

In Pursuit of Excellence and Equity
Gevirtz Graduate School of Education
Strategic Plan
2007 – 2012

The Gevirtz Graduate School of Education is one of five colleges at the University of California, Santa Barbara. The School enrolls approximately 400 graduate students and almost 400 (FTE) undergraduate minors (while enrolling over 4,000 undergraduates every year in one of three minor tracks or programs). The School awards about 200 academic degrees and professional credentials each year. The School has an academic staff of approximately 43 ladder and affiliated faculty and 40 lecturers:

The history of the Gevirtz School is intimately tied to the history of the UC Santa Barbara campus itself. UC Santa Barbara became a part of the University of California in 1944 after being established in 1909 as the Santa Barbara State Normal School of Manual Arts and Home Economics. The Normal School began training elementary teachers in 1917 and awarded its first Bachelors of Arts Degree in 1927. The School of Education was founded at UC Santa Barbara in 1961 and became a graduate school in 1967. In 2000, Ambassador Don L. and Marilyn E. Gevirtz, longtime UC Santa Barbara supporters, made a \$10 million commitment to support the excellence and visibility of the Graduate School of Education. To honor their generosity and dedication to promoting research and developing programs in education, the campus designated the School as The Gevirtz Graduate School of Education.

The mission of the Gevirtz School is tied directly to the mission of the University of California. On January 19, 2005, the Regents of the University of California adopted a resolution affirming the University's "Engagement in the Preschool through Postsecondary Education System, as Fundamental to the University of California Mission as a Land Grant Institution." The resolution goes on to point out that the University's mission is "to serve citizens from all segments of society" and "to promote the academic achievement and success of all students, especially those who are educationally disadvantaged and underrepresented."

As both professional and research school, the mission of the Gevirtz School is to conduct research and train professionals in order to promote the healthy development of children, adolescents, and adults both in schools and the larger society. The Gevirtz School takes a broad, comprehensive view of education, rooted in the belief that the key to educational success is to not only attend to the psycho-social and cognitive development of students, and the development of education professionals but also to the welfare of the adults, families, and institutions who serve and support them. This view is

reflected in the types of programs the School offers and in the research and professional orientations of the School's faculty.

The Gevirtz School offers four degree programs in two departments: Department of Education and Department of Counseling, Clinical, and School Psychology. The Teacher Education Program (M.Ed.) resides within the Department of Education. The Teacher Education Program prepares elementary and secondary teachers in both general and special education. The Education Program (M.A., Ph.D.) trains educational scholars in several different specialized areas (science and mathematics education, second language acquisition, research methods, leadership, developmental psychology).

The Counseling, Clinical, and School Psychology Department (M.Ed., Ph.D.), is one of only 12 doctoral programs in the country to offer combined doctoral education for scholars and professionals in the areas of counseling, clinical, and school psychology. The Department also offers an M.Ed. in school psychology.

In addition, the Gevirtz School prepares students for state credentials in teaching, special education, and school psychology.

The unique mission of the Gevirtz School is also reflected in the research and professional orientation of the faculty. The faculty of the Gevirtz School has broad disciplinary training and professional interests that includes psychology, sociology, anthropology, applied linguistics, economics, science, mathematics, and political science. The faculty holds leadership positions in a number of professional associations, including the American Educational Research Association, the American Psychological Association, the National Council of Teachers of English, and the California Association of School Psychologists.

The comprehensive and unique mission of the Gevirtz School is further reflected in the commitment of the School and its faculty to multidisciplinary research and training and to issues of diversity. The broad disciplinary training of the faculty means that graduate students are provided with a wide-ranging understanding of individuals and institutions. The Gevirtz School also provides students with rigorous methodological training in both quantitative and qualitative research methods. Finally, the Gevirtz School has a long-standing commitment to recruiting and training scholars with an interest in understanding and improving the welfare of all individuals in our increasingly diverse society, including the economically disadvantaged, racial, ethnic, and linguistic minorities, veterans, and the disabled. Both the faculty and the student body of the Gevirtz School are themselves diverse. Thirty seven percent of the students are members of racial and ethnic minorities –

somewhat higher than the campus average. Women comprise about 50% of Academic Senate faculty.

