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CV-RISER 2022 Report

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CV-RISER 2022 Report

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Overview

- The *inaugural* Central Valley Regional Interdisciplinary Symposium on Education Research (CV-RISER) took place at the University of California, Merced, conference center on July 22–24, 2022.
- A total of 104 people registered for CV-RISER 2022.
  - Of those registered, 60% identified as women, 38% identified as men, and 2% identified as non-binary or gender variant. 45% of registrants identified as white, 32% as Hispanic or Latinx, 18% Asian, 3% Black, and 2% Native American.
- Barring a COVID-19 outbreak the week of the event, several people decided not to attend or to attend remotely. A total of 76 people attended CV-RISER 2022 with 28 people responding to survey after the symposium. The survey data from this population is represented in this report.
- As a result of CV-RISER, 32% of participants reporting that they started or are intending to start new education research projects. For those already conducting research before, CV-RISER helped expand research through new research questions, topics, or directions (56%), new collaborators (20%), new disciplinary considerations (12%), or new grant opportunities (12%).
- 78% of participants reported being from and working in the Central Valley, mostly from Merced and Fresno. 74% of participants reported working at a designated Hispanic-Serving Institution.
- 89% of participants had some form of education research training or professional development before the conference.

Selected Testimonials

"I enjoyed the overall supportive atmosphere. I think everybody there was committed to enhancing student success and were thinking about it in creative ways."

"I loved the community feel and being on a wonderful campus. As a student I also loved being housed with other students and creating a mini community, getting ice cream and things like that after dinner!"

Impact of Goals and Research Outcomes

Research Outcomes

1. The primary expected outcome of CV-RISER will be to disseminate education research findings from the Central Valley community, investigate trends in education research, and identify future directions for education research and practice.
2. The secondary expected outcome is to encourage and facilitate networking and new interdisciplinary research collaborations between faculty, staff, and students from Central Valley institutions that result in rigorous research that addresses some of our nation's most pressing education needs.
3. The third expected outcome is to provide a space for undergraduate and graduate students to discover and understand the field of educational research and potential career pathways.

Reported Impact

- CV-RISER was successful at providing opportunities for people to discuss education research, network with others, and for students to learn about education research (Fig. 1 & Fig. 2).

