

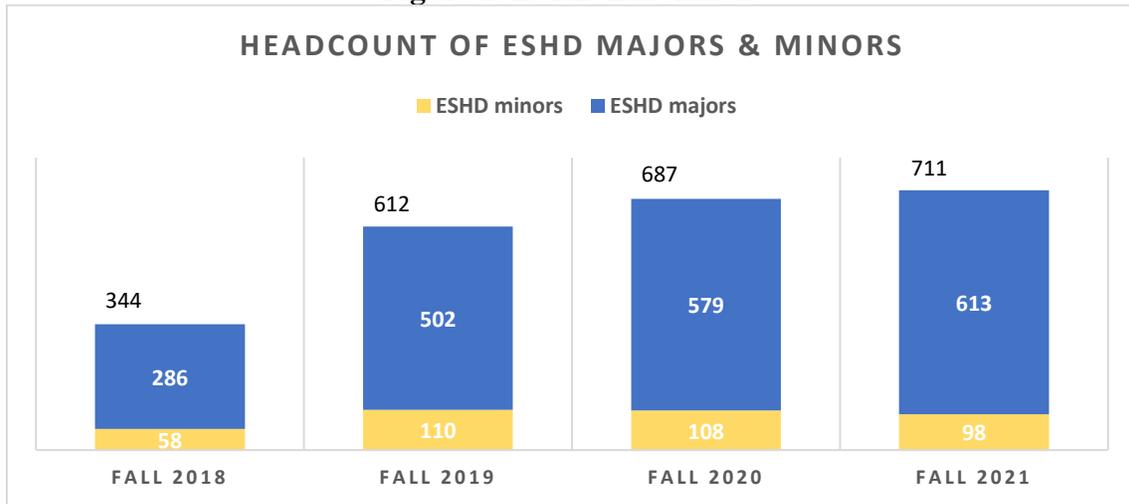
Self-Statement: Robert Ream
SOE Interim Associate Dean, Undergraduate Education Programs

I serve as Interim Associate Dean for Undergraduate Education Programs (2019-present) in the School of Education (SOE). The Education, Society, and Human Development (ESHD) Program is thriving despite the unprecedented challenges of the past three years. We have responded to the dual stressors of the pandemic and enduring racism by working as a team to create a supportive ESHD community and essential structures—including student seminars, scholarships, writing support, and service-learning opportunities—to bolster student achievement, persistence, and overall wellbeing. Over the three years of my tenure as Interim Associate Dean, student enrollment and the number of ESHD graduates have increased each year, averaging 164 B.A. graduates annually.

Responsibilities in my present leadership role are extensive and continue to expand with the growth of the Education Major. I oversee implementation of all ESHD programs. I serve as a member of the SOE Executive Leadership team and the Undergraduate Education Committee (UEC). Across campus, I work closely with UCR Undergraduate Education and the (now interim) Vice Provost and Dean of Undergraduate Education. I also serve on the UCR Associate Deans Committee, the Assessment Advisory Committee, and on the Academic Resource Center (ARC) Advisory Committee. I work especially closely with the Associate Deans in other schools and colleges on needs assessment and enrollment planning for undergraduate programs focused on students’ academic and social engagement.

Since its inception, ESHD Program enrollment has shown a steady increase. From fall 2018 to fall 2021, the Education Major headcount has grown from 286 to 613 students (114% increase) bolstered by solid enrollment numbers in our two Education Minors. Overall, from fall 2018 to fall 2021, SOE shows 1,426 unduplicated ESHD Majors and Minors, per Figure 1.

Figure 1. ESHD Enrollment



Source: UCR Banner Student Enterprise System

I have a clear commitment to recruiting, enrolling, and supporting students of color as well as first-generation and low-income students who reflect the diversity of the Inland Empire and the state of California. During my tenure as Interim Associate Dean, Education Majors have been, on average, 95% students of color, 57% Latinx, 65% first-generation, and 56% Pell Grant recipients from lower income families. Notably, since 2019 the proportion

of Latinx students has increased from 52% to 61% in 2021; first-gen students also increased by 12%, and the proportion of low-income Pell Grant recipients increased by 13%— from 51% in 2019 to 64% in 2021, per Table 1.

Table 1. ESHD Demographics

ESHD Majors	Fall 2019	Fall 2020	Fall 2021	AVG
Percent Hispanic/Latinx	52%	55%	61%	57%
Percent Students of Color	96%	95%	93%	95%
% First-Generation	60%	64%	72%	65%
% Pell Grant Recipient	51%	54%	64%	56%

Source: UCR Banner Student Enterprise System

An important goal has been to match the growth of our diverse student population with staffing/services essential for advancing equity and excellence for all ESHD students, with a particular emphasis on those who historically have not been well served in higher education. To advance this goal, I have focused on enhancing three specific areas: 1) the Advising Team, 2) Community Engaged Learning, and 3) Writing Support.