Since January of 2006, strategic action in the Gevirtz School has had four foci:

- Integrate excellence in research and instructional into every graduate program (exemplar action: integration of ladder faculty into teacher education)
- Create a shared understanding of program accomplishments as the basis for decision making (exemplar action: creation of a data base of performance indicators related to programmatic excellence)
- Solidify and expand Gevirtz School partnerships with community partners, alumni, donors, and political entities (exemplar action: leadership on the establishment of a Pre-kindergarten to Post graduate STEM council)
- Improve the research support infrastructure available to faculty and graduate students (exemplar action: establishment of the Gevirtz Research Institute)

Vision, Mission and Plan

The Gevirtz School has adopted the following vision: ***Innovate for Excellence and Equity***

The vision flows from our missions to:

- Conduct and disseminate groundbreaking research
- Prepare students who are leaders in promoting the healthy development and educational success of diverse populations of youth and their families in Pre-Kindergarten to Post- Graduate (P-20) and mental health settings, and
- Partner with educational, mental health, business, and government entities to effect positive change for all Californians.

Our School is both a research and professional college. As such, faculty members assume the roles of every other professor on the UC Santa Barbara campus to engage in research and prepare students. We also assume the responsibility to partner with the institutions in California that serve children, youth, and families. We assist them in their continuous improvement and reform. We also partner with them in making evidence-based services available in schools, mental health facilities, and many other related social agencies.

Our plan for 2007-2012 has a particular focus on constructing the infrastructure necessary for national pre-eminence. We have, of course, specific plans for academic program development, but are concentrating on building organizational, academic, research, financial, and facilities' strengths

so that students, faculty, and staff have the support and tools to advance in excellence. A key part of this work is developing a decision making process that builds to the strongest elements of our School and nurtures important emerging or interdisciplinary strengths.

Some of our specific academic planning includes:

- The development of a new organizational structure that will enhance our evidence-based work in teacher education;
- Participation in the campus-wide Science and Mathematics Initiative,
- Recruitment of faculty to support our existing strengths in prevention, resilience, disability, and risk studies research, and,
- Recruitment of faculty to build additional strengths in learning science especially related to second language learning in reading, mathematics, and science

Thus, we focus our planning over the next several years along seven strategic themes.

Advance our Faculty

Goal:

Enhance the working conditions and opportunities available to our faculty so as to support productivity in their scholarly work in research, teaching, and public engagement

Strategies:

- Develop clear internal and external messages that highlight the faculty's accomplishments
- Integrate our research efforts (e.g., center organization) so that more infrastructure support is made available to faculty.
- Collaborate with others in the UC System to develop joint programs for important research endeavors and differentiate us by strengthening signature programs with the School.
- Create an equitable and nurturing environment for all faculty members (e.g., transparent decision making, clear communication, consistent application of criteria for career advancements, attention to family-friendly and diversity enhancing norms).
- Offer a high support and high expectation environment in which meaningful advantages are associated with excellence (e.g., matching programs that advantage productive faculty, FTE planning that builds on success, space decisions based on external funds).
- **Attract a \$2 million endowment to fund two endowed chairs in signature strengths within the School**

Evaluation Indicators: By 2012 we will have evidence of:

- Steady increase in faculty publication success.
- Membership in top editorial boards.
- Increase in submissions for extramural funding.

- Student database containing evidence student learning outcomes and related program development
- Memberships on federal scientific review panels.
- Journal editor or associate editorships.
- **Two endowed professorships or chairs.**
- Increased number of above scale professors.
- National recognition for outstanding scholarly accomplishments.

Strengthen Graduate Education

Goal:

Graduate programs will enhance students' career success through adequate funding, intellectually rigorous doctoral study in theory, research methods, and pertinent empirical literature, access to mentorship in cutting edge research and professional education, participation in publishing, grant writing, teaching, and public service. Our professional students, school leaders, teachers, practicing psychologists, assume leadership in their organizational contexts. Our research students are chosen for academic positions at Research I institutions.

Strategies:

- Increase national rankings of graduate programs.
- Increase the number of faculty members in programs that excel on School excellence benchmarks and further the School's mission.
- Organize graduate education in transparent and facilitating ways.
- Reward and recognize faculty who secure financial support for graduate students.
- Increase stipends and guarantee multi-year funding for graduate students.
- **Implement recruitment procedures that yield highly selective cohorts of graduate students from a nationwide pool and attract UC Santa Barbara students into masters' programs.**

Evaluation Indicators: By 2012 evidence supports that:

- **All new, full-time, Ph.D. doctoral students are offered assistantships at nationally competitive levels.**
- External funds support 66% of the funded graduate students.
- Every year at least two students win a national prize, award, or recognition for research.
- National rankings of graduate programs improve to top 30 among public universities.
- **Graduate fellowship endowment at \$2 million.**
- Graduate students will rate their learning in Gevirtz School classes, research experiences, practica, and internships as good to excellent on exit interviews.

Enhance Our Undergraduates' Academic Experience

Goals:

Undergraduate minor programs must be high quality experiences for students and enhance their undergraduate retention, graduation rates, and access to

graduate school. Further, the programs must be financially positive for the School.

