Preliminary Proposal to Establish a
School of Education
University of California, Santa Cruz

15 January 2008

The UCSC School of Education proposed here establishes a unique niche among other such Schools in the University of California system, as well as among others in the state and nation. As proposed, the UCSC School of Education will address some of the most pressing problems facing the state and thus align with the strategic mission and priorities of the University of California and of our campus. This School's mission will be distinguished by a) the coherence of its core intellectual agenda, which links learning and teaching to their social and cultural contexts, b) its commitment to the formation of educational professionals and c) the alignment of UCSC's educational efforts. The School will benefit UCSC by conducting world-class research, bolstering academic programs, increasing graduate enrollments, enhancing interdisciplinary collaboration between divisions, and increasing extramural funding. The proposed School will serve the region, state and nation by conducting research that will inform national and international debates on education, prepare highly qualified, educational professionals, reshape schools to better serve students from non-dominant economic, racial, cultural and linguistic communities and thus inform policy makers.

I. **Policy and Institutional Context**
Research documents the failure of the education system to meet the needs of students from non-dominant economic, racial, cultural and linguistic communities; this is the case statewide as well as nationally. Policy makers at all levels of government and institutional leaders sense the urgency of remedying this situation because education contributes significantly to cultural, economic and political development.

A. **The State's Response**
California is launching two strategic initiatives to improve the state's K-12 public education system. One, the Governor declared 2008 "The Year of Education" and has committed his administration to implementing recommendations from an extensive series of studies aimed at improving the education system's capacity and effectiveness. Two, the University of California, as part of its Systemwide Academic Plan, has begun the UC Educational Imperative, which a paper outlining the Imperative indicates will: "bring a coordinated institutional commitment to addressing the quality of California's K-12 education."

B. **UC Schools of Education**
Five campuses of the University of California—Berkeley, Davis, Los Angeles, Riverside, and Santa Barbara—have schools of education. UC Irvine is developing a proposal to establish a sixth school of education. All of UC's existing schools of education offer specializations on wide varieties of topics that do not cohere (see table in Appendix A). A few patterns, which tend to reflect traditional disciplines in educational research, cut across the schools. For example, all offer programs in educational psychology or

cognition and development. Four (B, D, R, SB) have programs on the related subjects of leadership, organization, and policy. A few, timely educational topics are emphasized by some campuses. For example, 3 (B, R, SB) include specializations in special education, 2 offer studies in mathematics and science education (B has 2 and D) and 2 (B and D) have specializations in language and literacy.

Some UC schools of education focus on particular geographic locations. For example, both Berkeley and Los Angeles focus on urban education. UCLA offers a specialization on that subject. UC Riverside's website indicates that its school of education focuses its work on the "Inland Empire." The School of Education at UC Davis capitalizes on its proximity to Sacramento by emphasizing policy studies in education.

Finally, all UC schools of education prepare and/or credential students for a variety of professional roles. Berkeley prepares teachers and school administrators; Los Angeles prepares teachers and administrators for K-12 schools and counselors for colleges/universities; Santa Barbara prepares teachers and school psychologists (also clinical psychologists); Davis prepares teachers; Riverside prepares teachers, school administrators and school psychologists.

II.   **Mission: A Distinctive Niche**

The proposed School of Education will develop a distinctive niche among schools of education in California and the nation. This niche is reflected in the proposed School's mission, which a) integrates research on learning (with foci on language, mathematics and science), teaching and the social contexts that influence learning and teaching, b) focuses on the preparation and development of teachers, and c) aligns the campus' educational efforts. The proposed school will be distinguished by its focus on small emergent cities and their relations to large, urban centers, with a particular emphasis on communities in Region 5, which included Monterey, San Benito, Santa Clara and Santa Cruz counties.

