

# **New Faculty Orientation: Undergraduate Teaching**

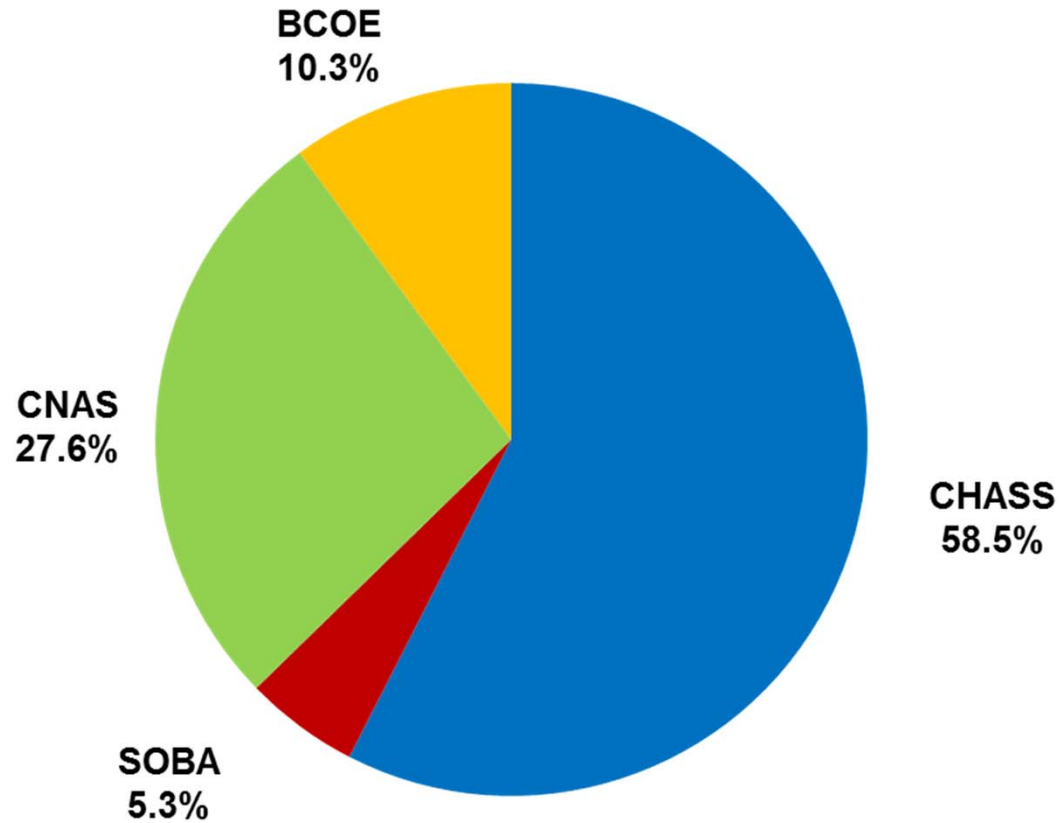
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**Vice Provost, Undergraduate Education**

