

**Strategic Plan
Department of Education
May 2007**

I. Mission and Structure

The nation faces serious challenges to improve public education. These challenges are arguably greater in California than in any other state. Orange County and the State of California face a widening achievement gap associated with race, ethnicity, and income, distinct educational needs attendant to English learners and immigrants, and shortages of highly qualified teachers, particularly in science, math, and technology. These challenges are made more complex by the pressures of high-stakes accountability testing and by the broader context of rapidly growing technology and global economic competition.

The Department of Education proposes a phased, coordinated plan to elevate its role nationally in addressing these challenges. The plan is based on a distinctive mission. Research has demonstrated a need for Schools of Education to move beyond a sole focus on K-12 classrooms. A broader framework is needed that recognizes that education extends from early childhood through adulthood, incorporating both in-school and out-of-school learning, using a wide variety of new media and technologies. Based on this understanding, the Department of Education seeks to promote educational success and achievement of ethnically and economically diverse learners of all ages through our collective research, teaching, and service activities that foster learning and development in and out of school.

As shown in Table 1, the range of programs at UC Irvine (Ph.D., Ed.D., M.A.T., undergraduate minor) is consistent with that of other UC campuses. In 2007-08, the number of Senate faculty in the Department (19) is more than Santa Cruz and San Diego, the same as Riverside, and less than Berkeley, Davis, Los Angeles, and Santa Barbara. In 2011-12, the Department is projected to have 32 members of the Senate faculty, the same size as Berkeley's School of Education and larger than the School of Education at UC Davis. UC Schools of Education are smaller than Schools of Education at our peer institutions: Florida (65), Illinois (76), North Carolina (68), Penn State (50), Washington (59), and Wisconsin (146), primarily because these institutions offer undergraduate majors in Education.

Table 1

	School Status	Senate Faculty FTE	Ph.D.	Ed.D.	Charter or Lab School	Teacher Education Programs	Undergraduate Minor
Berkeley	X	32	X	X	X	X	X
Davis	X	22	X	X	X	X	X
Irvine		19	X	X		X	X
Los Angeles	X	50	X	X	X	X	X
Riverside	X	19	X	X		X	X
San Diego		13		X	X	X	X
Santa Barbara	X	39	X	X		X	X
Santa Cruz	proposed	17	X	X		X	X

Table 2 reports the projected growth in faculty, students, and programs in the Department from 2005-06 to 2014-15. This ambitious plan reflects departmental research and educational priorities, and will be implemented in stages that are described below. The growth in Senate faculty from 11 FTE in 2005-06 to 34 FTE in 2014-15 will support the increase in graduate and undergraduate enrollment of existing programs brought about by the revitalization of the Ed.D. and master's programs, and allow Senate faculty to assume a larger role in the teacher education programs. Historically, the Department of Education has had the highest student-faculty ratios on campus. The proposed plan stabilizes our student-faculty ratios at 28:1, the campus average. Growth also will be supported by increases in extramural grant funds to provide support for graduate students. An increase in size will enable us to compete more effectively with our peer institutions for leading scholars, extramural support, and the best graduate students.

