In order to achieve a $236,855 permanent budget reduction the Graduate School of Education (GSOE) will use Activity A01000—19900, and replace the permanent funding with temporary funds, which we suspect will last for approximately two years. In reducing expenditures, we focus upon activities rather than personnel at this stage of budget reductions. We will determine needs in each of the categories, rationalize these needs, and then build a budget for each category using temporary funds. These temporary funds will suffice for 2011/12, and then at the beginning of 2012/13 we will forgo permanent funding for these categories. These reductions should not hamper GSOE’s core mission nor undermine major goals and objectives at least for three years. Indeed, the main rationale for the targeted reductions is that they avoid threats to our core research, teaching, and service functions.
Activity Ao1000—19900

<table>
<thead>
<tr>
<th>Category</th>
<th>Permanent Budget Reduction</th>
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</thead>
<tbody>
<tr>
<td>Travel</td>
<td>$25,000</td>
</tr>
<tr>
<td>Supplies and Materials</td>
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<tr>
<td>Services</td>
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<tr>
<td>Mail Services/Freight</td>
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<tr>
<td>Printing/Repro/Media</td>
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<tr>
<td>Communications</td>
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<tr>
<td>Computing</td>
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<tr>
<td>Other, S&amp;E</td>
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<tr>
<td>Facilities</td>
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<tr>
<td>Unallocated, general</td>
<td>$819</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$236,855</strong></td>
</tr>
</tbody>
</table>

GSOE major goals, objectives, and strategies

Our mission is to support, develop, lead, and provide critical interpretations of educational systems. This mission calls upon all of the core functions of the University – research, teaching, and professional service. Our responsibility for education requires that we undertake disciplined inquiry into, and provide guidance regarding, the foundations of educational quality and effectiveness.

To develop our multi-disciplinary insights, we must nurture, define, and practice sophisticated methods of research by analyzing in both qualitative and quantitative ways the origins, possibilities, and impacts of educational programs and practices. Moreover, as a professional school, we are committed to informing those responsible for institutional operations and management of the significance of our research findings and helping them to understand the human, economic, and social benefits associated with the development of quality teaching, learning, and educational institutions.

Our teaching mission involves preparing researchers, practitioners, and leaders capable of developing excellence in designing and implementing educational programs and preserving instructional quality when faced with social, economic, and political pressures. We prepare our students to master currently available knowledge and to
identify opportunities for improvement. In this teaching mission, we address the entire range of educational programs and practices, from early identification of factors that place children at risk of low educational achievement, through learning to advance knowledge effectively through research and teaching in the nation’s universities. Our teaching mission is to prepare our students to lead in the development of effective elementary and secondary schools, and institutions of higher education.

As with our research and teaching missions, the professional service mission of GSOE extends both outward to supporting and influencing other scholars and teachers in nurturing professional excellence for the nation’s schools and inward to nurturing educational quality, equity, and opportunity in our region and state. Our service ranges from holding editorships of prestigious scholarly journals, helping to ensure that the best research is recognized for its intellectual and professional merit, to aiding local public schools to increase their effectiveness and better prepare students for entry into postsecondary education.

As the premiere educational institution in our part of Southern California, the GSOE is situated in an area of both considerable need and great opportunity. Riverside and San Bernardino counties comprise the 13th largest metropolitan region in the nation, providing us with a natural laboratory within which to develop the insights and strategies needed to address a broad range of educational problems and opportunities for improvement. Within this region, we accept the responsibility of preparing personnel for schools and colleges who are capable of excellence in teaching, persistence in inquiry, and leadership in institutional improvement. Our teacher candidates are widely respected for their skills and dedication; our graduate students known for their skills in analysis and interpretation of educational issues and designing and executing high-quality research. Our faculty are acknowledged by educators, policy makers, and the media as sources of authoritative guidance on complex questions of policy and practice.

**Research**

Our research initiatives will be the basis for (1) pursuing funding from grants and other external funding sources, (2) recruiting doctoral students, and (3) developing
GSOE’s own resources. We will focus much of our attention on the following critical and persistent problems in education, and related specific timelines and goals:

→ Narrowing the unacceptable achievement and opportunity gaps that exist for at-risk populations at all stages—before students enter school, during schooling K-university, and through the life course; and

→ Preparing educators with the best skills to address issues of access and opportunity.

In addition to our continuing research on these problems, one of our goals is to develop a multi-disciplinary research center that focuses on quality and equity in issues related to schools, colleges, and universities in Inland Southern California as well as on teacher work. To do so, we will draw on our current research on under-served populations in areas such as reading and mathematics. We will also develop research lines of inquiry on writing instruction, English language learning, and science education. We will seek funds for this center from both private sources and public granting agencies.