Fig. 1 Likert scale from "Strongly Agree" to "Strongly Disagree" results from participants concerning areas related to the goals and intended outcomes of CV-RISER 2022.
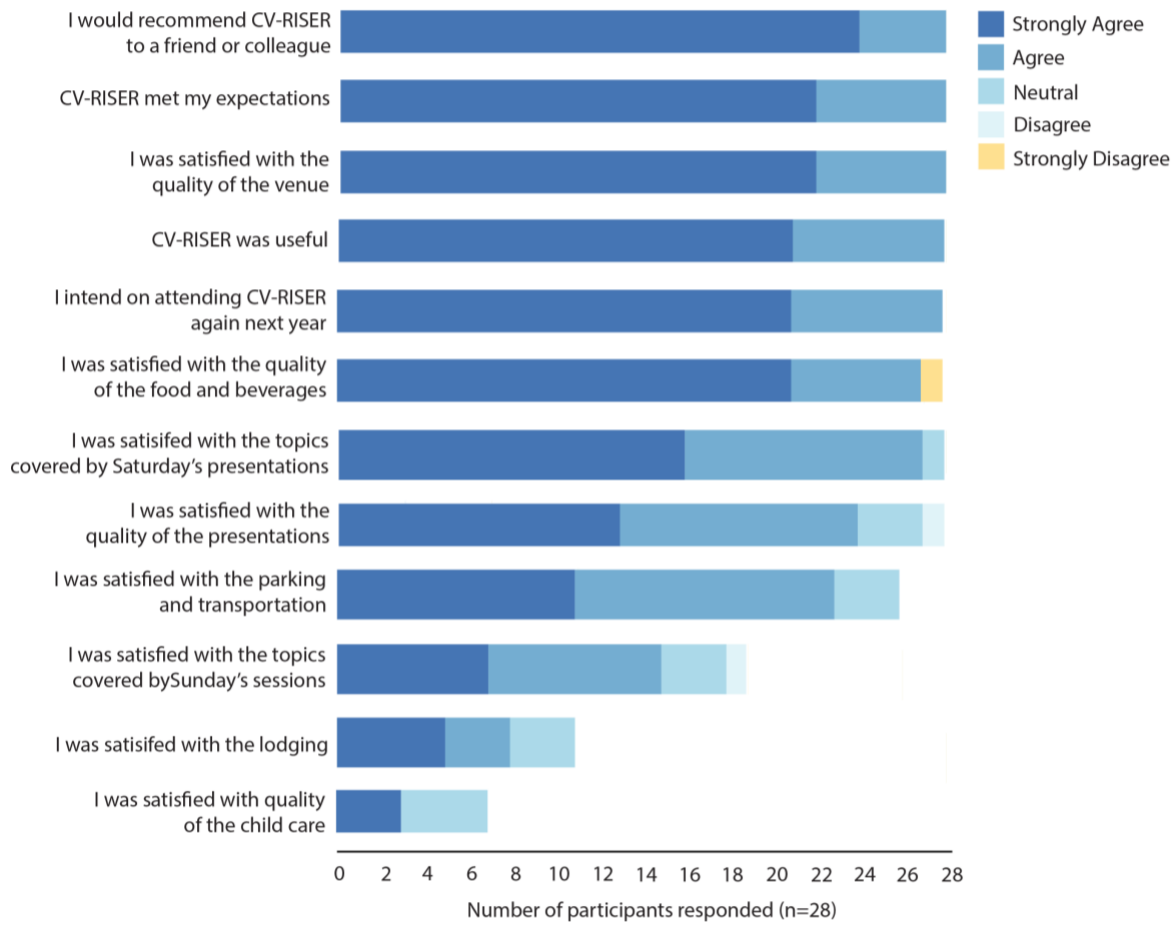
Participant Satisfaction

Fig. 2 Likert scale responses ranging from "Strongly Agree" to "Strongly Disagree". An option for "not applicable" was not included in this questions, explaining the lack of response for some of the options.

Reported Sense of Inclusion and Accessibility

What aspects of CV-RISER helped you feel included?

Participants reported that the *inviting atmosphere* established by the organizing committee and maintained by the CV-RISER community was the most inclusive aspect of the symposium (Fig. 3). Notably, the approachability of committee members, willingness to share resources, and the diversity of people from different levels (e.g., students, faculty, and staff) and institutions (e.g., UCs, CSUs, and CCCs). Other notable aspects of inclusion were the pronoun stickers for nametags, the quality of email communication prior to the conference, the presentation content explicitly discussing inclusion and diversity, and the diversity of the speakers (Fig. 4).

When asked in what ways did CV-RISER not embrace equity, diversity, and inclusion, a few reporting wanting more diverse speakers as well as more diversity on topics pertaining to people of color and/or people with disabilities. When asked what may have contributed to

feelings of exclusion, a couple people mentioned feeling uncomfortable with some of the speakers' comments pertaining to masculinity and devaluing working students in academia.