Table 2 Department of Education FTE and Enrollment Projections 2005-2015

		05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Senate Faculty Filled FTE	Actual	11	14	19							
	Projected				25	28	31	32	33	34	34
Non-Senate Faculty FTE	Actual	27	25	23							
	Projected				21	21	19	19	19	19	19
TOTAL Faculty FTE	Actual	38	39	42							
	Projected				46	49	50	51	52	53	53
Undergraduate Minor (# apps)	Actual	702	788								
	Projected		340	827	869	912	958	1006	1056	1109	1164
Annual SCH ¹	Actual	8850	9927								
	Projected		4284	10425	10947	11494	12069	12672	13306	13971	14669
Credential Students (#)	Actual	131	116								
	Projected		115	125	135	145	150	150	150	150	150
Annual SCH ²	Actual	7467	6612								
	Projected		6555	7125	7695	8265	8550	8550	8550	8550	8550
Interns (#)	Actual	9	8								
	Projected		10	12	21	35	35	35	35	35	35
Annual SCH ³	Actual	648	576								
	Projected		720	864	1512	2520	2520	2520	2520	2520	2520
M.A.T. (#)	Actual	58	79								
	Projected		82	87	92	97	100	105	105	105	105
Annual SCH ⁴	Actual	4698	6399								
	Projected		6642	7047	7452	7857	8100	8505	8505	8505	8505
CSU-UCI Ed.D. (#)	Actual	51	53								
	Projected		55	46	42	37	32	16	4	0	0
Annual SCH ⁵	Actual	1836	1908								
	Projected		1980	1656	1512	1332	1152	576	144		
UCI Summer	Actual	612	636								
	Projected		660	552	504	444	384	192	48		
UCI-UCLA Ed.D. (#)	Actual	47	38								
	Projected		43	22	9	4	0	0	0	0	0
Annual SCH ⁶	Actual	1128	912								
	Projected		1032	528	216	96					
Ph.D. (#)	Actual			15							
	Projected			12	30	45	60	75	90	90	90
Annual SCH ⁷	Actual			540							
	Projected			432	1080	1620	2160	2700	3240	3240	3240
		05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
UCI Master	Projected					30	40	50	60	68	68
	Annual SCH					1080	1440	1800	2160	2448	2448
UCI Ed.D. (#) ⁸	Projected					12	24	36	48	48	48
	Annual SCH ⁸					432	864	1296	1728	1728	1728
Total Student FTE	Actual	652	694	740							
	Projected			737	798	912	967	1008	1043	1060	1076
Total SCH	Actual	25,239	26,970								
	Projected		21,873	28,629	30,918	35,140	37,239	38,811	40,201	40,962	41,660
Total Student: Faculty Ratio	Actual	59	50	39							
	Projected			39	32	33	31	31	32	31	32

As part of this expansion, the Department anticipates developing a proposal in 2008-09 to become a School of Education. School status will enable the Department to compete more effectively for top faculty and graduate students by (a) attracting philanthropic support and extramural grants including program project awards, and, (b) becoming eligible for the national rankings of Schools of Education.

II. Research Agenda

Faculty research in Education is organized along the disciplinary perspectives of psychology (the Learning, Cognition, and Development area), sociology (the Social Context and Educational Policy area), linguistics (the Language, Literacy, and Technology area), and statistics (Quantitative Methods area). The strength of this disciplinary approach is that research and teaching of education sciences is firmly grounded in disciplinary traditions and rigor. The downside to this type of disciplinary approach is that faculty and students are segregated in “silos.” To counteract this type of insularity, the Department of Education has embraced a “horizontal” interdisciplinary analysis of core research problems in contemporary education: (1) meeting the needs of ethnically, linguistically, and economically diverse learners; (2) teaching and learning in science and mathematics; (3) early childhood education and development; (4) out-of-school learning; and, (5) technology/education interfaces. Thus, as shown in Table 3, the intellectual organization of the Department/School can be represented by a matrix in which faculty members identify along disciplinary perspectives (the verticals) as well as interdisciplinary research areas (the horizontal).

Table 3 Current Faculty Organized by Discipline and Research Topic

	Learning, Cognition & Development	Educational Policy & Social Context	Language, Literacy & Technology	Education Leadership	Teacher Education	Methodology & Statistics
Early Childhood	Burchinal Reich Richland Vandell Clarke-Stewart Mann		Chiappe Reich		Burchinal Chiappe Mann Vandell	Burchinal Reich
Out of School Learning	Vandell Mahoney	Conchas Oseguera	Black Warschauer		Black Mahoney Vandell Warschauer	
Technology/ Education Interface	Richland Santagata van Es	Becker	Black Warschauer	Brouillette	Black Conley Santagata van Es	
Equity & Diversity; Second Language Learners	Martinez Richland Vandell Mahoney Reich	Conchas Domina Oseguera Zarate	Black Chiappe Olson Warschauer	Domina Zarate	Conchas Oseguera	Domina
Science & Math Learning	Conley Martinez Richland Santagata van Es				Conley Richland Santagata van Es	

In addition, beginning in 2005-06, the Department began a concerted effort to recruit Senate faculty whose research focuses on the study of teacher professional development and training. Senate faculty are now closely involved in the teacher education programs, teaching core courses in the programs, and conducting research on

the efficacy of different approaches to improving K-12 teacher education and performance in mathematics, reading, and language arts. Several of the Senate faculty also are interested in research that assesses the efficacy of different strategies to improve teacher preparation in early childhood and after-school programs.

