



Strategic Plan

July 1, 2019 – December 31, 2024

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WHO WE ARE

The UC Davis School of Education leverages innovative research, exemplary academic programs and community partnerships to realize the full promise of education. Our driving vision is an educational system where all students can learn, thrive and grow. The UC Davis School of Education is:

- > deeply committed to educational equity and social justice,
- > focused on building partnerships and collaborative approaches to research, and
- > uniquely situated in close proximity to the state capital, providing opportunities to influence and inform educational policy.



To use the **power of knowledge** and the **promise of education** to eliminate inequities and create opportunities for all learners



The UC Davis School of Education marshals the knowledge and resources of the University of California, the world's pre-eminent public research university, to confront and eliminate inequities among people and communities through the generation of impactful knowledge and the promise of education.

We accomplish this mission by:

- > engaging in timely and impactful research and policy analysis that bear on student attainment and success,
- > preparing and mentoring high-quality teachers and educational leaders who serve as advocates for all learners,
- > forging partnerships and collaborations that make a difference in students' lives today and tomorrow, and
- > offering interdisciplinary programs that position our graduates to provide insights and leadership into the greatest challenges facing educators in California, our nation and the world.



We are committed to:

- Equity and justice
-
- Engaged and transformative research
-
- Collaboration and interdisciplinary work
-
- Excellence in teaching and student support
-
- Respect for diverse perspectives and approaches



STRATEGIC GOALS

This plan represents the School of Education’s collective wisdom and provides an overarching framework to promote excellence across all sectors of the School. It builds upon the campus-wide framework outlined in the UC Davis *Strategic Vision for UC Davis, To Boldly Go* strategic plan completed in fall 2018.

We have adopted four broad aspirational goals from the UC Davis Strategic Plan to serve as guideposts for our major activities over the next five years. For each of the major goals, we have developed specific subgoals and strategies based on input from faculty, staff, students and community partners. Goals and subgoals are outlined here and described in detail in the following sections.



For details about the campus planning process and overarching goals, visit: leadership.ucdavis.edu/strategic-plan

STRATEGIC PLANNING PROCESS

Beginning in the fall of the 2018–19 academic year, Dean Lauren Lindstrom led the School of Education through a six-month planning process to inform and develop this strategic plan. During this process, we invited key members of the School of Education community to join us in meetings, asking for their input as we sought to identify and articulate our core values, unique features and goals for the future. These community members included:

- Senior Leadership Team and Faculty Executive Committee
- Academic Senate and Teacher Education faculty
- Students in the PhD, CANDEL and Teaching Credential programs
- School of Education staff
- Student Services team

- Research Center directors
- School superintendents and principals
- School of Education Board of Advisors

Following these meetings, we organized, synthesized and reviewed the input we received to determine common themes, strategies and opportunities. We then developed the first draft of the strategic plan. After additional review by the Faculty Executive Committee and Senior Leadership, the draft plan was shared with faculty, staff and students, with a request for additional feedback or recommendations prior to developing this final version of the plan. This plan is projected for a period of five years and six months, to allow the School of Education time to develop our next plan, which will begin in January 2025.

GOAL

1 Student Experiences

Provide an educational experience that prepares all of our students to address the needs and challenges of a diverse and changing world.

- 1.1 Enhance and update curriculum and course sequences for graduate programs.
- 1.2 Develop and expand opportunities for undergraduate pathways and programs.
- 1.3 Create more inviting and flexible spaces for teaching and learning.
- 1.4 Increase financial support available to School of Education students.
- 1.5 Build alumni networks and promote alumni engagement.

GOAL

2 Innovative Research

Enable and support research that matters at the frontiers of knowledge, across and between the disciplines, in support of a healthy planet and the physical and societal well-being of its inhabitants.

- 2.1 Build internal capacity and resources to support and expand School of Education research.
- 2.2 Increase collaboration and communication to facilitate research opportunities.



GOAL

3 Equity and Inclusion

Embrace diversity, practice inclusive excellence and strive for equity. Make UC Davis a place of excellence for learning and working by supporting a culture that values the contributions and aspirations of all our students, staff and faculty; promotes wellness and a culture of sustainability; and cultivates the open interchange of ideas.

- 3.1 Ensure that our curriculum, courses and other co- and extracurricular programming reflect our commitment to the principles of diversity and equity.
- 3.2 Attract, retain and graduate a diverse student body.
- 3.3 Create opportunities for faculty and staff to engage in equity- and justice-oriented reflection and learning.

