

School of Education (SOE) Strategic Planning Matrix

Mission Statement: The Mission of the School of Education is to advance equitable educational systems and practices which are driven by core values of equity, evidence, excellence, community, critical thinking, and compassion.

| Strategic Goal | Objective | Initiatives | Key Action Items (by year) | Metrics |
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| FOSTER RESEARCH OF IMPACT | Support and Engage in world-class research which cultivates and increases strengths-based, student-centered, just, and inclusive, education in our region AND beyond. | <ul style="list-style-type: none"> i. Build faculty grant-getting capacity by strengthening external partnerships and relationships with granting organizations (e.g., Spencer Foundation, National Science Foundation, William T. Grant Foundation; Irvine Foundation, UC Hellman Fellowship, California Endowment). ii. Strengthen and lengthen doctoral student support iii. Elevate and promote faculty research | <ul style="list-style-type: none"> • Offer regular Q&A and info sessions w/key Program Officers for faculty to learn current and future funding opportunities. • Provide professional development and support for faculty and key staff • Develop a consortium of Inland Area Education Researchers to foster research collaboration • Provide 4 years of support to 50%-60% of doctoral students. • In conjunction with University Grad and UG Divisions, deliver student and faculty workshops on education-focused fellowships. • Increase doctoral student rates of application to dissertation and post-doctoral fellowships. • Deploy Marketing Director to identify and promote research through key national research & research-practice outlets | <p>Number of faculty who participate in PD</p> <p>Survey of consortium participants</p> <p>Year over year tracking and assessment of number and kind of outlets faculty research appears in</p> <p>Year over year doctoral student support.</p> <p>Workshop participation rates; rates of fellowship applications and fellowship getting</p> <p>Rates of application to</p> |

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| | | <p data-bbox="793 558 1209 643">iv. Build adequate, integrated information sharing and reporting systems</p> <p data-bbox="793 889 1209 1029">v. Design an Inland Area Education Researcher Consortium centered on the specific educational experiences, questions needs and challenges of the inland valley</p> | <p data-bbox="1304 289 1703 344">Systematically gather and share all faculty research activities annually</p> <ul data-bbox="1304 548 1703 1042" style="list-style-type: none"> <li data-bbox="1304 548 1703 688">• Investigate best practices of information sharing; Survey products currently available on campus; purchase new products as needed <li data-bbox="1304 695 1703 776">• Systematically assess needs and review and revise current job descriptions accordingly <li data-bbox="1304 847 1703 954">• Host a one-day conference for Inland Area education researchers and education providers <li data-bbox="1304 961 1703 1042">• Provide seed-grants for research collaborations coming out of the conference | <p data-bbox="1745 272 1913 354">dissertation and postdoctoral programs.</p> <p data-bbox="1745 376 1934 451"># of students who obtain fellowships.</p> <p data-bbox="1745 516 1913 597">Track year over year doctoral student support.</p> <p data-bbox="1745 620 1934 776">Workshop participation rates; rates of fellowship applications and fellowship getting</p> <p data-bbox="1745 799 1913 928">Rates of application to dissertation and postdoctoral programs.</p> <p data-bbox="1745 951 1934 1026">Rates of students who obtain fellowships.</p> |

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| <p align="center">DEVELOP EDUCATORS OF IMPACT</p> | <p>Develop and support future educators, administrators, policymakers, researchers, and leaders across the K-20 education system who implement socially just, evidence-driven, and culturally sustaining principles and practices in their work.</p> | <p>I. Conduct systematic UG & Grad program and course offering review.</p> <p>II. Respond to the region and state's need for early (PK-3) childhood educators and education specialists.</p> <p>III. Respond to the increasing need for mental health educators and professionals- particularly those from communities typically under-served in mental health</p> <p>IV. Respond to the region and state's needs for an increase in numbers of educators of color.</p> <p>V. Respond to the need for greater</p> | <ul style="list-style-type: none"> • Amend, consolidate and adjust course offerings to best serve student needs and Enrollments. • Set enrollment and time to graduation benchmarks and realign programs and courses accordingly. • Offer CA's new Early Childhood (PK-3) • Education Specialist credential program to current students and work with UCR Extension to offer credential to practicing teachers. • Investigate funding sources to increase enrollment of mental health education professionals of color in current and future programs • Conduct survey to assess how well current programs meet needs of those interested in mental health education careers • Investigate mental health education certificate programs • Increase investment in recruitment and retention efforts of B CEP students and FIERCE Scholars. • Strategically partner with faculty engaged in research and service in this area. • Set specific targets • Build a STEM Equity degree | <p>Track Grad and UG time to degree</p> <p>Enrollment of pre-service and in-service teachers</p> <p>Survey findings</p> <p>Student enrollment and graduation rates</p> <p>Workshop participation rates; rates of fellowship applications and fellowship getting</p> <p>Survey current partners to assess next steps.</p> <p>Survey of session</p> |