Table 4 Prioritized Plan for Faculty Recruitment by Year to 2013-2014 (Total FTE = 34)

Learning, Cognition, and Development	Educational Policy and Social Context	Language, Literacy, and Technology	Statistics and Methodology	Educational Leadership	Teacher Education
Burchinal Full	ASSOC Prof. (Rep. Becker) (Recruit 07-08)	Black Asst	ECE Evaluation Asst. Prof. (Recruit 07-08)	Brouillette Assoc	Becker
Conley Asst	Conchas Assoc	Collins (Chiappe) Asst	IRT AREA – Asst. Prof. (Recruit 09-10)	FULL or ASSOC Prof. (Recruit 08-09)	Black
Martinez Assoc	Domina Asst	Olson Sr. Lec SOE		Asst. Prof. (Recruit 08-09)	Collins
Mahoney Assoc	Oseguera Asst	Warschauer Assoc		Asst. Prof. (Recruit 12-13)	Olson
Reich Asst	Zarate Asst				Santagata
Richland Asst	FULL Prof. SC #5463 (Recruit 07-08)	FULL Prof. SC #5690 (Recruit 07-08)			Van Es
Santagata Asst	DIVERSITY FTE – Asst Prof. English Language Learners (ELL) Ed Policies (Recruit 07-08)	DIVERSITY FTE – Asst. Prof. Technology & ELL (Recruit 07-08)			SCIENCE EDUC –Asst. Prof. (Recruit 09-10)
van Es Asst	EARLY CHILDHOOD POLICY – Asst. Prof. (Recruit 08-09)	EARLY CHILDHOOD LITERACY DEVEL – Asst. Prof. (Recruit 09-10)			FULL or ASSOC. Prof. (Recruit 07-08)
Vandell Full	SCIENCE & MATH POLICY CONTEXTS Asst. Prof. (Recruit 13-14)				MATH EDUC Asst. Prof. (Recruit 11-12)
NEW HIRE OUT OF SCHOOL TIME –Asst Prof. (09-10)					

Through a series of coordinated strategic hires, the Department seeks to further its research agenda. Table 4 summarizes our recruitment plan through 2014-15. In 2007-08, the top priority is to recruit three senior professors, Step VI or above, and an associate professor position to replace Professor Henry Becker who is retiring in December 2007. Two of the professors positions, Step VI or above, were awarded to the Department shortly after the recruitment of the current Chair. The Department obtained these positions to provide intellectual leadership to the Ph.D. specialization areas and to enhance the national visibility to the new Ph.D. program. These senior positions are to be recruited in (1) educational policy and social context and (2) language, literacy, and technology. We are seeking pre-eminent scholars in these areas, with preference given to scholars who work in one of our interdisciplinary research areas. For the Becker replacement, we seek an associate professor

position in the educational policy and social context area. This faculty member could work in one of the interdisciplinary research areas identified as departmental foci, such as of out-of-school social contexts or policy analysis, immigration, early childhood policy, or English language learners. An additional professor, Step VI or above, position is being sought in math/science education to provide intellectual leadership to the teacher education area and to help us to compete more effectively for extramural grants in this area.

Three assistant professor positions are requested. Two faculty who study English language learners are sought: one who adopts a policy perspective and one who adopts a literacy and technology perspective. A third assistant professor would support the statistics and methodology core. This faculty member will be an expert in evaluation methodologies, with a substantive interest in early childhood education. With these recruitments, the Ph.D. and the Department will be well positioned, with strong disciplinary foundations and exciting interdisciplinary collaborations.

The Department will address a second research priority in 2008-09 when faculty recruitment will focus on one senior and one junior faculty position in educational leadership, and one assistant professor in the area of early childhood policy. These new faculty members are key to our plan to re-open admissions to the master's and Ed.D. programs. These revived programs will focus on the preparation of educational leaders who can serve as program directors and system-wide administrators in K-12 schools, early childhood education, after-school programs, and informal learning settings such as museums and science centers. There is a critical shortage of research one universities who offer this type of high-level training and a concomitant shortage of highly trained educational leaders who work in this expanded range of educational settings.