The School's mission is articulated at three related levels:
- A core intellectual agenda;
- A commitment to professional formation;
- The alignment of campus efforts

A.   **Core Intellectual Agenda**

The mission of the UCSC School of Education will be rooted in its core intellectual agenda, which focuses on a coherent and critical set of factors in education:

> To bring socio-cultural perspectives to bear in research and teaching about the central processes, institutions, and contexts of education, as well as about the primary participants in education (students, teachers, administrators, and families). The School will generate knowledge that enables public schooling to achieve its goal of developing moral, knowledgeable, engaged citizens capable of building and preserving a thriving democratic society.

To improve the education system, policy makers, educators and educational researchers emphasize 3 general topics and their relationships: a) learning and teaching, b) teachers, c) and the social and cultural contexts (schools, families, communities) that affect learning and teaching. More specifically, analysts widely agree that students of racially, culturally and linguistically diverse backgrounds must learn and be taught language, mathematics and emerging forms of media in order to master content in other subjects (e.g., science, social studies, art) and thus succeed in school.

Thus, the proposed School will provide scholarship, courses, and programs that will be grounded in socio-cultural perspectives, which link learning and teaching to contextual forces, and in interdisciplinary modalities, which cross conceptual and empirical boundaries. Faculty members will collaborate in overlapping clusters that concentrate on inter-related issues in five domains: 1) Learning and Cognition; and 2) Language, Literacies, and New Media; 3) Science, Technology, Engineering, and Mathematics Education; 4) Teaching, Teachers, and Teacher Development; 5) Communities, Education, and Democracy. Through its coherent intellectual foci, the School of Education aims to establish itself at the leading research edge in order to enhance its capacity to reshape and improve the education landscape.

The scholarship and programs of the School will also be informed by a sense of place in a geographical region characterized by small cities that reflect their agricultural roots as well as current forces of globalization with distinctive patterns of migration both across international borders and from nearby urban areas. This emergent demographic pattern is increasingly common both statewide and nationally. Census estimates in 2006 reveal that the vast majority of cities in California had populations of less than 100,000. Closer to home, only 4 cities in Region 5—which includes Monterey, San Benito, Santa Cruz and Santa Clara Counties—had populations exceeding 100,000: San Jose (929,936), Salinas (145,032) and Sunnyvale (130, 519), and Santa Clara (108,518). More typical of the region are small cities in the region, including Campbell (37,250) and Gilroy (48,313) in Santa Clara County; Santa Cruz (54,778) and Watsonville (48,709) in Santa Cruz County; Hollister (35,690) in San Benito County; Seaside (34,066), Marina (18,156), Greenfield (14,264), and King City (11,225) in Monterey County.

Many of these small cities are marked by multiple home languages, transitional labor markets, and inadequate school, housing, health care, and economic infrastructures. In addition, urban centers (e.g., San Jose/SiliconValley) and the businesses they host are inextricably tied to neighboring, small cities where satellite businesses operate and employees reside. It will be the defining mission of the School to illuminate the educational issues confronting the region's social, economic, cultural, and political ecology, thereby strategically positioning itself to inform broader policy debates critical to the future of education in the state and nation.

B.   Commitment to Professional Formation

Research documents serious staffing challenges that span the continuum of formation in the education professions. Recent data detail acute and persistent difficulties in meeting regional teacher workforce needs in the state and region. A 2006 report from the Center

for the Future of Teaching and Learning reported, "Over the next 10-11 years, the state will have to replace 98,000 teachers, or 32% of the teacher workforce." A study conducted by the Teacher Workforce Initiative in Santa Cruz, Monterey and San Benito Counties indicates that over 28% of teachers in the tri-county area are older than 55 years of age, most of whom must be replaced in the next 10 years.

Difficult issues complicate the recruitment, preparation, retention, and continuing professional development of teachers, who serve students from diverse racial, cultural and linguistic backgrounds. Undergraduates need structured, research-based field experiences that are integrated with both academic coursework and strategic interventions in schools not meeting state and federal standards. Student teachers need sustained engagement with schools serving high proportions of pupils from non-dominant communities, and multiple opportunities for practice-oriented, disciplined inquiry that links instruction to pupil learning. New teachers need mentors and a supportive professional community to sustain their critical reflection on practice and the acquisition of new skills. Experienced teachers need opportunities to develop advanced, research-based instructional and assessment expertise to supplement their wisdom of practice so they can provide the required leadership to reconstruct public education.