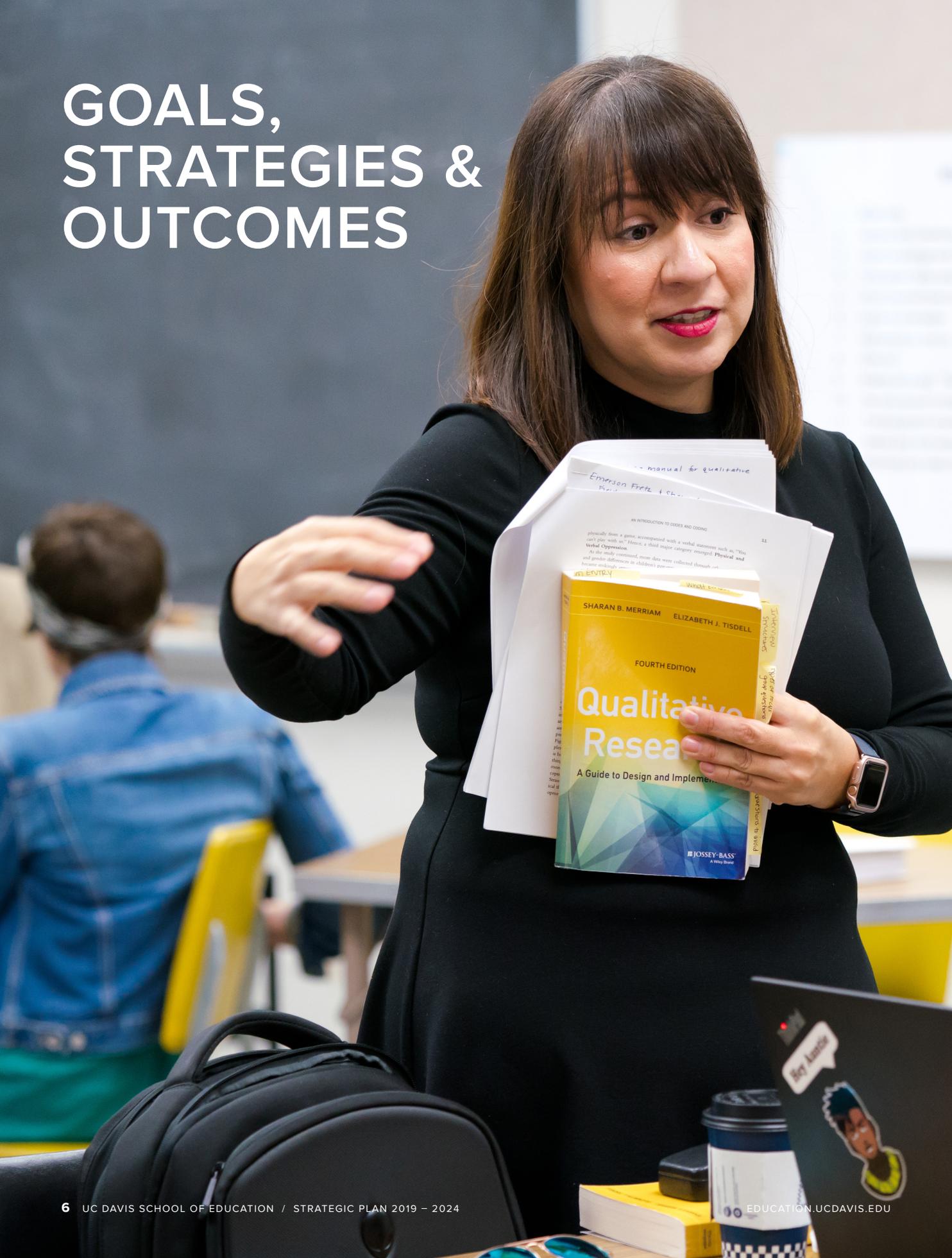
GOAL

4 Visibility and Partnerships

Support our community, region, state, nation and world through mutually beneficial and impactful partnerships that reflect a firm commitment to our mission and increase the visibility and reputation of the university.

- 4.1 Develop and strengthen existing partnerships with educational institutions and other community stakeholders.
- 4.2 Enhance visibility and communicate broadly regarding the School of Education.

GOALS, STRATEGIES & OUTCOMES





GOAL

1

Student Experiences

Provide an educational experience that prepares all of our students to address the needs and challenges of a diverse and changing world



A student attends “Re-Thinking Race, Identity and Opportunity to Learn,” a special lecture hosted by the School’s Transformative Justice in Education Center.

UC Davis is committed to excellence in teaching and learning. A critical part of our mission is to provide an “educational experience that is empowering and provides the best possible preparation for future lives and careers” (Strategic Vision for UC Davis, 2018). Goal One offers a framework to enhance learning opportunities and experiences for all of our students and continue to engage them as alumni. School of Education students include those enrolled in the Education Minor, Teaching Credential, Master of Arts, CANDEL, and PhD programs. Strategies supporting this goal focus on content and sequencing of the curriculum, development and revision of courses and programs, improving spaces used for teaching and learning, increasing student support through scholarships, and engaging alumni networks.