# Topics

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

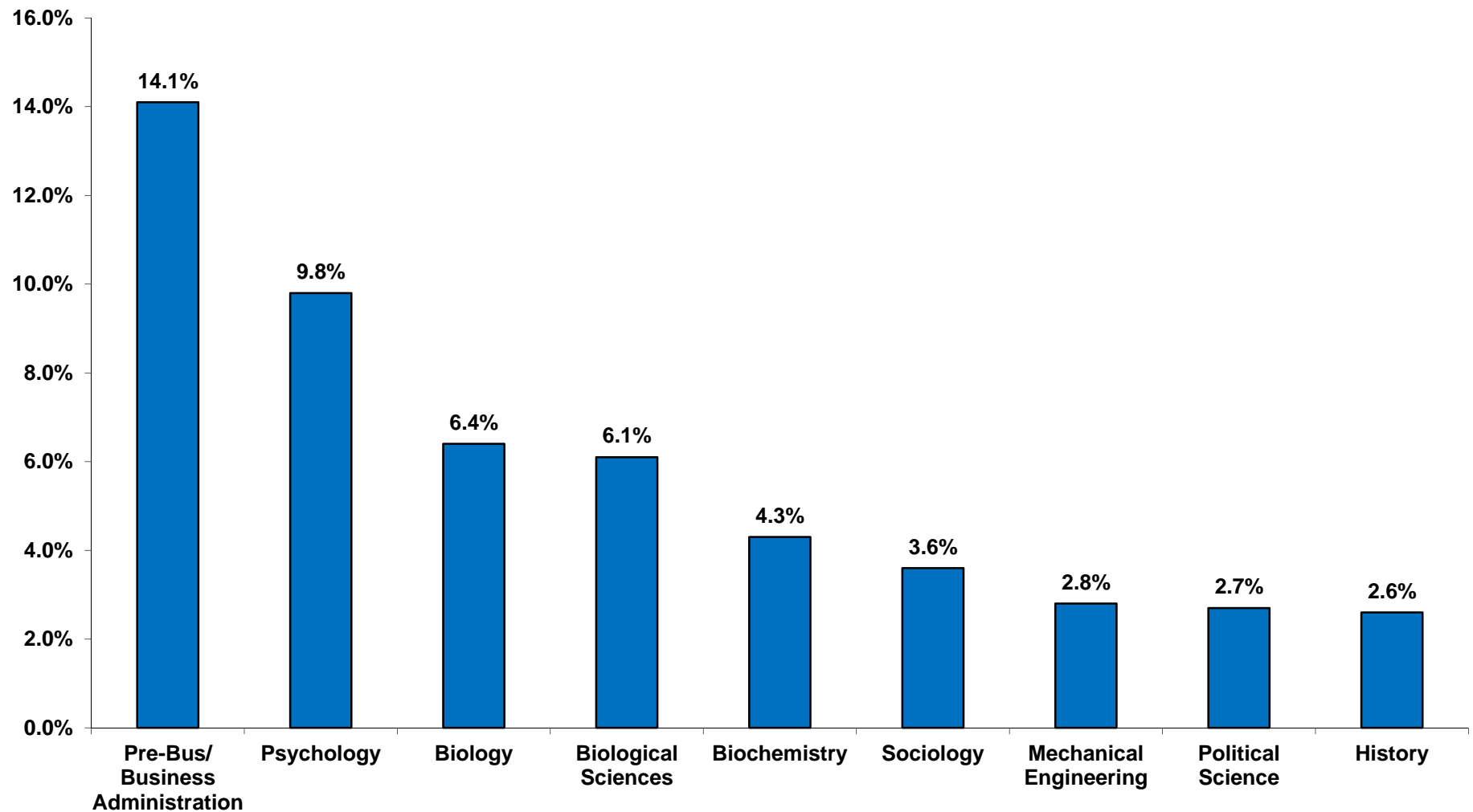
# Undergraduate Enrollment by College



College of Humanities and Social Sciences (CHASS)  
 College of Natural and Agricultural Sciences (CNAS)  
 Bourns College of Engineering (BCOE)  
 School of Business Administration (SOBA)