In 2008-09, we propose recruiting faculty with expertise in the area of educational leadership (school finance and administration) who can collaborate with other departmental faculty who have expertise in early childhood, after-school programs, and science/math education. There is a pressing need for systematic research to evaluate the efficacy of different approaches to professional development and we will recruit faculty who study this issue. The revitalized master's program will also provide opportunities to study professional development for returning teachers in the areas of science and mathematics education, language arts and literacy.

Table 4 also provides a summary of specific positions that we anticipate will be recruited in 2009-10 and thereafter. Of course, these priorities may change as a function of other recruitments and the changing research landscape.

III. Faculty

Faculty Productivity

One measure of faculty productivity is success in securing extramural funds. The growth in the size of the Senate faculty since 2004-05 has been accompanied by a substantial increase in the amount of funded grants and the average size of the awards.

Table 5

	Funded Proposals	Pending	Amount of Funded Grants	Average Award	Average Per Faculty
FY 2004-05	8	0	\$ 800,891	\$ 100,111	\$ 88,988
FY 2005-06	17	0	\$1,559,826	\$ 91,754	\$141,802
FY 2006-07	11	15	\$4,598,938	\$ 418,085	\$328,496

Incoming senior faculty (Burchinal, Mahoney) have strong records of obtaining extramural grants and are expected to provide leadership in the areas of early childhood research, out-of-school time, and diverse learners. Anticipated hires in science and mathematics education and in English language learners also are expected to increase extramural funding in these areas.

A second measure of faculty productivity is peer-reviewed publications. journal articles, books, book chapters, and presentations at national and international conferences.

Table 6

		2004-05	2005-06	2006-07	2007-08 (includes new hires)
Total # Faculty		9	11	14	19
Journal Articles	Total Mean	10 1.11	11 1.00	19 1.36	38 2.00
Chapters	Total Mean	5 0.56	4 0.36	10 0.71	22 1.16
Books	Total Mean	0 0	1 0.09	1 0.07	7 0.39
Conferences	Total Mean	10 1.11	19 1.73	19 1.36	Not Available

Faculty Diversity

As indicated in Table 7, the proportion of female faculty has increased substantially since 2005-06. The ethnic diversity of the faculty during this same period has ranged from 22% to 28%.

Table 7

	2005-2006	2006-2007	2007-2008
Senate Faculty FTE	11	14	18
% Female	55	64	72
% Asian	7	7	0
% Black	0	0	0
% Hispanic	17	21	22
% White	74	72	78

According to NSF statistics on the availability pool for non-tenured and tenured faculty compiled by the UCI Office of Equal Opportunity and Diversity (<http://www.eod.uci.edu/availstats.html>) in the specific subfields represented in the Department, females comprise 66% of the available pool and faculty of color comprise 22% of the available pool. Thus, the Department is exceeding expectations with respect to gender and meeting expectations with respect to ethnicity. The Department will continue to aggressively recruit highly qualified candidates who enhance the diversity of faculty on campus. Several of the proposed faculty FTE (early childhood, educational policy and social context, English language learners) are in areas in which there are strong pools of candidates who are women or from under-represented ethnic groups. Search committees will make special efforts to recruit broadly and the Department will seek to create an inclusive culture that values diversity.

Joint Appointments and Collaborations with Other Units

Senate faculty members in Education hold joint appointments in Information and Computer Science (Warschauer), Social Ecology (Richland, Vandell), and Social Sciences (Conchas, Oseguera). Several faculty from other units hold joint appointments in the Department of Education: Chen, Clarke-Stewart, and Goldberg from Social Ecology; Feliciano, Frank, and Mann from Social Sciences; Jarrett, Lupton, and Scarcella from Humanities. In collaboration with the Schools of Physical Sciences and Biological Sciences, and the Center for Educational Partnerships, the Department of Education participates in the California Science Math Initiative (SMI) with the goal of increasing the number of highly trained science and math teachers prepared at UCI. The Department of Education and UCI Extension jointly prepare educators for Tier I and Tier II administrative services credentials.

IV. Educational Programs

The Department of Education currently offers eight educational programs. Table 2 presented the projected enrollments in these programs through 2015. Consistent with our mission as a professional school, several of these programs – M.A.T., intern, administrative services credential, and joint Ed.D. programs – involve substantial summer coursework when teachers and administrators are available to participate.

