

**Strategic Plan
Department of Education
2008-2009**

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 and math. 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, incorporates both in-school and out-of-school learning, and uses 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 research, teaching, and service activities that foster learning and development in and out of school.

As shown in Table 1, the educational programs at UC Irvine (Ph.D., Ed.D., M.A.T., undergraduate minor) are consistent with that of other UC campuses. In 2008-09, the number of Senate faculty in the Department (21) is larger than Santa Cruz and San Diego, similar to Riverside and Davis, and smaller than Berkeley, Los Angeles, and Santa Barbara. By 2015, the Department is projected to have 34 members of the Senate faculty. UC Schools of Education are generally smaller than Schools of Education at other AAU public universities: Florida (65), Illinois (76), North Carolina (68), Penn State (50), Washington (59), and Wisconsin (146).

Table 1: UC System Education Units

| | School Status | Senate Faculty FTE | Ph.D. | Ed.D. | Teacher Education Programs | Under-graduate Minor |
|---------------|----------------------|---------------------------|--------------|--------------|-----------------------------------|-----------------------------|
| Berkeley | X | 37 | 266 | | 103 | X |
| Davis | X | 24 | 77 | 111 | 246 | X |
| Irvine | proposed | 21 (23) | 28 | 60 | 307 | X |
| Los Angeles | X | 50 | 288 | 76 | 332 | X |
| Riverside | X | 23 | 113 | 0 | 164 | |
| San Diego | | 11 | 0 | 92 | 95 | X |
| Santa Barbara | X | 43 | 219 | 35 | 118 | X |
| Santa Cruz | Proposed | 18 | 29 | 8 | 102 | X |

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 Projected | 10 | 14 | 19 | 21 | 23 | 23 | 24 | 25 | 26 | 27 |
| Non-Senate Lecturers FTE | Actual Projected | 27 | 25 | 23 | 21 | 20 | 18 | 18 | 18 | 18 | 18 |
| TOTAL Faculty FTE | Actual Projected | 38 | 39 | 42 | 42 | 43 | 41 | 42 | 436 | 44 | 45 |
| Undergraduate Minor (# grads) | Actual Projected | 283 | 266 | 281 | 300 | 300 | 300 | 312 | 324 | 337 | 351 |
| 3-term average SCH | Actual Projected | 3223 | 3452 | 3812 | 3957 | 3957 | 3957 | 4115 | 4280 | 4451 | 4629 |
| Credential Students (#) | Actual Projected | 131 | 124 | 145 | 137 | 135 | 135 | 145 | 150 | 150 | 150 |
| 3-term average SCH | Actual Projected | 3061 | 3232 | 4192 | 3963 | 3903 | 3903 | 4192 | 4337 | 4337 | 4337 |
| Interns (#) | Actual Projected | 9 | 8 | 8 | 23 | 35 | 35 | 35 | 35 | 35 | 35 |
| 3-term average SCH | Actual Projected | 316 | 192 | 192 | 833 | 1268 | 1268 | 1268 | 1268 | 1268 | 1268 |
| M.A.T Track 1 (#) | Actual Projected | 41 | 50 | 70 | 110 | 110 | 110 | 110 | 110 | 110 | 110 |
| M.A.T. Track 2 (#) | Actual Projected | 17 | 29 | 44 | 66 | 70 | 70 | 70 | 70 | 70 | 70 |
| 3-term average SCH | Actual Projected | 1566 | 2133 2214 | 2349 | 4752 | 4860 | 4860 | 4860 | 4860 | 4860 | 4860 |
| CSU-UCI Ed.D. (#) | Actual Projected | 50 | 53 | 46 | 38 | 37 | 32 | 16 | 4 | 0 | 0 |
| Annual SCH ⁵ | Actual Projected | 1836 | 1908 | 1610 | 1376 | 1332 | 1152 | 576 | 144 | 0 | 0 |
| UCI-UCLA Ed.D. (#) | Actual Projected | 47 | 38 | 25 | 22 | 9 | 4 | 0 | 0 | 0 | 0 |
| Annual SCH ⁶ | Actual Projected | 1128 | 912 | 600 | 528 | 216 | 96 | | | | |
| Ph.D. (#) | Actual Projected | | | 14 | 28 | 42 | 56 | 70 | 84 | 84 | 84 |
| Annual SCH ⁷ | Actual Projected | | | 54 432 | 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 M.S. | PROPOSED | | | | | | 30 | 30 | 40 | 50 | 50 |
| Annual SCH | Projected | | | | | | 1440 | 1440 | 1800 | 2160 | 2160 |
| UCI Ed.D. (#) ⁸ | PROPOSED | | | | | | 6 | 6 | 12 | 18 | 24 |
| Annual SCH ⁸ | Projected | | | | | | 432 | 432 | 1296 | 1728 | 1728 |
| Total Student FTE | Actual Projected | 578 | 568 | 633 | 724 | 738 | 778 | 782 | 817 | 841 | 874 |
| Total SCH | Actual Projected | 25,239 | 26,970 21,873 | 28,629 | 30,918 | 35,140 | 37,239 | 38,811 | 40,201 | 40,962 | 41,660 |
| Total Student: Faculty Ratio | Actual Projected | 58 | 41 | 33 | 34 | 32 | 34 | 33 | 33 | 32 | 32 |