GOAL

1.1

Enhance and update curriculum and course sequences for graduate programs

Students and faculty described a need to review, update and coordinate current course offerings. We need to ensure that students are receiving the most current and relevant information and are prepared to be innovative leaders and interdisciplinary thinkers. This may include infusion of additional technology, online or hybrid course offerings, and/or additional structured research experiences. We also want to provide opportunities to best utilize faculty expertise including in areas such as digital learning, bilingual education, educational policy, global learning, social justice and equity. Strategies will include:

> **Review and refine PhD and CANDEL course offerings to ensure that students are well prepared and competitive in the academic and professional job market.**

Working in coordination with the Graduate Group in Education, SOE faculty will engage in a process to review current courses and the sequence of PhD requirements to determine any specific gaps in curriculum and changes that need to be made relative to existing degree requirements. There may be opportunities to expand specialized content available to PhD students through existing or new designated emphasis areas (e.g., African and African American Studies) or other collaborations. In addition, with guidance and resources from the Carnegie Project on the Education Doctorate, faculty will review and update the CANDEL program, including the structure and sequencing of curriculum and faculty advising process.

OUTCOME

Graduate programs are reviewed and updated based on input from students and faculty.

MECHANISM(S) FOR REVIEW

Yearly input from GGE Policy committee, CANDEL leadership and Student Advisory Committee; Graduate Council Self Review (2022) and On Site Review (2022–23).



From left, resident teacher Michelle Crisp (Cred. '13, MA '14) guides teaching credential candidate Julie Nelson as they work together in Crisp's fifth-grade classroom.



First-year CANDEL student Lizette Navarette works on an assignment. The CANDEL program is designed for working professionals, with classes scheduled for Fridays and Saturdays every three weeks.

> Provide consistent, structured opportunities for PhD and CANDEL student engagement in research experiences.

School of Education faculty are actively engaged in research to develop and improve educational outcomes and experiences for students in K-12 and higher education. We will expand and ensure consistent opportunities to work side by side with faculty to learn hands-on research skills, contribute to ongoing studies and engage in collaborative projects.

OUTCOME

All graduate students will engage in at least one research experience in collaboration with faculty and/or other students.

MECHANISM(S) FOR REVIEW

Yearly input from Student Advisory Committee; number of student research publications; conference presentations and awards.

> Review and enhance teacher education coursework and field experiences to ensure alignment with California Teaching Credential standards and prepare candidates to successfully teach the diverse student population enrolled in California public schools.

School of Education multiple subject and single subject credential programs prepare students to teach at the elementary (K-6) level and secondary level in Social Studies, English, Math, Science and Agriculture. Faculty will review program competencies and structure and update the program to determine the optimal sequence of coursework and field experiences. Course content will include strategies for working more effectively with students with complex learning needs such as students with disabilities, English learners and young people impacted by trauma. In addition, faculty will explore opportunities for program expansion including new certificates and specialization areas.

OUTCOME

Completion of curriculum, program competencies and field experience revisions to ensure alignment with CTC standards.

MECHANISM(S) FOR REVIEW

Yearly input from Teacher Education faculty and staff; external accreditation review and report.



GOAL

1.2 Develop and expand opportunities for undergraduate pathways and programs

The Undergraduate Education Minor is designed to provide students with foundational understanding and hands-on experiences in the field of education. Approximately 300 students complete the minor each year including those who major in Human Development, Ethnic Studies, Biology, Spanish and many other disciplines. The School of Education will continue to offer and expand undergraduate coursework and other learning experiences to increase understanding and interest in the field of education, serve as a pathway to our graduate programs and build visibility with students from a variety of majors across campus. Strategies will include:

> Develop and offer one or more “gateway” undergraduate course(s).

The Education Minor currently includes only upper division courses. In order to reach students earlier in their undergraduate careers, we will develop and offer a large lower division education course that will also satisfy general education requirements. This course will engage students on current issues in education and will enroll as many as 150 students each quarter.

OUTCOME

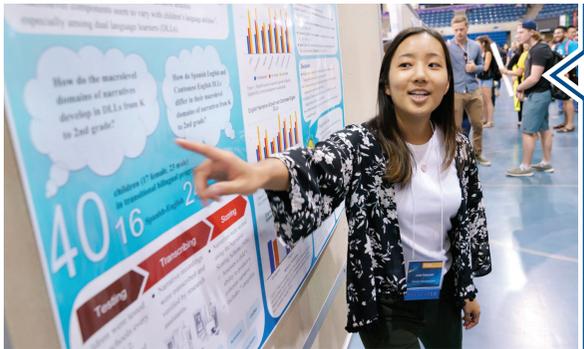
New lower division education course developed and approved.

MECHANISM(S) FOR REVIEW

Approval from Committee on Courses and Instruction; number of students enrolled in lower division education course.



Prof. Nicole Sparapani meets with some of her undergraduate researchers who analyze and code video footage of teacher–child interactions.



Undergraduate student Jodie Sakazaki presents research she conducted in Prof. Yuuko Uchikoshi's lab at the annual UC Davis Undergraduate Research Conference.

> Increase opportunities to enroll transfer students in the Education Minor.