Doctoral Programs

Ph.D. in Education. In fall 2007, the Department of Education matriculates its first class of students in the Ph.D. program in Education. A description of this program can be found at http://www.gse.uci.edu/phd_index.php. A total of 77 students applied to the program, 24 students were admitted, and 15 students have accepted our offer (62.5% yield). This yield is comparable to well-established Ph.D. programs in Education at the other UC campuses and our peer institutions. Applicants were from 13 states and six countries. Seventy-three per cent of the incoming class is female, 33% are European-American, 42% are from under-represented groups (African-American, Latino, Arab-American), 25% are international students, and 13% are Asian-Americans.

UCI/UCLA Joint Ed.D. This doctoral program in Educational Administration emphasizes theory, research, and reflective practice to implement and evaluate educational reforms. Begun in summer 1994, it has awarded 45 degrees (seven more are expected in 2007). Average time to degree for these students has been 4.8 years. We anticipate that the remaining students in the UCI/UCLA program will complete their dissertations by 2010. After receiving their doctorates, graduates have been employed in higher education administration (7%), K-12 central administration (18%), university faculty (14%), community college faculty (18%), principal or assistant principal (36%), education consultant (4%), and K-12 teacher (3%).

Admissions to this program were suspended in 2003 when UCI (along with all of the University of California campuses) were strongly encouraged to begin joint Ed.D. programs with the California State University System. (The overlap between the UCI/UCLA and the CSU/UCI programs – both focused on educational leadership --- combined with the small number of UCI Senate faculty at the time necessitated a hiatus in admissions to the UCI/UCLA program. With the demise of the CSU/UCI joint Ed.D. programs (see below), the Department is very interested in offering its own stand-alone Ed.D. program.

CSU/UCI Joint Ed.D. The joint Ed.D. program between UCI and CSU is a collaborative initiative involving five campuses: UCI and four California State University campuses at Fullerton, Long Beach, Los Angeles, and Pomona. The program began in summer 2003 and currently enrolls 52 students. Students take 12 units of coursework at UCI each summer and 24 units at their home CSU campus during the regular academic year. Eight students have received their Ed.D. degree from the CSU/UCI program. An additional student is scheduled to defend in summer 2007. Average time to degree for these students has been 3.25 years. After receiving their degree, graduates have been employed in higher education administration (29%), K-12 central administration (28%), university faculty (14%), and NGO administration (14%).

In 2006, the California State University system was granted permission to offer stand-alone Ed.D. programs. Since that time, all CSU partners have elected not to admit new students for 2007-08. The joint program is committed to supervising the existing students to a timely degree.

Programs in Teacher Education (see http://www.gse.uci.edu/GP_MDP_MATTC.php for more details)

As a graduate department in a research university, the Department of Education is committed to the scholarship and cutting edge research. At the same time, as a professional school, the Department is committed to preparing highly effective teachers and educational leaders. Both are core missions. For faculty whose research focuses on strategies to improve classroom practices and teacher learning (Conley, Richland, Olson, Santagata, van Es), these missions are highly intertwined.

Master of Arts in Teaching (M.A.T.). This 5-quarter program (two summers and one academic year) admitted its first students in summer 2001. Since that time, 228 candidates have participated in the multiple subject master's degree program that prepares elementary school teachers, and 153 candidates have participated in the single subject program that prepares middle school and high school teachers.

Credential Program. The 9-month post-baccalaureate program combines classroom instruction and field placement to prepare teachers for multiple subject or single subject credentials awarded by the State of California. Begun in 1971, UCI is the largest teacher credential program in the UC System and has prepared almost 12,000 K-12 teachers.

Intern Program. Starting in 1973, the Department began offering a California Commission on Teacher Credentialing (CCTC)-approved Internship Credential Program. Interns are employed as teachers of record by local school districts while working under the supervision of a UCI field supervisor and a school district supervisor. Intern candidates enroll at UCI for four quarters and one summer session, normally beginning spring quarter.

Placements of Recent Graduates of the Teacher Education Programs. Follow-up surveys of graduates of the Teacher Credential and Master of Arts in Teaching (M.A.T.) programs were conducted in summer 2005 for the 2004-05 class (response rate = 45%) and summer 2006 for the 2005-06 class (response rate = 47%). All who responded to the survey were employed as teachers (2 as substitute teachers). The distribution of content areas is summarized in Table 8.