What aspects of CV-RISER did you perceive as accessible?
Most felt the building itself was accessible, both in terms of its proximity to parking and dormitory units and its accommodations such as the audio equipment and elevators (Fig. 4). The variety of accommodations, including childcare, dormitory units, free registration for students and community college affiliates was greatly appreciated. Signage to the conference center from the street and parking provided clear communication to arriving guests. Several people noted the comfort they felt with the COVID considerations put in place, including the hybrid modality, and spacing of the tables and chairs in the room. Similarly, participants noted the impact of the email communication, Google Drive folders containing the presentation materials, the aspects of accessibility discussed in the presentations, as well as the community-building activities such as the scavenger hunt.
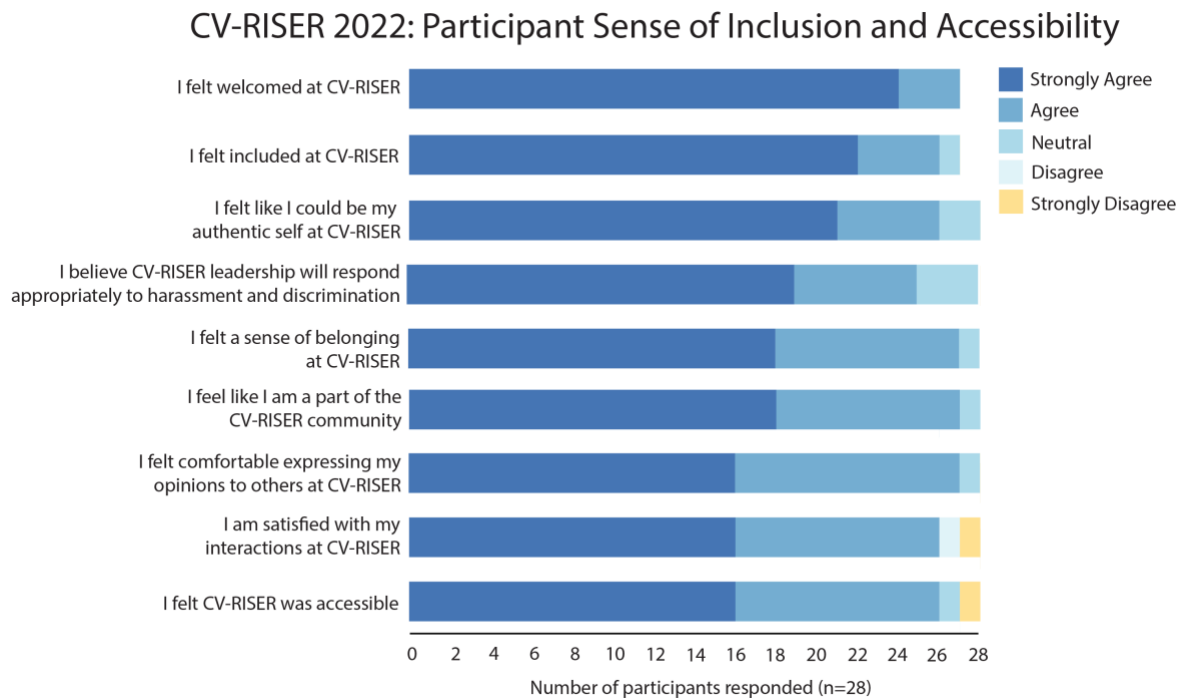

Fig. 3 Likert scale responses ranging from "Strongly Agree" to "Strongly Disagree" for statements pertaining to overall feelings of inclusion, sense of belonging, and accessibility.

CV-RISER 2022: Qualitative Responses
Inclusion and Accessibility

INCLUSION

8%
11%
19%
62%

What aspects of CV-RISER helped you feel included or valued?

- ■ Organizing committee and community were welcoming, helpful, and friendly
- ■ Pronoun stickers for the nametags
- ■ Email communication and online resources
- ■ Diverse speakers and inclusive content

ACCESSIBILITY

14%
14%
29%
43%

What aspects of CV-RISER did you perceive as accessibile?