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 10 FTE in 2005-06 to 27 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 32:1, still above the campus average of 28:1. 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.

As part of this expansion, the Department developed 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 science 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).

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.

Through a series of coordinated strategic hires, the Department seeks to further its research agenda. In 2008-09, the priority is to recruit two tenured faculty, one at the rank of associate professor and one at the rank of full professor. We are seeking outstanding scholars, with preference given to scholars who work in one of our interdisciplinary research areas. For the Becker replacement, we seek an associate professor

Table 3: Current Faculty Organized by Discipline and Interest Area

| | Learning, Cognition & Development (PSYCHOLOGY) | Educational Policy & Social Context (SOCIOLOGY & ECONOMICS) | Language, Literacy & Technology (LINGUISTICS & INFORMATICS) |
|---|---|--|--|
| Early Childhood | Burchinal Reich Richland Vandell | Duncan Farkas Vandell | Collins |
| Out-of-School Learning | Mahoney Vandell | Conchas Farkas Mahoney Oseguera Vandell | Black Warschauer |
| College Access and Success | Mahoney Vandell | Conchas Domina Oseguera Zarate | |
| Technology/ Education Interface | Reich Richland Santagata van Es | Brouillette Sandholtz | Black Warschauer |
| Equity & Diversity | Mahoney Reich Richland Santagata Vandell | Conchas Domina Duncan Farkas Oseguera Sandholtz Zarate | Black Collins Olson Warschauer |
| Teacher Education (science, mathematics, literacy) | Conley Martinez Richland Santagata van Es | Sandholtz | Black Olson |

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. A full professor 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.

The Department will address a second research priority in 2009-10 when faculty recruitment will focus on one senior and one junior faculty position Language Literacy and Technology. These new faculty members are needed to provide additional coursework and graduate advising in to the PhD program, the MAT program and the undergraduate minor.

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. Per-faculty research funding in the UC Irvine Department of Education averages more than \$500,000, which compares favorably to per-faculty funding in other research-oriented schools on campus during FY 2008 (\$22,876 in Social Sciences, \$33,277 in Social Ecology, \$191,000 in Information and Computer Sciences, \$276,000 in Physical Sciences, \$274,000 in Engineering, and \$441,000 in Biological Sciences).¹ These total awards are reflected in the increase in successful grant submissions beginning in 2005-06 (See Table 4).

Table 4

| | Funded Proposals | Total AWARDS | Average Per Faculty |
|------------|-------------------------|---------------------|----------------------------|
| FY 2004-05 | 8 | \$ 800,891 | \$ 88,988 |
| FY 2005-06 | 17 | \$1,559,826 | \$141,802 |
| FY 2006-07 | 15 | \$4,797,398 | \$342,671 |
| FY 2007-08 | 20 | \$3,042,545 | \$253,545 |

Senior faculty have strong records of obtaining extramural grants and are providing 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 5

| | | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|-------------------------|-------|----------------|----------------|----------------|----------------|----------------|
| # Senate Faculty | | 9 | 11 | 14 | 19 | 21 |
| Journal Articles | Total | 10 | 11 | 19 | 38 | |
| | Mean | 1.11 | 1.00 | 1.36 | 2.00 | |
| Chapters | Total | 5 | 4 | 10 | 22 | |
| | Mean | 0.56 | 0.36 | 0.71 | 1.16 | |
| Books | Total | 0 | 1 | 1 | 7 | |
| | Mean | 0 | 0.09 | 0.07 | 0.39 | |
| Conferences | Total | 10 | 19 | 19 | Not Available | |
| | Mean | 1.11 | 1.73 | 1.36 | | |

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%.