Table 8

	% Multiple Subject	% English / Social Studies	% Math/ Science	% Art, Music, Foreign Language	TOTAL Frequency
2004-05	47	26	18	9	70
2005-06	37	26	26	11	73

As indicated in the table, the Department is preparing teachers in a variety of areas. With the coordinated efforts of the Science Math Initiative and additional faculty recruitments in this area, we anticipate an increase in math and science credentials. However, the Department also has substantial strengths in the areas of language and literacy and in early childhood. We anticipate growth in those areas as well. These faculty will support our mission to prepare teachers who work effectively with diverse learners, including English language learners. According to the placement survey, the majority of the recent graduates of our teacher education programs are employed in Orange County (48%) and Los Angeles County (6%), 46% other.

Undergraduate Minor in Education

Since 2003, more than 300 UCI students have graduated each year with a Minor in Educational Studies, making UCI the largest Undergraduate Minor in Education program in the UC system. In comparison, UC Berkeley graduates roughly 100 Education minors each year; UCLA, 154; and UCSB, 229. The anticipated growth is expected to follow the re-design of the minor which goes into effect in fall 2007. The revised Minor in Educational Studies seeks to (1) foster exploration of a broad range of issues in the field of education; (2) provide a strong conceptual and experiential foundation for students who aspire to become teachers in grades preK-20; and (3) offer an “early start” coursework option for aspiring teachers who later enter a UCI teacher credential program. One pathway to this early start function leading to a teaching credential is the Science Math Initiative (SMI). Another example is the undergraduate pathway leading to a single subject teaching credential in Spanish.

A strong undergraduate minor in educational studies is important to the Department for several reasons:

- It serves as a pipeline for high quality graduate students. In the credential class of 2006-07, 51% were UCI undergraduates. In the M.A.T. class of 2006-07, 63% were UCI undergraduates. Two of the 15 incoming Ph.D. students (13%) were UCI undergraduates.
- A strong undergraduate education program is needed to support the university’s Science-Math Initiative that seeks to substantially increase the number of UC trained science and math teachers who are ready to be assigned to classrooms after their undergraduate program.
- Undergraduate classes provide Ph.D. students with an opportunity to serve as teaching assistants and for dissertators to develop their own undergraduate teaching portfolio.
- Faculty members want the opportunity to teach bright undergraduates and to have them work in their labs.

Other Programs

Administrative Services Credentials. The Department of Education, in collaboration with UCI Extension, prepares educators for Tier I and Tier II administrative services credentials. Begun in 1999, the program has prepared 107 Tier I administrative services credential candidates and 105 Tier II candidates. These candidates commonly are appointed to administrative positions at the levels of assistant principal or principal. Some graduates become superintendents

Proposed New Programs

The planned phase-out of the joint Ed.D. programs with UCLA and CSU (Fullerton, Los Angeles, Long Beach, and Pomona) introduces the opportunity for UCI to offer its own independent master's and Ed.D. programs. These educational leadership programs would enable UCI to prepared administrators and leaders in early childhood, K-12 schools, community colleges, and after-school programs.

Student Diversity

As shown in Table 9, students in the graduate programs in education (Ph.D., Ed.D., M.A.T., credential, intern) include a substantial proportion of women and students of color.

Table 9

Student Diversity Figures	2004-05	2005-06	2006-07
Total Number of Students	274	269	265
Asian	26%	21%	24%
Black	4%	4%	5%
Chicano/Latino	12%	15%	14%
White	47%	47%	45%
Other (Foreign/Unknown)	11%	13%	12%
Female	74%	74%	73%

V. Staff

The organization of staff in the Department of Education is consistent with that of other schools on the UCI campus. The Chief Administrative Officer oversees staff in student services, finance, personnel, facilities, office management, and technology services. Over the next few years, staff support in these areas will need to increase in proportion to anticipated growth in the number of faculty and graduate students in the Department. Additionally, five new positions which are commonly found in Schools of Education on other UC campuses are being phased in.