- ■ Building location, access, signage, and parking
- ■ Accomodations (e.g., childcare, free registration, dorms, COVID considerations, etc.)
- ■ Email communication and online resources
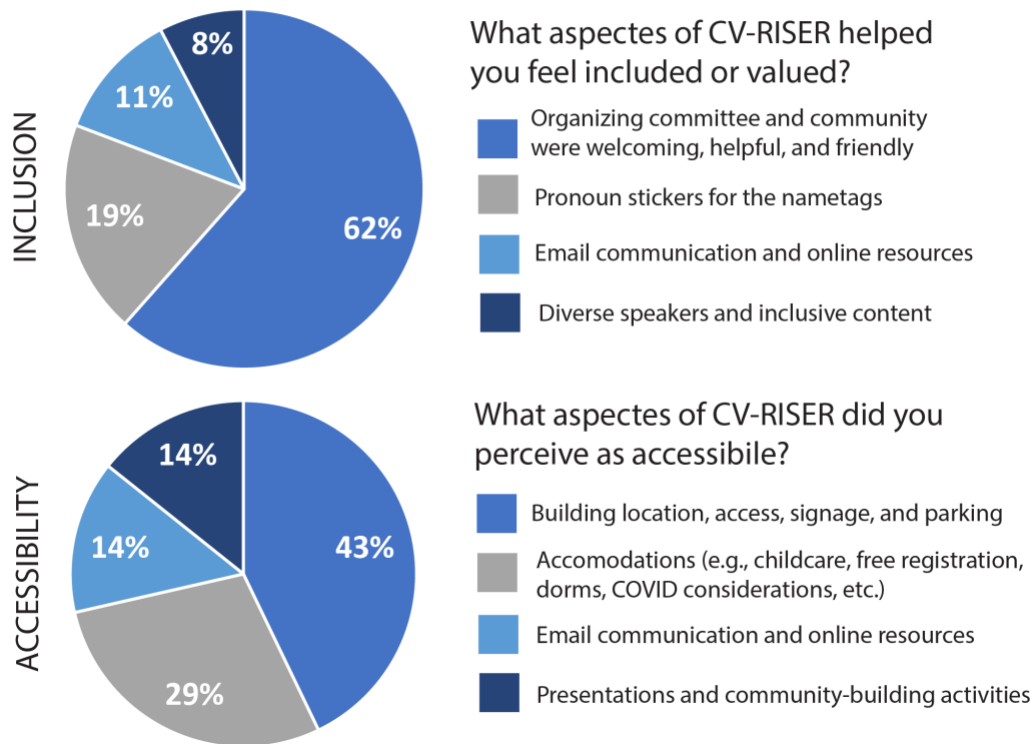- ■ Presentations and community-building activities

Fig. 4 Qualitative responses from the data in Fig. 2. Responses were coded using an inductive coding method and categorized into overarching themes. The percentages represent the frequency of the themes emerging across participant responses. For example, one participant could identify multiple themes in their response.

Event-Specific Attendance & Feedback

Friday's Mixer: 35 people attended

Of those that reported attending the mixer, 65% identified the mixer as an informal, casual, and fun space where the atmosphere was welcoming and inviting for all. Several people mentioned the importance of the mixer as a preliminary networking event but felt that some guided or facilitated interaction would have allowed for more mingling. Several groups stayed in one place for the entirety of the event, making it difficult for more interaction among people.

Of those that reported not attending the mixer, 73% reported the reason being that it was difficult to set aside time on Friday to make the journey for work or personal reasons. The remaining 27% felt the hotel was inconvenient, particularly for the students who were staying on campus in the dormitory.

Saturday Symposium & Poster Session: 76 people attended

Symposium

Of those that reported attending the symposium, most enjoyed it and felt the day ran smoothly (see more detailed feedback in Fig. 5). Some additional feedback included appreciation for the topics, themes ,and the icebreaker activities. About 20% reported feeling that the day was *too long* and would have

liked to have more diversity in the format of the sessions and activities throughout the day. Participants enjoy the breakouts and the concurrent session equally but needed to switch the format more frequently. Participants noted that this would allow for more speakers to present.

Of those who reported not attending the symposium, they reported leaving early because the day was too long, or they had children at home they needed to care for. This provides evidence that not everyone knew about the childcare option. Another participant who left early did not realize there was a Zoom option available and would have attended online had they known.