To increase the number and diversity of students in the undergraduate minor, we will explore developing and expanding opportunities to engage transfer students who may not be aware of the minor when they enroll at UC Davis. Activities may include promoting the minor through online orientation modules, participating in Welcome Week and continuing current efforts to build pathways for diverse students enrolled in community colleges across California.

OUTCOME

Increased number of transfer students are provided with comprehensive information and enroll in the Education Minor.

MECHANISM(S) FOR REVIEW

Yearly review by Student Services staff; number and percent of transfer students in Education Minor.

> Create and coordinate undergraduate research experiences.

We will explore developing a more centralized process for promoting and extending School of Education undergraduate research experiences, such as creating a centralized repository for students to learn about undergraduate research opportunities and for faculty to identify interested students. In addition, we will investigate mechanisms to offer course credits to faculty-supervised students participating in research experiences.

OUTCOME

Information about research opportunities is centralized and provided to interested undergraduates.

MECHANISM(S) FOR REVIEW

Number of faculty and undergraduate students participating in research; student satisfaction with research experiences.

> Continue to offer and expand courses for international students.

Foundations of University Success for International Students is a three-part series of classes currently offered by the School of Education, designed specifically to identify and address the tools international undergraduate students will need to succeed at UC Davis. We will continue offering these specialized courses and also pursue opportunities for potential expansion of this program.

OUTCOME

The School of Education will coordinate and offer multiple courses each year to promote international student success.

MECHANISM(S) FOR REVIEW

Number of courses offered yearly; number of students enrolled.



GOAL

1.3

Create more inviting and flexible spaces for teaching and learning

Students and faculty consistently identified the challenges inherent with teaching and learning in the School of Education's current classrooms. Students also desired more open, flexible spaces for small group learning and informal interactions between classes. Strategies will include:

> Update and improve current classroom spaces.

The School of Education currently controls the scheduling for seven classrooms located in the Academic Surge Building and Temporary Classrooms 1, 2 and 3. In collaboration with the central Facilities Management team, we will explore options for upgrading the current classroom spaces including purchasing and installing new furniture and other equipment (e.g., smart boards) as needed. The School of Education Board of Advisors will play a leadership role in identifying donors and seeking private funding, in collaboration with our development team, to support the expenses associated with these upgrades. The School will appoint a project leader responsible for coordinating the overall effort between the School, campus/vendors and the Board of Advisors/development team, and gain faculty consensus on the priorities for upgrading classrooms, with the priority being the four classrooms in Academic Surge. The School's leadership will frame options, resources needed, and a timeline for raising funds and implementing the renovations. When funds are secured, the School will renovate one classroom first to use as a model/test bed for renovating the remaining three.

OUTCOME

Classroom renovation goals are successfully met for four classrooms in Academic Surge.

MECHANISM(S) FOR REVIEW

Faculty feedback that the renovations have resulted in improved teaching and learning spaces.

> Develop open learning/collaborative spaces.

Other than a small student lounge in the School of Education building, there are very few open spaces controlled by the School of Education for students to prepare for classes, study or work informally in small groups. We will create a new space committee that will include representation from students, staff and faculty. Committee members will be charged with reviewing current open/shared space options in our main School of Education building, along with exploring campus space including both in and around Temporary Classrooms 1, 2 and 3.

OUTCOME

Creation of a space committee to study open/shared spaces and make recommendations for the development of open learning and collaborative spaces.

MECHANISM(S) FOR REVIEW

Input from faculty, staff and students.



GOAL

1.4

Increase financial support available to School of Education students

The School's scholarship program has grown over the last 17 years and has awarded more than \$1.5 million in scholarship monies since 2000. With recognition and thanks to our many supporters, the School offered 31 different scholarships for the 2018–19 academic year. These scholarships benefited 29 students. The majority of awards averaged between \$1,000 and \$5,000 towards tuition and fees, with 62% of awards below \$3,000 each, which for our teaching credential students is now over \$16,000 per year. Though the School continues to attract and garner support, scholarships continue to be a critical need, particularly as enrollment and tuition increases in each year. We will prioritize scholarships for the teacher education program and also seek additional funding for CANDEL and PhD students. Additional development staff may be needed to fully accomplish all strategies. Strategies will include:

> Feature scholarships as a School of Education campaign priority and highlight in the Case for Support.

As we move into the public phase of the UC Davis Campaign, the development team will finalize a written case for support and other electronic and printed collateral. These documents will provide a compelling rationale for supporting both specific and general student scholarships for our programs.

OUTCOME

The case for scholarship support is clearly articulated in campaign materials.

MECHANISM(S) FOR REVIEW

Review by School of Education Executive Director of Development and team members.

> Prioritize scholarship fundraising for current use, endowed and planned gifts in annual development officer goals, Give Day and other development activities and events.

We will continue to utilize a number of communication and outreach methods to increase our donor base and highlight the need for student scholarships with potential donors. The School of Education's Board of Advisors will assist development in creating strategies to attract donors and identifying new prospects capable of making major gifts for scholarships. In addition, we will expand the School's partnership with the UC Davis Office of Planned Giving to increase the number and dollar value of gifts to scholarships.

