

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) |
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| <p style="text-align: center;">FOSTER RESEARCH OF IMPACT</p> | <p>Support and Engage in world-class research which fosters justice, anti-racism, and equity, and cultivates and increases strengths-based, student-centered, just, and inclusive, education in our region AND beyond.</p> | <ol style="list-style-type: none"> 1. 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). 2. Strengthen and lengthen doctoral student support 3. Create pipelines that address racial gaps by serving underrepresented students | <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 • Support and invest in UC, California, national and international collaborations in research • 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. • Increase EDUC 190: Special Studies (1-5 units) experiences for undergraduates. Very few instructors have offered this opportunity to undergraduates, quarterly. Hosting more sections could help introduce SOE research to undergraduates and create |

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| | | <p>3. Create a pipeline and foster undergraduate research</p> <ul style="list-style-type: none"> ○ More EDUC 190: Special Studies (1-5 units) experiences for undergraduates <p>4. Elevate and promote faculty research</p> <p>5. Build adequate, integrated information sharing and reporting systems</p> <p>6. Design an Inland Area Education Researcher Consortium centered on the specific educational experiences, questions needs and challenges of the inland valley</p> | <p>a pipeline into our graduate programs. More SOE undergraduate would be willing to pursue undergraduate grants and scholarships and participate in Conferences if they have connections with our Faculty through EDUC 190s. Creating a webpage or social page highlighting undergraduate scholars to showcase their efforts.</p> <ul style="list-style-type: none"> • Deploy Marketing Director to identify and promote research through key national research & research-practice outlets Systematically gather and share all faculty research activities annually • Investigate best practices of information sharing; Survey products currently available on campus; purchase new products as needed • Systematically assess needs and review and revise current job descriptions accordingly • Host a one-day conference for Inland Area education researchers and education providers |

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| | | | <ul style="list-style-type: none">• Provide seed-grants for research collaborations coming out of the conference |

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| <p style="text-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> | <ol style="list-style-type: none"> 1. Conduct systematic UG & Grad program and course offering review. 2. Respond to the region and state's need for early (PK-3) childhood educators and education specialists. 3. Respond to the increasing need for mental health educators and professionals- particularly those from communities typically under-served in mental health | <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 |

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| | | <p>4. Respond to the region and state's needs for an increase in numbers of educators of color.</p> <p>5. Respond to the need for greater university access and success for minoritized K-12 students in the region.</p> <p>6. Increase student participation in national educator/educator researcher fellowship programs.</p> <p>7. Create pathways and pipelines, similar to</p> | <ul style="list-style-type: none"> • 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 program to prepare future mathematics and science teachers and to prepare STEM education researchers and professionals. • 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. • Engage in conversations with different districts in rural communities and |
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| | | residencies expanding TEP to different parts of the region. | create programs that will offer financial assistance and a pathway to TEP. |
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