Poster Session

Of those who reported attending the poster session, 32% reported that the research was good quality and insightful and 21% appreciated the strong focus on student work and engagement in education research. Some suggestions for improvements were in the size of the space, timing, and format. Several participants felt that the space was too small and more room to walk around would be better. Presenters wished they had the opportunity to see other people's posters, and that staggering the posters in two groups. For example, odd and even numbers would present in two different sessions across the two days. One person reported not attending the poster session due to fatigue.

Sunday Breakout Sessions: 48 people attended

Of those who reported attending Sunday's session, several reported finding the space useful for small discussions and appreciated the topics. Participants felt that there could be more options for breakout sessions, particularly more student-focused sessions, or sessions with specific goals. Some sessions were more successful at meeting their outcomes than others.

Of those who reported not attending Sunday's session, 75% had previous scheduling conflicts or family obligations, but will plan to attend the entire weekend in the future. Others were unclear who Sunday's sessions were for, stating "I just truly didn't know that Sunday was for people who weren't currently engaged in education research. For some reason I thought it was just for current researchers to collaborate." Participants suggested more formal organization of breakout sessions as well as space for collaborators to meet on their own may help clarify the confusion.

What Worked Well and What Can We Improve?

Participants overwhelmingly reported feeling that the symposium provided good opportunities for networking, especially from regional colleagues (Fig. 5). Presentations were mentioned for their relevant topics, structure, diversity of people speaking, particular across academic levels (i.e., students, staff, and faculty), and for their level of engagement. Accessibility and accommodations were appreciated from attendees, in particular the food, childcare, convenience of attending a local conference, and free attendance for students and community college members. Participants noted the relevance of the local nature of the conference theme, people, and presentation topics. Participants were satisfied with the overall organization of the conference and friendly atmosphere. Lastly, participants enjoyed both the concurrent sessions where all people attend the same sessions and breakout sessions for deeper, more engaging discussions.
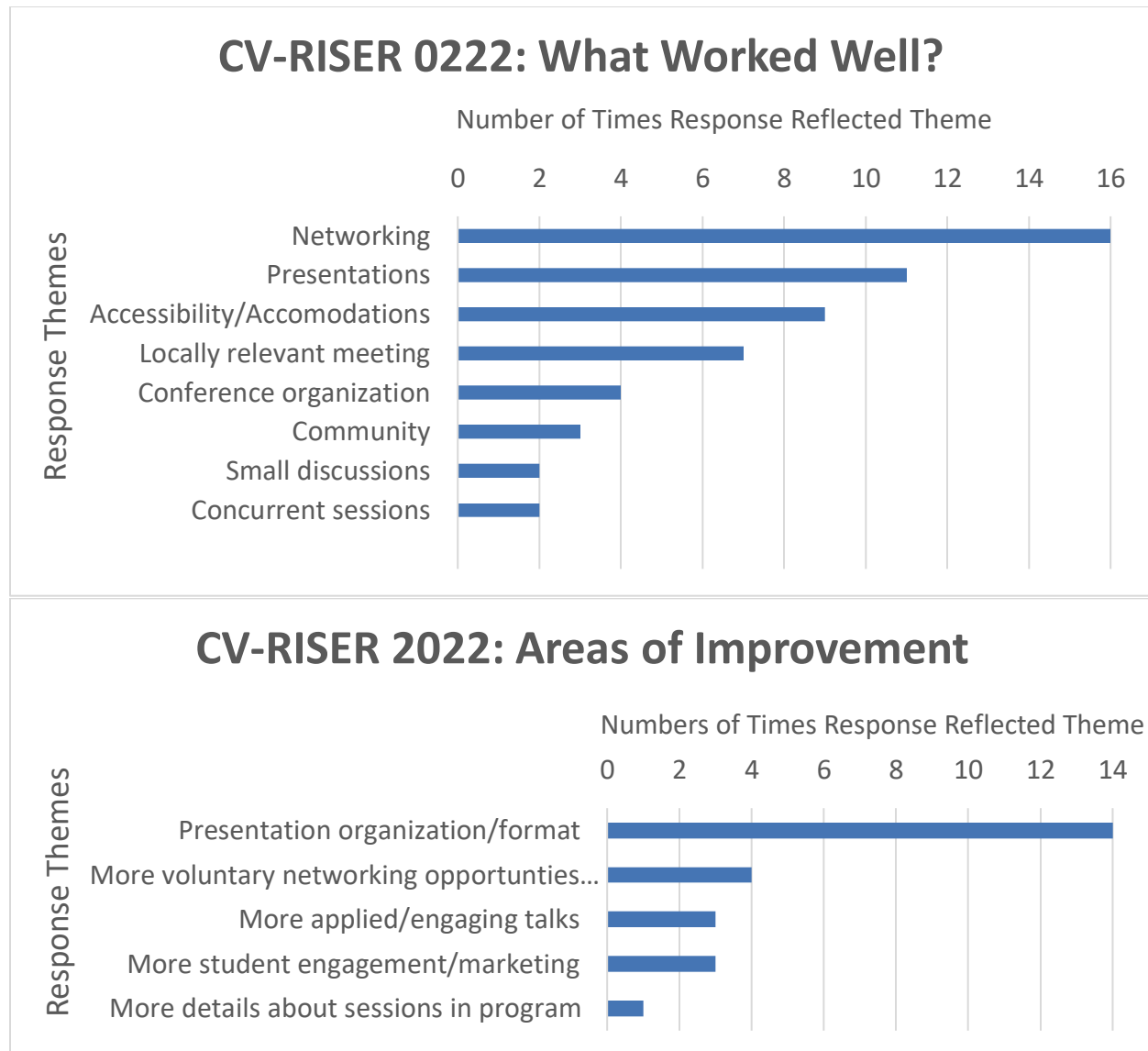
CV-RISER 0222: What Worked Well?