3-year average,  
 fall terms 2008-2010

# Fall 2010 Most Popular Majors



# 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

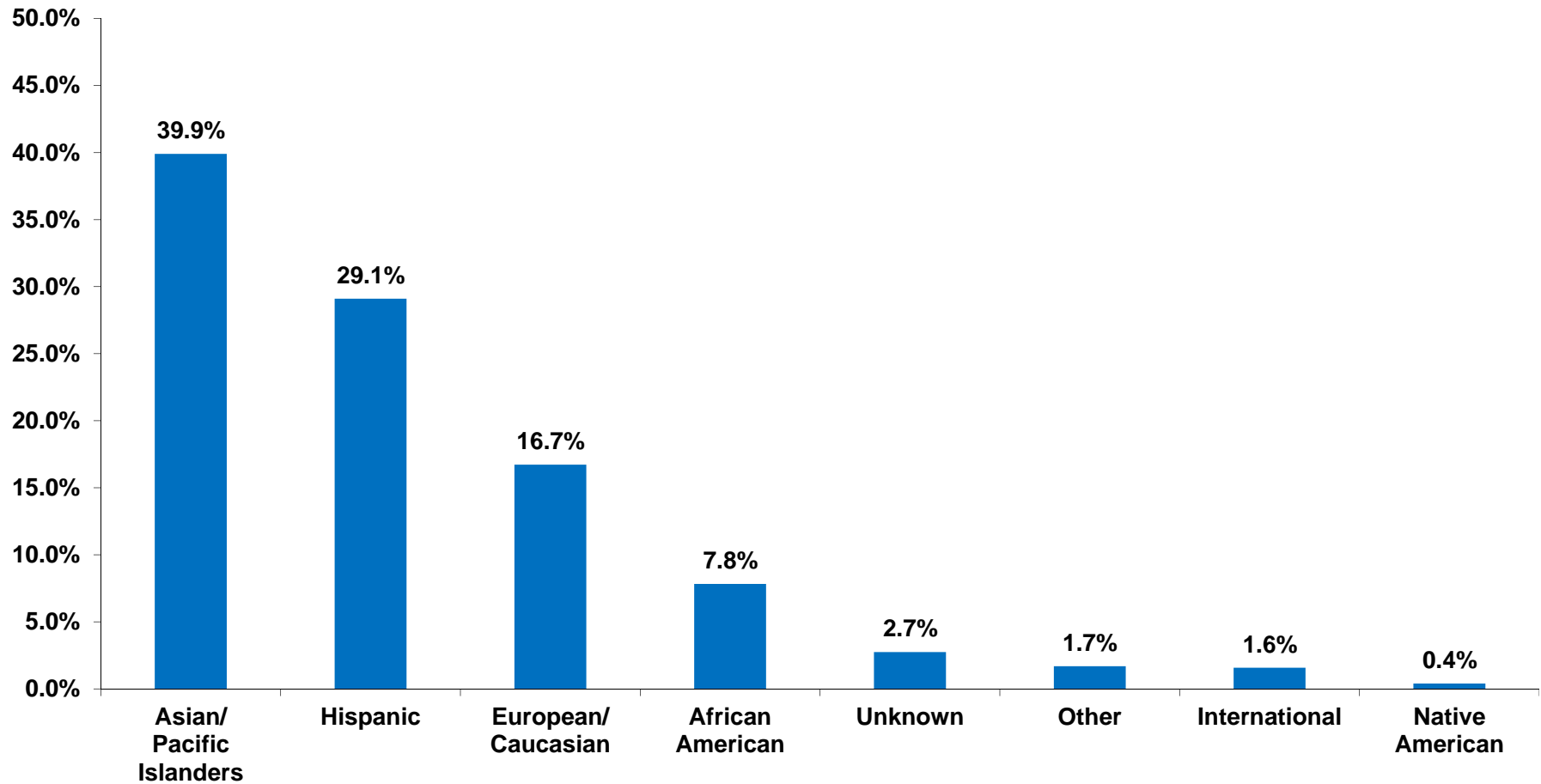
First Generation	36%
Low Income	56%
Pell Grant Proportion	55%
Paid Employment*	
> Entering Freshmen	39%
> Seniors	67%

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

# 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/>

## › Education Abroad

- › 243 students participated in Education Abroad Programs
- › <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/>

# Web Resources

- › [www.ue.ucr.edu](http://www.ue.ucr.edu)
- › [www.instruction.ucr.edu](http://www.instruction.ucr.edu)
- › [steven.brint@ucr.edu](mailto:steven.brint@ucr.edu)