVID-19 pandemic right now. The Initiative aims to jumpstart projects that can realistically deploy within 30 days.

[Economic Hardship Reporting Project](#). Open submissions. EHRP is offering assignments to independent journalists for stories on the intersection of the coronavirus and financial suffering in America, with an emphasis on writers and photographers who are themselves experiencing significant economic hardship caused by the pandemic.

[Fast Grants](#). Rolling deadline, currently paused. If you are a scientist at an academic institution currently working on a COVID-19 related project and in need of funding, we invite you to apply for a Fast Grant. Fast Grants are \$10k to \$500k and decisions are made in under 48 hours. If we approve the grant, you'll receive payment as quickly as your university can receive it.

[Research Grants on Education: COVID-19 Related Special Grant Cycle](#). Full Proposal deadlines: ~~May 4, May 18,~~ and June 8, 2020. The COVID-19 Related Research Grants support education research projects that will contribute to understanding the rapid shifts in education in this time of crisis and change.

[Russell Sage Foundation](#). Letter of Interest (LOI) due May 21, 2020. Because of the effects of COVID-19 on all facets of American life, the Russell Sage Foundation is changing its immediate priorities for letters of inquiry for the May 21, 2020, deadline. For this deadline, RSF will only consider LOIs that satisfy at least one of the following criteria: (a) The research is so timely and time-sensitive that the project must start before April 1, 2021; or, (b) the research analyzes social, political, economic, or psychological disruptions resulting from the coronavirus crisis that affect social and living conditions in the United States. All LOIs must focus on issues related to the foundation's core program areas and special initiatives: Behavioral Economics; Decision-Making and Human Behavior in Context; Future of Work; Race, Ethnicity, and Immigration; Social, Political, and Economic Inequality.

[MIT Solve](#). Applications due June 18, 2020. Over \$1.5 million in prize funding is available for Solve's 2020 Global Challenges, including Health Security & Pandemics. MIT Solve is seeking tech innovations that can slow and track the spread of an emerging outbreak, for example by improving

individual hygiene, developing low-cost rapid diagnostics, analyzing data that informs decision making, and providing tools that support and protect health workers.

[Social Science Research Council \(SSRC\)](#). Applications due June 1, 2020. In partnership with the Henry Luce Foundation, The Social Science Research Council (SSRC), as part of its Covid-19 Initiative, seeks proposals from across the social sciences and related fields that address the social, economic, cultural, psychological, and political impact of Covid-19 in the United States and globally, as well as responses to the pandemic's wide-ranging effects.

University of Redlands Opportunity

[Rapid Response Rewards for Spatial Inquiries Involving Students](#). Rolling deadline. The purpose of this special opportunity is to provide grants of up to \$2,000 to support projects that involve students in conducting and communicating spatial inquiries during summer and fall, 2020.