First, regarding the **Advising Team**, during summer 2020 I co-led (with CFAO Sally Tavizon) an SOE Academic Advising Office “self-study”. Through this collaborative work, our Advising Team reimagined its mission and recommitted to a holistic approach to advising. We also came to the realization that ESHD student success and timely degree completion would depend in no small part on our ability to mitigate rapidly expanding advisor caseloads. A few months later, we signed Viviane Baerenklau (former advisor in CHASS) as the newest member of our Advising Team. We are now even more capable of providing advising and tools that encourage all students to develop personal/career goals that optimize the pathway to degree completion.

Second, I have worked to enrich and extend our **Community Engaged Learning (CEL)** program. The inaugural cohort of 13 CEL students selected into (and earned credit for) CEL through my undergrad course on educational inequality during spring 2019. When I assumed the Interim AD position, we hired Sarah Juarez (recent graduate of our M.Ed. in Higher Education program) as CEL Coordinator. Since summer 2019, the CEL program has grown from only 2 initial partners to nearly 20 formal partnerships including three unified school districts (Riverside, Fontana, Alvard) and many non-profit organizations including the Riverside Arts Academy and BLU Educational Foundation. SOE faculty are increasingly involved with CEL. For example, Professor Ing has focused a portion of her ED 118 undergraduate methods course on CEL research and evaluation efforts. Her students are applying what they learn about research methods to support CEL efforts at continuous improvement. This 118/CEL partnership is intentionally grounded in our students’ own experiences—both the methods course and CEL are required of all Education Majors. Dr. Park has agreed to continue the 118/CEL partnership when she teaches the ED 118 methods course this fall, 2022.

Third, the **Writing Support Program** has also been a focus of my attention and an exciting area of growth. SOE *Student Learning Outcomes Assessment Reports* consistently identify writing as “an ongoing concern for our students.” Thus, we accelerated writing support when Delaney Rood joined the team as our new Writing Assistance Coordinator (fall 2020). The following spring, I led the development of a Higher Education Emergency Relief Fund (HEERF) proposal that landed \$110K for writing support in four main areas: one-on-one appointments, presentations and workshops, cross-campus partnerships, and team expansion and development. With HEERF moneys, we hired our first graduate student Writing Mentor, Eric Davidson, fall 2021; our first two undergraduate Writing Assistants joined us winter 2022. Student participation continues to grow as we expand our partnerships with SOE faculty and the CEL program (which now includes writing workshops for CEL participants). We have provided SOE faculty with a “Ways to Partner with Writing Support” packet—many faculty have begun to incorporate Writing Support into their courses, a blurb about Writing Support into their syllabi, and the Writing Support introductory video into their Canvas portals. As faculty have increasingly

embraced SOE Writing Support, awareness of the program has spread and student attendance at both workshops and one-on-ones has steadily increased.

With respect to community building, the Dean and I have collaborated with ASUCR Student Senators on various SOE Town Hall meetings designed to amplify ESHD students' voices and concerns. We have listened carefully and responded: April 2020 the SOE established a new *Emergency Support Fund* for Education students who were dealing with housing and food insecurity challenges as a direct result of the pandemic. [By August 2020 we had allocated more than 60 basic needs grants of approximately \$200 each.] Town Hall deliberations also led to an important connection between CEL and the *R'Kids* program for so-called non-traditional students who are parents. Education Majors are now eligible to earn CEL credit-hours for assisting *R'Kids* efforts to foster a family-friendly environment on campus.

I have also worked to link scholarship support to Black student admissions, enrollment, and community-building. With encouragement from SOE faculty and UCR Admissions, the Dean and I recently rolled out the Black Community Education Promise (BCEP) Scholars Program. BCEP is a brand-new SOE program designed to support incoming freshman or transfer students who are dedicated to serving the Black community via education upon graduation from UCR. BCEP Scholars will receive a \$2,000 scholarship, join a cohort supported by the Education Major, and receive professional development and mentorship. BCEP Scholars will also be supported to apply to the FIERCE Scholars Program. To increase the number of Black students who enroll, flourish and graduate with a major in Education, BCEP Scholars will receive financial and mentoring support from their first year, or transfer year, all the way through their master's program in education at UCR.

Many other responsibilities fall under my purview as Interim Associate Dean for Undergraduate Education Programs. I review numerous forms and petitions (e.g., ED 190s, course substitutions) on a daily basis, co-host weekly Monday morning meetings with the entire ESHD Team, and coordinate assessment efforts including the annual SLO Assessment Report, Advisor Survey, and ESHD Senior Survey in collaboration with the UEC and SOE Research Analyst, Michael Fleming. I am certainly not alone in these efforts—I work closely with each member of the ESHD Team, hand-in-hand with Interim Dean Louie Rodriguez and Assistant Dean/CFAO Sally Tavizon, with Julie Porter in Communications and with Kelly Kraus-Lee in Development. Leading the dynamic and rapidly growing ESHD Program requires a real team effort.

In sum, I welcome the opportunity to continue my service to the School of Education as Associate Dean of Undergraduate Education Programs. I am prepared to lead our response to the external review of our Education Major during the 2022-2023 academic year and look forward to taking on this challenge as well.

Sincerely,



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