Number of Times Response Reflected Theme

Response Themes

Networking	16
Presentations	~11
Accessibility/Accomodations	~9
Locally relevant meeting	~4
Conference organization	~4
Community	~3
Small discussions	~2
Concurrent sessions	~2

CV-RISER 2022: Areas of Improvement

Numbers of Times Response Reflected Theme

Response Themes

Presentation organization/format	14
More voluntary networking opportunties...	~4
More applied/engaging talks	~3
More student engagement/marketing	~3
More details about sessions in program	~1

Fig 5. Themes were determined using an inductive coding technique from survey response data. Numbers are attributed to the number of times a particular theme was mentioned in a response. A single participant could discuss multiple themes in their responses.

Participants overwhelming suggested spreading out concurrent sessions with breakout sessions, breaks, and opportunities for more voluntary engagement (Fig. 5). Participants felt exhausted from the first day and wanted more time to process, talk with other people, and engage in smaller discussions. Participants also felt that although some presentations were engaging, but not all were, and that more explicit guidelines on engaging presentations may have helped speakers provide more inclusive, energizing talks. It was not obvious to several participants that students were allowed to present at the conference and more marketing and explicit communication about this would have been appreciated. Students were not made aware of the judging guidelines and did not know about the conflict-of-interest measures that were taken. Some students perceived the poster competition judging as biased. Finally, more details and more updated from the program would have been helpful for understanding why the keynote speaker did not present or what the goals of the breakout sessions were. Provide the zoom link if applicable.