Strategies:

- Identify and reward the processes that lead to excellence in undergraduate teaching (e.g., teaching evaluated with demonstrated student outcomes, active research programs, external resources, infusion of technology, and multicultural/international focus).
- Create an exemplary advising program for all undergraduate students.
- Develop a respected campus voice about undergraduate education.
- Offer minors that are pathways to professions and/or graduate school: First program is the science and mathematics education minor.
- Attract financial support for minor programs.
- Attract a \$2 million endowment for professorships in innovative undergraduate teaching.

Evaluation Indicators: By 2012 evidence supports that:

- Undergraduate students rate their learning experiences in Gevirtz classes, internships, and with advising as good to excellent.
- Minor programs are attracting appropriate levels of students.
- **Four professors are recognized for innovation and excellence in undergraduate teaching through five-year professorships (each award is for \$25,000 per year – endowment income from \$2 million).**
- Gevirtz faculty members are active and influential participants in the Undergraduate Council.
- Students who complete the minor report success in graduate school and eventual professional endeavors.

Increase our Diversity

Goals:

Our faculty, staff, and students should mirror the demographics of California. Our scholarly programs should be characterized by a diversity and celebration of multiple evidence-based perspectives.

Strategies:

- Use aggressive strategies to recruit and retain excellent and diverse faculty, students and staff.
- Publicize our existing strengths in diversity.
- Reward diversity success in recruiting and retention and graduation rates.
- Increase recruitment efforts in community colleges – especially through the Science and Mathematics Initiative.

Evaluation Indicators: By 2012 evidence supports that:

- Number of staff from underrepresented groups improved by 10%.
- New recruitment and retention programs have been supported and are successful.
- Increased number of diverse candidates from community colleges who are in our undergraduate minors.

Support our Staff

Goal:

Maintain a climate that supports staff professional growth and satisfaction so that we attract and retain the very best staff at UC Santa Barbara

Strategies:

- Continue and improve School-supported and other professional development activities for staff.
- Nominate and support staff for all University level awards.
- Keep staff well informed about and involved in setting School priorities.
- Find innovative ways to make our climate special for staff.
- Develop career paths within the School.
- Support participation of staff in campus committees and panels.

Evaluation Indicators: By 2012 evidence supports that:

- Retention of excellent staff is increased by 5%.
- Merit ratings of staff indicate that at least 95% of staff is meritorious.
- Reclassifications/equity reviews result in career advancements for meritorious staff.

Increase School Resources

Goal:

Establish and maintain a financial context that supports the work of the School

Strategies:

- Implement an effective communications plan to raise the visibility of the Gevirtz School at UC Santa Barbara, state-wide, nationally, and internationally.
- Implement an ongoing campaign to raise capital support for the Education building and for the Gevirtz School endowment.
- Increase the involvement and support of the Gevirtz Dean's Council members.
- Cultivate and secure operational support for Gevirtz School programs and initiatives.
- Increase engagement and support of Gevirtz Alumni and Gevirtz emeriti faculty for programs and students in the Gevirtz School.
- Increase the number and amount of externally funded research programs.
- Explore student growth areas to affect budget.
- Make strategic use of retirements and separations to attract strong faculty.
- Communicate an effective plan to university leadership in support of increased resources.

Evaluation Indicators: By 2012 evidence supports that:

- Annual gift support for Gevirtz operations at \$500K, including \$50K from Dean's Council.
- Capital gift support for new building = \$3 million for a total of \$5.5 million.

- **New endowment gifts (including establishment of at least one endowed chair) = \$5 million for a total endowment of \$10 million (gifts & return).**
- **Annual external grant funding at \$6 million.**
- **Departmental operating budgets increased by 25%.**
- New website and print materials are effective in communicating about the School by attracting more students and financial resources.

Improve our Physical Facilities

Goal:

The building and technology infrastructure should support teaching, learning, research, community, and outreach to former students, partners, and friends of the School.

Strategies:

- Attract private resources for new building totaling \$5 million.
- Create and maintain leading edge technology in support of research and teaching.
- Invest in high profile areas that provide particular advantages for teaching, learning, and security.

Evaluation Indicators: By 2009 evidence supports that:

- Building completed by summer, 2009.
- Technology strategic plan fully implemented in the new building in support of research and instruction.
- **Interior of building portrays the history and future plans of the School and its strong connections with supporter, friends, and constituents.**
- Faculty, staff, students, alumni, and friends of the School report satisfaction with the building and technology support of their work.

Conclusion

Embracing the land grant mission of the 21st Century – the century of knowledge systems – requires us to engage with each other and our entire community of students, partners, and supporters to teach and learn with them. We commit to contributing to the goal that all Californians have equitable access to the highest quality education and mental health services.