



BACKGROUND

Our nation's schools face extraordinary challenges in serving an increasingly diverse and economically disadvantaged population. In addition, STEM-related industries are a major economic component of our economy and as a result, the demands on our public schools are growing at an unprecedented rate. To be successful in the 21st Century, students and teachers must have access to new curriculum, assessment practices, and instructional strategies that will develop the skills and competencies necessary to expand STEM opportunities for all students and provide the basis for future generations to exercise effective democratic citizenship.

In the context of these challenges, the School of Education has benefitted from the university's strategic investment -- with the unit growing from a department with five tenure-track faculty in 2000 to becoming a designated school five years ago with a tenure-track faculty of 32 today. The School, through a focused strategy of hiring highly productive, internationally prominent social, behavioral, cognitive and institutional-improvement scientists working on education, quickly moved to 25 in the national rankings of U.S. Schools of Education. We have developed extraordinary capacity to conduct rigorous, cutting-edge educational science research and are now poised to deploy that expertise in a set of strategic initiatives that will improve student outcomes and catapult the school to national renown.

The UCI School of Education has a deep commitment to inclusive excellence and will continue to focus on attracting leading senior, midcareer, and junior faculty with expertise in education science (i.e., social, behavioral, cognitive, and institutional-improvement science). For planning purposes, we are aspiring to a senate faculty of 42 by AY21-22. We have planned increases in the size of our entering doctoral student cohorts from 18 to 20 to ensure that our 2.3:1 ratio of doctoral students to faculty does not fall below a 2.0:1 ratio.



UCI School of Education

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SCHOOL OF EDUCATION

STRATEGIC Plan

2017-2022 Five Year Plan

MISSION

The UCI School of Education is dedicated to improving the design of educational opportunities for all individuals in our university, community, and beyond. We are dedicated to innovating to produce cutting-edge research, program design, and a next generation of educators that will be cultivated to contribute to a transformational shift in education that will ensure that all students are adequately prepared to lead successful and productive lives in a democratic society.

VISION

The UCI School of Education is strategically poised to take dramatic steps over the next five year-period to achieve – by the 10-year anniversary of its founding – national prominence as a top ten school of education that will serve as a model for a 21st Century School of Education. We will achieve that aim through continuing to increase our success in educational science research as well as expanding our reach to create and lead innovative public-private partnerships of faculty, practice leaders, government officials, and community partners to tackle complex challenges critical to the needs of the community, state and nation.

STRATEGY

Our strategy to achieve these ends rests on several pillars: (1) strategic investment in a set of targeted high impact initiatives; (2) growth in faculty staffing and doctoral student enrollment; (3) improved organizational efficiency and administrative focus; (4) continuous improvement in educational program design; and (5) identification of new revenue sources to support the financial implications of this plan.



STRATEGIC PLAN INITIATIVES

We have targeted a small set of strategic initiatives chosen in areas where the School of Education can have the greatest impact in achieving our mission of expanding educational opportunities and where external resources are available to support our aspirations.

Undergraduate Student Success: In expanding our engagement with campus units focused on student success, the School will create additional partnerships, conduct research on best practices for ensuring student success, and promote a model for 21st Century undergraduate education.

Global Partnerships: Given our geographic location and the demographic profile of faculty and students, the School will be developing closer ties with a set of global partners that share interests in our academic strategic initiatives in China, South Korea, and other sites. Foci include: (1) developing a self-sustaining Masters level program in International Education; (2) creating mechanisms for faculty and doctoral student exchanges; and (3) establishing vehicles for collaborative international research on targeted projects (e.g., digital education and technology, higher education learning and assessment).

Orange County: Supporting Orange County K-12 school efforts to expand STEM pathways and promote the development of democratic citizens, the School will use its expertise to create an Applied Research Center, an Instructional Improvement Academy, and Strategic K-12 Partnerships.

Language and Literacy: Building on the School's successful nationally acclaimed writing project and the award of a High Impact Cluster Hire that attracted nationally renowned literacy scholars, faculty are focusing on identifying processes, developing interventions, and supporting real-world, evidence-based practices for increasing language fluency and supporting a broad range of literacy skills.

Digital Education and Educational Technology: The School is partnering with colleagues in ICS, the Division of Undergraduate Education, and the Division of Continuing Education to research and expand the use of digital media and technology to individualize instruction for learners.

Learning across the Lifespan and Out-of-School: Our internationally-recognized faculty are at the forefront of researching early childhood education and informal learning, recognizing that efforts to expand life-long learning opportunities are increasingly important as lifespans have expanded while our economy and society have undergone rapid change.

FURTHER CONSIDERATIONS



Improved Organizational Efficiency and Administrative Focus: Efficiency will be achieved by improving our administrative structure and reporting assignments – including expanded roles for senate faculty and pre-award staffing, enhanced activity in our communications/information-technology divisions, along with a concerted effort to achieve economies of scale and constrain the rate of staff growth below that of the overall growth of enrollment and faculty at the School.



Continuous Improvement in Educational Program Design: In keeping with our commitment to data-driven practice grounded in ongoing assessment, analysis, and continuous improvement of existing programs, we are revising the design of current curricular offerings and will expand existing offerings to include four new (self-sustaining) Masters-level programs in instructional leadership, learning design technology, international education, and higher education administration.



New Revenue Sources: Our ambitions are grounded and pragmatic. We plan to generate necessary resources through expanding external funding for educational science research and programmatic school improvement efforts in Orange County, increasing doctoral student external fellowship support, establishing new revenue generating “self-sustaining” Masters programs, expanding sales and service revenues, developing our alumni network, and cultivating private and corporate gifts.