Notes for CV-RISER 2023

Inclusion & Accessibility:
- Continue with email communication, follow-ups, staffing tables, sustainable food and dining options, community-building activities, and signage on campus
- Attempt to invite more diverse speakers and participants, particularly from Latinx, Black, disabled, and LGBTQ communities, as well as more students
- Offer options for multilingual pronoun stickers
- More opportunities for student-specific engagement
- More small group discussions

Planning:
- Add more survey-style questions to registration to gather complete data on demographics and expectations of participants. Make sure to always include an option in survey questions for "not applicable" or similar.
- Other campus to include:
    - Modesto Junior College, Community Colleges in the SCCCD, CSU Bakersfield, Reedley College, Clovis Community College, Merced College, and SJ Delta

Presentations & Speakers:
- Diversify the agenda with concurrent sessions, breakout rooms, and open space for voluntary networking or breaks
- Offer more comprehensive resources to speakers for preparing engaging/applied talks for a more diverse audience
- Create policies for content for the speakers so that exclusive language is not included, offer consultations for support with this effort
- Invite students explicitly to be speakers
- Speaker suggestions:
    - More student presenters or panels
    - Jose Hernandez (contact Alexis Zaragoza for assistance)
    - Sharroky Hollie
    - Paul Grosman--Student Disability Services
    - Lizette Nevarette, CCC Vice Chancellor for Facilities and Finance--Research on Adult Learners
    - Molly Senecal (UC Davis CANDEL) --California Community College Student Success/Guided Pathways Research
    - Ryan Chen (UC Davis CANDEL) --research on CCC vs. UC
- Content Suggestions (only education research topics included):
    - Grading for equity
    - Applied strategies: CUREs, case studies, course organization & practice
    - Disabilities in STEM education
    - Active learning strategies/studies
    - Early Childhood and K-12
    - Culturally responsive classrooms

Poster Session:
- Provide a room with more space for the posters and people to mingle and walk
- Stagger into two groups so presenters have a chance to engage with other presenters
    - Split across the two days
    - Award ceremony on second day to accommodate for this change

- Make the judging process more explicit, clearly stating that judges are impartial, and no conflict of interest exist, for example an advisor judging their student's work
- Talks and posters should be judged separately

Technology:
- Two microphone "runners" for questions instead of one
- Zoom moderator (if applicable)
- Hybrid modality was appreciated

Communication:
- Maintain strong communication to the participants before, during, and after the event
- Communicate and changes to the schedule or program in a timely manner
- Be more clear and explicit communication about the daycare option

Reported Demographics

Racial Identity	
American Indian or Alaska Native	1
Asian	1
Black or African American	0
Hispanic or Latinx	8
Mixed/Multi-Racial	3
Native Hawaiian or Pacific Islander	0
White	13
Prefer something else (Central American)	1

Gender Identity	
Gender variant/non-binary	0
Man	11
Woman	15
Prefer something else (Gender Queer)	1

Sexual Identity	
Asexual	1
Bisexual	4
Gay	3
Heterosexual	16
Lesbian	2
Pansexual	1
Queer	3

Age	
18–24	4
25–34	11
35–44	4
45–54	5
55–64	3
65–74	0
75 or older	0

Ability Identity	
Hard of hearing or deaf	1
Learning and/or psychological disability (e.g., ADHD, autism, dyslexia, etc.)	2
Mental health condition (e.g., anxiety, depression, etc.)	11
Physical disability (e.g., cerebral palsy, spina bifida, etc.)	0
Visual impairment	1
Something else (glaucoma)	1
None apply	13

Current Position	
Undergraduate Student	2
Master's Student	1
Ph.D. Student	4
Post-doctoral fellow/associate	1
K-12 Educator	1
Faculty (tenure-track)	8
Faculty (non-tenure-track)	1
Adjunct or part time faculty	1
Assistant professor or similar	3
Associate professor or similar	2
Full professor or similar	3
Emeritus professor or similar	0
Administrator	2
Staff	4
Non-faculty academic personnel	1

Locality: Living and Working	
Central Valley	78%
Other California regions	22%

The Masked Faces of CV-RISER 2022

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