OUTCOME

Increased scholarship support is available for School of Education students (as compared to the 2018–19 academic year).

MECHANISM(S) FOR REVIEW

Private dollars raised, average awards increased and number of student scholarships increased.



GOAL

1.5

Build alumni networks and promote alumni engagement

Alumni are critical to the success of any academic institution. They serve as program ambassadors, assist with recruitment, volunteer their time and typically are the largest group of donors to a university. Developing a strong alumni engagement program would support recruitment, programmatic, communications and fundraising activities. The School of Education has not yet invested in systematically identifying and engaging its more than 9,000 alumni. We will need to devote resources beyond the current .25 FTE staff assigned to alumni relations to manage a comprehensive alumni engagement program. Proposed strategies will include:

> Gather and analyze alumni data.

We will clearly establish who our alumni are, their level of interest in being engaged with the School of Education and the ways in which they would choose to be engaged. In order to do so, we will identify all current engagement efforts being conducted at the School of Education, including through academic programs, faculty connections and development/external relations efforts, and engagement efforts being conducted by UC Davis and the Cal Aggie Alumni Association (CAAA).

OUTCOME

Report by alumni relations staff on number and interests of alumni as well as all current engagement efforts.

MECHANISM(S) FOR REVIEW

Interview and survey feedback from alumni.

> Explore engagement opportunities for alumni.

Based on the data gathered, we will develop and execute a plan of expanded and new alumni engagement activities in areas such as networking, volunteering, mentoring, events, meetings with staff, social media and expanded learning opportunities.

OUTCOME

Increased alumni engagement opportunities are strategically implemented.

MECHANISM(S) FOR REVIEW

Number of alumni participating in engagement activities, feedback solicited via surveys or interviews.

> Increase communications to alumni.

Based on the data gathered about our alumni, we will develop a plan of alumni-specific communications via channels such as e-newsletters, social media and our School of Education website.

OUTCOME

Expanded and new alumni-specific communications vehicles.

MECHANISM(S) FOR REVIEW

Communications to alumni are being opened and responded to, as measured by email and social media metrics.



GOAL

2 Innovative Research

Enable and support research that matters at the frontiers of knowledge, across and between the disciplines, in support of a healthy planet and the physical and societal well-being of its inhabitants



From left, PhD candidates Vanessa Segundo and Claudia Escobar meet at the Peter J. Shields Library at UC Davis to discuss their research.

As a premiere public research university, UC Davis is dedicated to creating new knowledge and answering questions that inform and improve lives. Goal Two reaffirms the School of Education’s commitment to the “power of knowledge” and our focus on conducting and disseminating innovative research to improve teaching and learning opportunities for students, faculty and community members. Activities to support this goal are designed to build the services and supports needed to bolster research and develop communication and collaboration mechanisms in support of future research opportunities.



GOAL

2.1

Build internal capacity and resources to support and expand School of Education research

School of Education faculty and staff have been very successful at conducting and disseminating research within their areas of expertise. Over the last five years, the School has also received millions of dollars in external funding from private and public sources to support a variety of research projects and studies. Maintaining and expanding our growing research profile will necessitate further investment. Strategies will include:

> Increase support for faculty research.

Specific activities may include offering seed grants to conduct small studies (such as the Dean's Research Excellence Awards), providing funding for faculty to travel to conferences to present research findings and network with colleagues, offering professional development for grant writing, and developing opportunities for research mentoring and collaborations both on campus and beyond. Faculty will also be provided with support to more effectively establish formal contracts with schools and other institutions, and along with resources and/or professional development, to better communicate about their research with educators, policymakers and potential donors.

OUTCOME

Sufficient support is available for School of Education research, including funding and professional development.

MECHANISM(S) FOR REVIEW

Total federal, state and private funds received to support research activities; faculty and staff satisfaction.

> Build capacity within contracts and grants office.

Growth in external research funding will necessitate additional staffing resources to provide support for developing and submitting proposals, along with ongoing grant management. New and continuing contract and grant office staff will be provided with professional development to effectively respond to ever-changing granting agency requirements and emerging needs, including budget development and ongoing grant monitoring.

OUTCOME

A sufficient number of qualified administrative staff are available to support School of Education research.

MECHANISM(S) FOR REVIEW

Internal review by Assistant Dean and Director of Grants and Contracts; faculty and staff satisfaction.