Teaching and Service

Along with research that relates to these questions, we plan to develop our teaching and service in ways that further our abilities to influence research and practice. Specifically, our plans included the following:

- Update our present hiring plan and search processes to meet our overall goals, in accordance with the critical and persistent educational problems that we will continue to address. We will recruit in mission critical areas and in areas of strategic importance.

- Develop an Education minor for undergraduates. Work has already begun toward this end. In August of 2010, an ad hoc committee was formed to explore the possibility of an education minor housed in the GSOE. On other UC campuses with schools or departments of education, the education minor is consistently the first or second most popular and largest minor on campus. The Education Minor
Committee outlined a work plan and has identified the following goals for the education minor:

- Provide service to the UCR undergraduate student body by increasing course offerings and allowing students to explore interest in education research and practice at the undergraduate level,
- Provide expanded opportunities for teaching experience for graduate students,
- Recruit new students to our research and credential programs,
- Align with UCR Strategic Plan goals through cooperation and collaboration with other campus units, if the minor allows for or encourages courses outside the GSOE to count towards the minor; and/or if we coordinate with other units to promote the minor and to offer needed undergraduate classes

- Work toward making GSOE service to education and the community more widely known in our community. This will entail, in part, developing means for increased cohesion and visibility across service endeavors. Through outreach, we will also facilitate access to graduate and professional education for students. Furthermore, we will increase engagement and alliances with groups from our Inland Southern California region. Our research in the schools and our practica in the schools through our School Psychology program and Teacher Education Program help support this goal and will continue to do so.

- Work with UCR colleges and schools to advise and assist with teaching undergraduates and professional school students. We have already begun this process with CNAS and will make our expertise available to the School of Medicine.

**Strategic Expansion of GSOE in Areas of Excellence**

In addition to the research, service, and programmatic developments outlined in the above section, we also have specific targets for expansion of the GSOE, enumerated below.
We intend to increase the numbers of both our PhD and Master’s students in critical areas in order to enhance our research efforts in these areas (e.g., Special Education, Higher Education, and Educational Psychology).

Objective: Increase graduate degree students (approximately 170 including Credential students in Master’s program) by 30% (to approximately 220) by 2016

We intend to increase the number of Teacher Education Program students in order to provide greater access for talented students who will become Southern California’s elite teachers.

Objective: Transition from 100 Teacher preparation students to 150 by 2016, maintaining a minimum 50% proportion of concurrent M.Ed. candidates

We intend to increase our research productivity through greater numbers of publications in refereed journals and through book publications. This can be accomplished by more collaborative work among faculty, among faculty and their students, and among GSOE faculty and faculty in other UCR disciplines.

We intend to generate private fiscal support for our research and student funding efforts.

We intend to develop our partnership with faculty in CNAS in order to enhance our research funding opportunities. This may include recruitment or development of faculty in areas of adult learning and college-level instruction.

Objective: Add one new faculty member jointly with CNAS

We intend to maintain our high level of federal research grant support.

Objective: to maintain and aim toward increasing current level of $13,268,479 generated by GSOE faculty in federal grants

We intend to provide more research opportunities for graduate students through funded research assistantships and through research seminars.

Objective: Establishment of Dean’s office funding for research funds by 2011-2012; Establishment of research seminars across area groups

Relationship of GSOE Plans to Campus’ strategic plan
1. Strengthen our research profile, with increase in grant and publication activity;
2. Increase extramural funding through grant activity and development activity that improves foundation grants and private donations;
3. Increase numbers of students in credential program, in Master’s program, and in Doctoral program;
4. Maintain our high level of student diversity and increase faculty diversity in future hiring;
5. Maintain our level of contributions to the well-being of our local communities through research that addresses pertinent issues for Inland Southern California and through service to these communities; and,
6. Continue our service to the campus, particularly in providing expertise to academic achievement of students and instruction in other colleges and schools on campus.

Reprise and implications

In our budget plan for permanent reductions, we focus upon activities rather than personnel. These activities can be supported by other financial means over the coming two years. They will have minimal effects upon our core activities and our goals, objectives, and strategies. We have expectations for increasing our student numbers and thus generating additional funds for UCR through tuition. We anticipate that these additional revenues will in part be credited to GSOE and that there will be payback for our efforts to generate revenue.

John S. Levin, Professor and Dean
May 26, 2011