New Faculty Orientation: Undergraduate Teaching

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Topics

- Enrollment in the Colleges and the Majors
- Who Are Our Students? Academic and Social Background
- Teaching in the Research University
- UE Resources
Undergraduate Enrollment by College

- CHASS: 58.5%
- CNAS: 27.6%
- BCOE: 10.3%
- SOBA: 5.3%

3-year average, fall terms 2008-2010

College of Humanities and Social Sciences (CHASS)
College of Natural and Agricultural Sciences (CNAS)
Bourns College of Engineering (BCOE)
School of Business Administration (SOBA)
Fall 2010 Most Popular Majors

- Pre-Bus/Business Administration: 14.1%
- Psychology: 9.8%
- Biology: 6.4%
- Biological Sciences: 6.1%
- Biochemistry: 4.3%
- Sociology: 3.6%
- Mechanical Engineering: 2.8%
- Political Science: 2.7%
- History: 2.6%
Academic Profile

Fall 2010 New Entering Freshman

- Average High School GPA: 3.50
- Average SAT Score (Verbal & Math): 1054
- Did not place into English 1A (Composition): 53%
- Did not place into Math9A (Calculus): 82%
Socio-Demographic Profile

First Generation 36%

Low Income 56%

Pell Grant Proportion 55%

Paid Employment*
  › Entering Freshmen 39%
  › Seniors 67%

First Generation: Neither parent has any college experience
Low Income status is calculated based on self-reported parental income and number of dependents
*Paid Employment figures are self-reported hours worked (source: University of California Undergraduate Experience Survey, 2008)
Racial-Ethnic Diversity

3-year average, fall terms 2008-2010

- Asian/Pacific Islanders: 39.9%
- Hispanic: 29.1%
- European/Caucasian: 16.7%
- African American: 7.8%
- Unknown: 2.7%
- Other: 1.7%
- International: 1.6%
- Native American: 0.4%
Student Success Indicators

First-Year Retention Rate 87%
Voluntary Withdrawal 2%
Academic Dismissal 4%
Six-Year Graduation Rate 67%
Teaching in the Research University

- Research, creative activity, and graduate training are important to all of us.

- Undergraduate teaching is another important part of our jobs and essential to the university.

- It is possible to do both research and teaching well!

- CAP rule of thumb: 40% for research, 40% for teaching, and 20% for service.
Content and Skills

- You are the content experts.

- General skills we hope to foster:
  * Critical reading and interpretation skills
  * Written expression skills
  * Oral presentation skills
  * Information evaluation skills
  * Quantitative analysis skills
Teaching Tips

- Classroom participation is important, because it is strongly related to academic engagement.

- Sufficiently demanding learning environments are important, because students should be prepared to succeed in the world.

- Beware of an over-reliance on student evaluations as a guide to your teaching effectiveness.
University Honors Program

In fall 2010, 771 students participated in the Honors Program

Honors Redesign
First year: Critical Thinking (and Ignition Seminars)
Second year: Evaluating Information and Scholarship
Third year: Research Methods
Fourth year: Senior Research

Types of Faculty Involvement
Teaching an Honors Seminar or Course
Mentoring an Upper Division Honors student
Becoming a Faculty-Member-In-Residence
Serve as Member of the Honors Executive Committee

http://www.honors.ucr.edu/
Academic Resource Center

Programs that Help Students in Classes
- Drop In-Tutoring
- Early Warning Program
- Supplemental Instruction

Programs that Help Students to Build Skills
- Study Skills Workshops
- GRE, MCAT, and LSAT Prep Courses
- Summer Bridge Pre-calculus and Writing Program

Programs that Help Students in Difficulty
- Peer Counseling
- Drop-in Academic Counselors

Placement Exams in Math and Chemistry

http://www.learningcenter.ucr.edu/
Experiential Learning

- **UCDC**
  - About 51 students from UCR participate annually
  - [http://washingtoncenter.ucr.edu/](http://washingtoncenter.ucr.edu/)

- **Education Abroad**
  - 243 students participated in Education Abroad Programs
  - [http://internationalcenter.ucr.edu/](http://internationalcenter.ucr.edu/)

- **Civic Engagement**
  - Alpha Center
  - Undergraduate Research in the Community
Instructional Development
Scholarship of Teaching and Learning Colloquium Series

Instructional Development Grants

Teaching Awards

Classroom Spaces

- **Flex Classrooms** – 13 flexible learning spaces that include wrap around white boards, moveable furniture, and technologies (multiple projection systems with multiple points of control) that support interactive teaching.

- **“Hyperstruction” Studio** – A state of the art classroom that provides faculty flexibility to experiment with new teaching technologies. The room can be reserved for a quarter or for single class sessions. It provides smart boards, multiple display screens, video conference equipment, and 24 laptops.

[http://instruction.ucr.edu/](http://instruction.ucr.edu/)
Web Resources

- www.ue.ucr.edu
- www.instruction.ucr.edu
- steven.brint@ucr.edu