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| | | <p>university access and success for minoritized K-12 students in the region.</p> <p>VI. Increase student participation in national educator/educator researcher fellowship programs.</p> | <p>program to prepare future mathematics and science teachers and to prepare STEM education researchers and professionals.</p> <ul style="list-style-type: none"> • In conjunction with University Grad and UG Divisions, deliver student and faculty workshops on education-focused fellowships. • Liaise with universities who have been successful in winning these fellowships. | <p>participants to systematically determine strategic partnerships.</p> |
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| <p style="text-align: center;">ADD COMMUNITY VALUE</p> <p style="text-align: center;">&</p> <p style="text-align: center;">BUILD UPON COMMUNITY WEALTH</p> | <p>Systematically develop SOE resources related to practice-based inclusion and equity. Partner with systematically marginalized communities, building upon their strengths to increase educational opportunities and life chances for children and families.</p> | <p>I. Build 2-3 large scale needs-based partnerships with schools/districts and/or Education non-profit/community based organizations addressing issues of systemic educational change.</p> <p>II. Build a culturally responsive/community embedded STEM Education & Equity Initiative.</p> <p>III. Increase the number of cross-unit and signature SOE events to build community and break silos.</p> | <ul style="list-style-type: none"> ● Review and revisit current partnerships to determine continuation. ● Host series of UCR SOE sessions for the education community to identify strategic partnerships. ● Host annual SOE STEM education research symposium where community members engaged with STEM & equity and SOE faculty present their work/research. ● Facilitate discussions to create and strengthen collaborations and synergies. ● Initiative/center to build upon and bridge the mathematical and scientific knowledge of youth and communities in the region with the university. ● Form SOE Events committee with the goal of developing events across staff, faculty and student | <p>Survey current partners to assess next steps.</p> <p>Survey of session participants to systematically determine strategic partnerships.</p> |

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| <p>CULTIVATE EDUCATOR GIVING</p> | <p>Embark on a campaign of strategic philanthropy tailored to the educator-alum</p> | <p>I. Elevate and expand alum awards programs</p> <p>II. Create campaign <i>tailored</i> to increasing the giving of Teacher-Education alum, UG Majors & MA and Doctoral students focused on participation rates vs. dollar amount</p> | <ul style="list-style-type: none"> • Annually recognize and award alums who are having impact in education in our region. Include alums across the spectrum of education fields and contexts (higher education, K-12, non-profit, special education, school psychology, etc.) • Host annual alumni Speaker-series • Track alum across all graduate programs • Build early-career campaign around Undergraduate Major graduates | <p>Speaker series participation; nominations of alum</p> <p>Alum giving participation rates including:</p> <p>Young alum (UG Majors); Teacher-Education graduates & graduate students</p> |

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| <p style="text-align: center;">STRENGTHEN INTERNAL SYSTEMS AND FACILITIES</p> | <p>Improve facility and facility usage and formalize systems and processes with the goal of greater equity and mission actualization.</p> | <p>I. Beautify and update current space</p> <p>Reassess current space usage and reorganize in alignment with current needs.</p> <p>II. Systematize processes</p> <p>III. Provide support for faculty in administrative roles</p> | <ul style="list-style-type: none"> • Paint & refurbish break Room • Install community artwork throughout Sproul -specifically related to education and educators • Form SOE space committee & survey space needs of units • Increase space for UG advising & consider online & hybrid advising models • Create reporting forms and structures to track courses taught and improve equity in alignment with SOE teaching policies. • Set clear policy & expectations for Professors of Teaching re: service, teaching and research. • Onboard/provide training to faculty conveners related to course distribution, workload and other challenges. | <p>Document progress towards goal</p> <p>Annually review course allocation equity.</p> <p>Annual debriefing/feedback sessions with Professors of Teaching</p> <p>Survey participants and faculty.</p> |