1. Director of the Center for Education Research (Academic Administrator) to identify extramural funding sources for research faculty; to assist with writing, preparing IRB materials, and submitting proposals to funding agencies; and to provide oversight of grants management. Dr. Kim Pierce, a highly experienced researcher with 15 years of experience coordinating large multi-site, multi-investigator projects, will be moving from the University of Wisconsin to fill this position.
2. Communications Director to develop and disseminate departmental communications, promote programs, and build productive relationships with the community as staff liaison to the proposed Education Leadership Council. This position was created with temporary funds and filled in 2006-07. In the coming year, these temporary funds will be depleted and new permanent funds will be required to support this position.
3. Staff Personnel Analyst to coordinate staff recruitment, reviews, and promotions. With the growth in the number of faculty and students, the areas of academic and staff personnel had to be split into two full-time positions as they are in most other schools on campus. This Staff Personnel position was created with temporary funds and filled in 2006-07. In the coming year, these temporary funds will be depleted and new permanent funds will be required to support this position.
4. Financial Analyst to support post-award management for all extramural funds will be required to support the growth achieved and prepare for the growth that is to come in the area of contracts and grants. In 2007-08, we will see a 29% increase in the number of research faculty and the transfer of several large research projects for two incoming senior recruits. This position will be created and filled in 2007-08 and will require new permanent funds.

5. Alumni Relations Officer to coordinate activities and contacts with the Department's alumni and to cultivate positive long-term relations with alumni. This position will be created and filled in 2007-08 and will require new permanent funds.
6. Instructional Technology Support for graduate students and faculty in the areas of statistical software packages and data management software. This position will be created and filled in 2007-08 and will require new permanent funds.
7. Development Coordinator to carry out external fundraising for the department. This position will be created and filled in 2007-08 and will require new permanent funds.

These new staff positions are critical to the Department's plans for growth and national prominence. Retaining current staff also is important and will require focused and consistent effort from the unit's leadership and ongoing support of career development within UCI. Creating the Staff Personnel Analyst position will provide added support for this important endeavor.

VI. Support Services and Facilities

We anticipate that services currently provided by Libraries and Information Technology will keep pace with our plans for growth. However, we do anticipate the need for additional physical space. Most of our space needs will be driven by faculty hires. We plan to expand to 34 Senate faculty in 2013-14. Most new faculty will have research programs that require between 600 and 2110 assignable square feet (ASF) of space per faculty. Based on hires projected by area of specialty, we anticipate a need for 19,240 ASF in research space and 1,000 ASF for additional support staff. The total need for additional space is approximately 20,240 ASF.

VII. Campus Life

In addition to academic programs, the Department of Education has collaborated with other campus units to foster a living and learning community of students who are interested in broad issues of education and/or teaching careers. In 2006-07, this objective was supported by two initiatives: 1) a Careers in Teaching theme house located in the Arroyo Vista housing complex; and, 2) a Teachers of Tomorrow Club. The Careers in Teaching theme house, which was launched in fall 2005, has been sponsored by the UCI Center for Educational Partnerships, with collaborative program contributions from the Department of Education and other academic units. The theme house residents, comprised of 16 sophomore and junior future teachers, engaged in programs and service activities that built their awareness of K-12 teaching and education, and provided opportunities for engagement with UCI faculty, counselors, and K-12 educators around issues of teaching, learning, and preparing for a teaching career. Fall 2007 will bring two new developments. UCI will open a second theme house for up to 70 freshmen, around the theme of "Changing the Future Through Education," and the UCI Department of Education will be an official co-sponsor, along with the Center for Educational Partnerships, of both theme houses.

An Education faculty member will act as a faculty advisor for the theme houses, and will play an active role in engaging faculty and graduate students from around campus in theme house programs. Discussions are underway regarding a future third theme house for seniors who are aspiring K-12 or higher education teachers, possibly as soon as 2009. An important vision for all three of the theme houses is that they act as hubs for the activities of a broader learning community that includes house residents, as well as other UCI students with interests in education and teaching.

The UCI Teachers of Tomorrow Club, sponsored by the Department of Education, is an important partner in this community with a membership averaging 20-30 students per year. Some club members have been residents of the Careers in Teaching Theme house, and house residents often attend club-sponsored academic and social activities. As this campus community grows in the coming years, the Department of Education faculty, graduate students, counseling staff, pre-service teachers, and alumni will contribute as members of the community and as mentors.