GOAL

2.2 Increase collaboration and communication to facilitate research opportunities

The School of Education is currently home to eight research and outreach centers that focus on areas such as increasing access to science for diverse youth, building effective community college leadership, and supporting innovative strategies for teaching and learning. We will create additional opportunities to grow our research profile by building new collaborations within the School of Education and with UC Davis faculty, centers and institutes (e.g., MIND Institute, John Muir Institute of the Environment). Sharing information and networking across our centers and K-12 outreach programs will facilitate new possibilities and interdisciplinary approaches. Strategies will include:

> **Explore and develop new research partnerships within and beyond UC Davis to address pressing needs in education such as neurodiversity, environmental education and educational equity.**

School of Education faculty are engaged in cutting edge research that includes partnerships with colleagues in areas ranging from engineering to marine sciences and public health. One area of particular interest for some faculty is neurodiversity, encompassing the need to recognize the currently limited educational opportunities of the 6.5 million K-12 students served in schools under the Individuals with Disabilities Education Act. Research in this area may include a focus on alternative models of literacy and mathematics instruction, peer interactions and bullying, classroom and community learning environments or discipline policies. Many faculty are engaged in research with STEM colleagues, developing opportunities to increase access and engagement with science. We will continue to develop relationships, conduct interdisciplinary research and submit new funding proposals with colleagues.

OUTCOME

Collaborative research projects are conceptualized and conducted with internal and external colleagues.

MECHANISM(S) FOR REVIEW

Number and type of grants submitted and funded; faculty research publications, conference presentations and awards.



Professors Paco Martorell and Megan Welsh discuss a PhD student's research at a poster presentation.



Lecturer/supervisor Nancy Tseng presents at a training for the resident teachers who mentor School of Education teaching credential students.

> Create a leadership role within the School of Education that can help to serve as a “catalyst and connector” for education research.

The School of Education will designate a Director of Research and Partnerships. Similar to the Cooperative Extension Specialists that previously existed in the REEd Center, this individual will dedicate part of their FTE to assist in identifying funding sources, building relationships with public schools and promoting community collaborations. The Director of Research and Partnerships will also assist with creating access to new and additional funding sources such as foundations, corporations and individual donors.

OUTCOME

Senior-level staff member is designated as Director of Research and Partnerships.

MECHANISM(S) FOR REVIEW

Increase in number and type of funding sources designated to support research; faculty and staff satisfaction with support for research.

> Develop a master list or database of all currently funded research studies.

This system will include information on the research topic/study name, PI, funding source, and partner schools and organizations. Ideally, we will be able to sort the data either regionally or by topical areas. We could also organize this information by levels of the education systems involved, documenting and describing our current work at the early childhood, elementary/secondary education, community college and university levels. This data will allow for opportunities to describe movement across levels and impact across systems, and will be valuable in supporting development of new proposals for public or private funding.

OUTCOME

Completion of database documenting all currently funded research studies.

MECHANISM(S) FOR REVIEW

Internal review by Director of Research and Partnerships.



GOAL

3 Equity and Inclusion

Embrace diversity, practice inclusive excellence and strive for equity. Make UC Davis a place of excellence for learning and working by supporting a culture that values the contributions and aspirations of all our students, staff and faculty; promotes wellness and a culture of sustainability; and cultivates the open interchange of ideas



Master of Arts student Ireneo Calip (Cred. '18) presents his research at the School of Education's annual MA symposium.

UC Davis affirms the value of an inclusive and intellectually vibrant community and affirms the dignity inherent in all people. Goal Three reflects our deep commitment to social justice and equity. To succeed as an institution of higher education, we believe it is critical to recognize and confront historical and deep-rooted injustices and biases and reject all forms of discrimination. The School of Education strives to be a leader in affirming and embodying these principles while acknowledging our need for ongoing learning, honest discussions and continuous improvement.



GOAL
3.1

Insure that our curriculum, courses and other co- and extracurricular programming reflect our commitment to the principles of diversity and equity

A focus on social justice and equity is a hallmark of the School of Education and that needs to be clearly reflected in our curriculum and course offerings, both within and across our academic programs. Our School will produce graduates in all of our programs who can be social justice and equity scholars and advocates who embody these values. Strategies will include:

> **Build equity and justice content into all student learning experiences.**

In our ongoing efforts to review and improve academic programs (as noted in Goal 1.1), we will ensure that diversity content is infused across both specialized and required courses and reflected in our field placements for teaching credential candidates.

OUTCOME

Equity and justice content are infused into coursework and curriculum.

MECHANISM(S) FOR REVIEW

Input from Student Advisory Board; faculty and student satisfaction.

> **Ensure that recruitment, admissions and other informational materials reflect the diversity of students and faculty.**

Regularly review all hard-copy, web-based and video promotional materials to ensure that language and images are inclusive and welcoming.

OUTCOME

All recruitment and admissions materials, as well as School of Education print and social media materials, will reflect California's diversity and our commitment to equity and inclusion.

MECHANISM(S) FOR REVIEW

Internal review by Student Services staff, communications team, GGE policy committee, CANDEL and Teacher Education leadership.



Prof. Danny C. Martinez presents to a group of students participating in the Educational Talent Search program.



GOAL

3.2 Attract, retain and graduate a diverse student body

We are committed to preparing teachers and educational leaders who reflect the diverse communities of California. Strategies will include:

> **Develop tools to broaden our pool of applicants.**

We will engage in a number of activities including hosting online (in addition to in-person) information sessions, creating updated recruitment videos that reflect the diversity of our current students, and building connections with departments and programs on campus such as the African American & African Studies Department, Native American Studies Department and the Center for Chicana and Latinx Academic Student Success.