¹ Office of Research Administration's Annual Report for FY 2004-2008

Table 6

| | 2005-2006 | 2006-2007 | 2007-2008 | 2008-09 |
|---------------------------|-----------|-----------|-----------|---------|
| Senate Faculty FTE | 11 | 14 | 18 | 21 |
| % Female | 55 | 64 | 72 | 65 |
| % Asian | 7 | 7 | 0 | 0 |
| % Black | 0 | 0 | 0 | 0 |
| % Hispanic | 17 | 21 | 22 | 20 |
| % White | 74 | 72 | 78 | 80 |

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 matriculated 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 14 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 7

| | % 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 |
| 2006-07 | 45 59 | 3241 | 17 22 | 68 | 130 |
| 2007-08 | 23 | 31 | 36 | 9 | 74 |
| 2008-09 | | | | | |

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 8

| Student Diversity Figures | 2004-05 | 2005-06 | 2006-07 | 2007-2008 | 2008-09 |
|----------------------------------|----------------|----------------|----------------|------------------|----------------|
| Total Number of Students | 274 | 269 | 265 | 314 | |
| Asian | 26% | 21% | 24% | 27% | |
| Black | 4% | 4% | 5% | 4% | |
| Chicano/Latino | 12% | 15% | 14% | 16% | |
| White | 47% | 47% | 45% | 40% | |
| Other (Foreign/Unknown) | 11% | 13% | 12% | 13% | |
| Female | 74% | 74% | 73% | 74% | |

V. Staff

The organization of staff in the Department of Education is consistent with that of other schools on the UCI campus. See Figure 1. The Chief Administrative Officer oversees staff in student services, finance, personnel, facilities, office management, and technology services. The most critical need, to be filled when funds become available is a Development Officer to carry out external fundraising for the department.

VI. Support Services and Facilities

The Department of Education is housed in Berkeley Place North on the UC Irvine main campus. Assignable square footage is 33,392. A recent allocation of 6,000 assignable square feet brought relief to the Unit's space needs and should accommodate growth achieved and planned through 2009-10. Additional office, research, and classroom space will be needed in the future when the University and State budgets improve and when campus growth is re-instituted.

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.

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 2008-09, 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

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.

X. GOALS FOR 2008-2009

A major goal for 2008-2009 is the obtaining approval for a name change from the UC Irvine Department of Education to the UC Irvine School of Education. The requested name change will enable Education to function more effectively by recognizing the visibility and stature of the Unit. The change will assist in the retention of outstanding faculty and the recruitment of new faculty who view the School designation as an indication of the University's commitment to the improvement of P-20 (preschool through graduate school) education in the State of California. Recruitment of highly qualified and diverse graduate students will be facilitated because schools are viewed as more comprehensive and autonomous campus units. School designation will provide potential donors with naming opportunities for a building, scholarships, and research chair endowments. The change will enable the Department Chair to function on an equivalent level with his or her counterparts in the University of California System and other AAU public universities where Schools of Education are the norm. It will provide a more efficient, direct reporting authority to the Executive Vice Chancellor and Provost. In addition, this name change is consistent with the UC Irvine Strategic Plan and the Department of Education Strategic Plan that emphasize excellence and research in professional fields. Finally, the School designation is consistent with the stated commitment of the University of California to play a greater role in improving K-12 education in California by researching promising educational strategies, training high-quality teachers and educational leaders, and partnering with other education sectors in the state.

This request to change the name of the UC Irvine Department of Education to the UC Irvine School of Education is based on the fact that the Department is already performing at the level of a School, with an independent structure and reporting mechanism similar to other academic and professional schools within the University. The name change will entail no additional costs at this time for the Department or the University while providing tangible benefits to the Department, Campus, and System.

A second goal for 2008-2009 is to obtain a successful academic program review from the UC Irvine Academic Senate. This comprehensive review will include a two-day site visit in February 2009.