Currently, Department of Education students in the credential and M.A.T. programs are precluded from active participation in campus life because they are not eligible for on-campus housing. A change in university housing policies to allow these students to have access to campus housing would be very beneficial in terms of attracting high quality students and enriching campus life by increasing the presence of prospective teachers in the mix of students on campus.

VIII. Public Role

In 2007-09, the Department will extend its public role in four areas:

- service on state and national advisory panels in early childhood education, after-school programming, science and mathematics education, English language learners;
- collaboration with community partners to increase the number and type of service learning opportunities for undergraduate students in educational studies;
- expanded partnerships with P-12 schools (public, private, charter) that can assist schools in quality improvement and can serve as sites for educational research;
- preparation and placement of highly effective teachers and administrators into schools.

The Department expects to maintain its visibility and impact in community outreach programs. Under the direction of Senior Lecturer Carol Olson, the UCI Writing Project is the oldest of the California Subject Matter Projects. Established in 1978, the Project has trained over 1,000 teachers in its 100-hour Summer Institute and over 25,000 teachers in school-based professional development programs. The project also hosts a Summer Youth Program for students in preK-12 that serves over 2,000 children per summer.

The Department will strengthen ongoing partnerships with educational organizations by providing assistance in program evaluations. Examples include the Department's work with the Tiger Woods Learning Center in Anaheim and the Shareology Advisory Board, a school-university-community collaboration sponsored by the Nicholas Foundation. The Department also will expand the number and types of placements of university students in K-12 classrooms, early childhood programs, after-school programs, and training of coaches for youth sports. Beginning in fall 2007, the Department of Education and Campus Child Care (CCC) is implementing a partnership in which the Department provides a coordinated set of courses to prepare CCC staff for state licensure. In addition, Department faculty will continue ongoing research studies using the CCC as an early childhood laboratory school. Relations between the two units – the Department and Campus Child Care -- are excellent and both units are enthusiastic about building closer ties.

The Department is not planning to develop its own charter school or lab school in the next five years. Instead, we plan to partner with other organizations and school districts (Campus Child Care, Orangewood Academy, Tiger Woods Learning Center, Santa Ana, Anaheim, Compton, Newport Mesa, Irvine) to study educational processes in situ and to test alternative instructional methods.

IX. Resources

Areas in Which Additional Resources are Needed

To accomplish our goals, additional resources beyond those associated with proportionate growth are needed in three areas: (1) student financial assistance; (2) faculty FTE and named professorships; and (3) physical facilities.

Student Support

In top-tier Schools of Education, doctoral students are normally offered multiyear support packages. To be competitive, the Department of Education needs to be able to provide comparable levels of support. Increased financial assistance also is needed for students in the Credential and M.A.T. programs. Many of the students in these programs are forced, for financial reasons, to work part-time in jobs unrelated to their degree programs. This is far from ideal because students need to devote their time to student teaching in the schools and to coursework at the university. Scholarships or fellowships would enable these students to focus on their teacher education preparation.

Faculty FTE and Named Professorships

Other UC campuses have established endowed chairs to recruit and retain distinguished faculty in education. Our ability to recruit and retain eminent faculty will increase with the creation of named professorships.

Physical Facilities

Space is needed to accommodate the expanded number of faculty, students and staff.

Plans to Increase Available Resources

In 2007-09, the Department will increase available resources by

- Growth in extramural grants
 - Dr. Kim M. Pierce is moving from the University of Wisconsin to serve as the Director of the Center for Research in Education (CRE). This umbrella Center will support the efforts of the proposed Early Childhood Education Research Center and the Center for Research in Science and Mathematics Education. Dr. Pierce is a highly experienced research administrator with more than 15 years of experience coordinating multi-site, multi-investigator projects.
 - Recent hires are transferring funded projects to UCI from their previous institutions.
 - These extramural grants will provide faculty summer support, graduate research assistantships, and laboratory equipment and supplies.
- Strengthen community connections
 - Establish an Educational Alumni Advisory Committee
 - Establish an Education Leadership Advisory Council.

The Department of Education is working with University Advancement to identify potential donors who are committed to the preparation of outstanding teachers and educational leaders, as well as to research that promotes educational achievement.