OUTCOME

School of Education student demographics reflect the diversity of California's population.

MECHANISM(S) FOR REVIEW

Internal review by Student Services staff, communications team, GGE policy committee, CANDEL and Teacher Education leadership.

> **Provide communications support to enhance and reflect student diversity.**

In order to attract a more diverse student body, recruitment staff need technical support from communications as well as funding to research, develop and implement additional recruitment strategies. These activities, which would require expanded communications capacity, would include steps such as development of additional recruitment materials and videos; enhancing our outreach at UC Davis and community college campuses; deploying a digital advertising budget that would allow for tailored communications to specific social media audiences; and investigating ways to increase alumni engagement in recruitment activities.

OUTCOME

Increased number and diversity of candidates applying to the School of Education's academic programs.

MECHANISM(S) FOR REVIEW

Data provided by Student Services staff on changes in recruitment metrics.



A teaching credential candidate in the two-way Spanish immersion kindergarten classroom where she is a student teacher.

> **Review advising and mentoring practices.**

Beyond outreach and recruitment, we also need to structure our advising and mentoring opportunities to ensure that all students have the supports needed to meet requirements and advance toward graduation.

OUTCOME

Students will receive high-quality mentoring and meet time to graduation standards.

MECHANISM(S) FOR REVIEW

Internal review by Student Services staff, GGE faculty, CANDEL and Teacher Education leadership.

> **Explore opportunities to access new resources and build new partnerships as part of our designation as a Hispanic Serving Institution.**

The recent designation of UC Davis as a Hispanic Serving Institution (HSI) will provide new opportunities to collaborate with colleagues across campus to improve the success and well-being of all our students, including our Latinx and Chicanx students, and to identify the resources, programs and services needed to meet those goals. As a campus, we must shift the HSI paradigm from college readiness to student-ready colleges/universities. Although we may develop and expand best practices that support our students' success, we will also need to identify and address those barriers that prevent faculty and the institution from changing.

OUTCOME

Faculty and staff will be engaged with campus-wide efforts to develop resources and improve services as part of our HSI designation.

MECHANISM(S) FOR REVIEW

Input from Student Advisory Board and Campus HSI task force; faculty and staff satisfaction.



GOAL 3.3 Create opportunities for faculty and staff to engage in equity- and justice-oriented reflection and learning

This area is perhaps the most challenging and yet most crucial to building a truly welcoming and inclusive School of Education. Faculty and staff acknowledged that our current communication and decision-making processes are not always inclusive or equitable. We are committed to examining our daily practices, including investigating the precision in our language around diversity, recognizing certain “invisible” differences (e.g., socioeconomic status, ability, first generation status, neurodiversity) as components of diversity, and continuing to examine our policies and procedures to reduce implicit bias. We need to continue to engage in reflection and ongoing conversations about how we work together and how we can more effectively embed our emphasis on equity across teaching, research and service experiences.

> Facilitate opportunities for faculty and staff to participate in professional development.

Faculty and staff will engage in personal and professional learning opportunities offered through UC Davis, the School of Education or other sources. This may include attending campus events such as the UC Davis Forum on the Public University and the Social Good or School of Education speakers and events such as the Emerging Scholars panel. The newly formed Staff Diversity Inclusion Committee for Education will also play a leadership role in identifying high-priority topics and coordinating learning opportunities.

OUTCOME

Faculty and staff will participate in ongoing development and reflection to enhance equity and inclusion within the School of Education.

MECHANISM(S) FOR REVIEW

Faculty and staff satisfaction; data from faculty satisfaction survey; input from Staff Diversity Inclusion Committee for Education.



Dr. Lawrence (Torry) Winn, co-director of the Transformative Justice in Education Center, meets with participants during a three-day symposium presented by the center.



GOAL

4 Visibility and Partnerships

Support our community, region, state, nation and world through mutually beneficial and impactful partnerships that reflect a firm commitment to our mission and increase the visibility and reputation of the university



Participants in the Transformative Justice in Education Center's three-day symposium that gathered scholars to consider how best to prepare teachers to address educational inequities.

As a public land grant university, UC Davis is dedicated to addressing pressing social issues, engaging with our community and serving the public good. Through all of our research and outreach activities, the School of Education demonstrates the power of community-engaged scholarship and the impact of partnerships. Goal Four confirms the importance of establishing and broadening these partnerships and intentionally seeking to build visibility to enhance opportunities.



GOAL
4.1

Develop and strengthen existing partnerships with educational institutions and other community stakeholders

The success of the School of Education depends on developing and maintaining relationships with key partners, including K-12 schools, community colleges, institutions of higher education and other organizations. In order to best prepare our teachers and educational leaders and conduct research on critical education issues, we need to work in partnership with schools and community-based organizations, across all levels of the education continuum. In addition to maintaining and strengthening our current partnerships, we will explore new connections. Strategies will include:

> **Continue and expand partnerships with school districts, community colleges and other institutions of higher education.**

The School of Education currently facilitates a number of professional development networks and provides resources through the Center for Applied Policy in Education (CAP-Ed), California Institute for School Improvement (CISI), Wheelhouse: The Center for Community College Leadership and Research, and the Resourcing Excellence in Education (REEd) Center. The School also offers the Educational Talent Search, GEAR UP and Upward Bound programs in partnerships with public schools in Northern California to increase educational access for underserved youth. In order to extend these current partnerships, faculty and staff will pursue additional collaborations with K-12 and community college leaders, including expanding our networks to other regions of California and building tools for conducting research or evaluation studies regarding specific programs or services. We will also reach out to new schools and school districts to broaden the range and diversity of available placements for our teaching credential candidates.

OUTCOME

Strong and successful partnerships exist with school districts, community colleges and other education institutions across California.

MECHANISM(S) FOR REVIEW

Number of educators and education leaders enrolled in professional networks; number, type and quality of partnerships; number of K-12 students served in outreach programs.



Wheelhouse: The Center for Community College Leadership and Research offers a yearlong professional and personal development institute for current and aspiring CEOs and senior executives of California community colleges.

> Build opportunities and relationships in Sacramento.

School of Education faculty and staff will be a key resource for the development and review of educational policies, programs and systems in California. We will take advantage of being the northern-most UC campus and closest to the capital to build our relationships with the legislature and other education leaders in California. In addition, faculty and staff will intentionally create and deploy additional mechanisms to help our research inform policy and practice. Potential activities could include collaboration with the UC Sacramento Center, publication and dissemination of research briefs/issue briefs/policy briefs, faculty involvement in activities related to “Aggie Square” and convening to build relationships with staff leaders in key units such as the California Department of Education.

OUTCOME

The School of Education will be a visible partner in Sacramento, with a focus on educational policy and partnerships.

MECHANISM(S) FOR REVIEW

Faculty and staff participation in conferences, presentations, committees and other activities in Sacramento.

> Continue hosting events, speakers and other mechanisms to share innovative thinking in education.

Yearly, we host a panel of emerging scholars and our faculty regularly host talks with education scholars from around the country and the world. A leadership and faculty committee will explore new opportunities such as developing a speakers series focused on educational leadership/policy in Sacramento.

OUTCOME

Faculty explore and identify new opportunities for sharing emerging issues in education both within and beyond campus.

MECHANISM(S) FOR REVIEW

Number of events; faculty participation and satisfaction.



GOAL

4.2 Enhance visibility and communicate broadly regarding the School of Education

Enhancing communication and visibility is a key priority for both our Dean and our Chancellor. We need to communicate effectively about the School's programs and impact at the university, state and national levels to support recruitment, fundraising and alumni engagement efforts. In addition, it is important to have channels to promote our work to UC Davis leadership and position the School of Education as a leader on the national stage. In order to do so, we will need to build capacity within our communications team, including securing ongoing funding for our Senior Writer position. If staffing resources permit, strategies will include:

- > **Develop a communications strategy with the assistance of digital marketing specialists or the support of campus and professional development resources.**

OUTCOME

Digital marketing support is identified and utilized.

MECHANISM(S) FOR REVIEW

Communications strategy is researched and developed by communications staff and approved by the Dean.

- > **Increase national and statewide visibility.**

In addition to expanding our social media and website presence, elevating the School of Education's profile to a state and national level will require proactive, consistent and responsive communications staff efforts in new areas for the School, including such activities as podcasting (either hosting or faculty guest appearances), research-specific videos on trending topics, support for faculty/Dean to identify and write op-ed articles and be interviewed by the media, monitoring national and California media and responding swiftly to current education news, and developing consistent channels to share School of Education news with other schools of education around the country to support rankings improvement.

OUTCOME

New strategies are identified and strategically initiated.

MECHANISM(S) FOR REVIEW

Increase in national presence as measured by articles, podcast appearances and similar public recognition about School of Education research; information about the School's work is disseminated regularly to other schools of education.



Graduates from the School of Education's CANDEL program celebrate the attainment of their doctorates in educational leadership.

> Increase campus visibility.

UC Davis provides many opportunities and communications channels in which the School of Education could promote our successes. Currently we are not staffed sufficiently to make systematic, consistent use of these opportunities, which include DEVAR and StratCom communications and university media campaigns, annual reports, photo collections, social media, etc. With increased staffing, the communications team will increase the number and scope of our responses to these opportunities.

OUTCOME

Communications staff regularly respond to and proactively look for opportunities to promote the School of Education through UC Davis communications channels.

MECHANISM(S) FOR REVIEW

Increase in inclusion of School of Education in UC Davis communications channels, as reported by communications staff.

Scholarship recipient Ruth Gitiha (Cred. '19) delivers the student presentation at the annual luncheon for members of the Dean's Leadership Circle.