The School of Education will be committed to "professional formation" in order to meet these needs in a coordinated way by providing coherence across the whole education career spectrum. The School will provide courses and programs to include pre-teaching field experiences and rigorous minors for undergraduates; credential and masters' degree programs for those entering teaching; induction and professional development programs for inservice teachers; and advanced doctoral degree programs for practitioners, policy-makers, and college/university instructors and researchers. Each program level will be synergistically related to the others, concentrated on the educational issues of greatest significance to the state and nation, and firmly established on current research. The School's core intellectual agenda will provide a research-based grounding for practitioners who, in turn, will become able to enact practice-based, disciplined inquiry in a broad array of educational organizations. These organizations include schools and community colleges as well as libraries, museums, aquaria, and out-of-school youth programs. The School will also conduct research-driven educational program design and policy analysis that complement its professional formation mission.

C.   Alignment of Campus Efforts
The School of Education will align and focus all UCSC efforts to improve regional schooling for students from non-dominant economic, racial, cultural and linguistic communities and that seek to support such students who are admitted to UCSC. This alignment of university programs, projects and resources will enable the School of Education to leverage change in the most challenging school environments and for the most disadvantaged student populations by insuring that university-sponsored programs are driven by the most current educational research and innovative and promising practices in the field. By connecting campus-wide initiatives and aligning them with research and professional formation programs in the School of Education, UCSC will

maximize its impact to improve educational outcomes and foster social and economic development in the region.

Presently, UCSC has a broad array of units and programs that address the various educational needs identified above. Some focus on scholarship, others on professional development or providing direct supports to students from non-dominant communities and schools, and still others on supporting the academic success of students from non-dominant communities attending UCSC. From the Education Department to the New Teacher Center to the Educational Partnership Center to the Bridge/EOP Program, as well as with several different service learning programs that place UCSC undergraduates in local schools, UCSC has shown its commitment to the educational challenges facing the region, state and nation. However, these many efforts lack the coordination, focus, critical mass, and synergistic relations that could amplify their impact by orders of magnitude. By integrating and aligning these disparate efforts, the School of Education will remedy this and become positioned to make profound contributions to addressing these particular educational needs of the region, state, and nation.

III. Structure of the Proposed School

A. Programs
The School of Education will offer both academic programs and non-degree programs that will advance its mission.

Academic Programs
Maintaining the university's strong commitment to undergraduate education, the School of Education will offer three undergraduate minors in education: one course of study for prospective teachers, a second for students studying education as a social science domain, and a third—in conjunction with Cal Teach—specifically for prospective secondary mathematics and science teachers. This three-minor structure will position students who complete the undergraduate minor to enter teacher certification or teaching intern programs, or successfully undertake jobs in other education-related fields such as community service, public policy, law, social research, and non-teaching work in human development professions. Additionally, the School of Education, in conjunction with the Dean of Undergraduate Education, will coordinate the numerous campus programs that place undergraduates in regional schools.

The School of Education will strengthen, expand, and diversify current graduate programs. The M.A./Teaching program will expand beyond Santa Cruz County to serve Region 5. Consequently, it will double (to approximately 200) the number of credentialed, highly qualified teachers that it prepares each year. The School will offer a new Master's in Teacher Leadership program for inservice teachers wishing to pursue graduate study in teacher leadership, curriculum and learning, action research, and instructional mentoring. The School will provide the opportunity to grow the current Ph.D. program, increasing the numbers of both students and course offerings. The revised Ed.D. program will engage educators who have earned a master's degree and are employed in K-14 or community-based educational programs. Ed.D. students will receive

advanced preparation and complete a collaborative action-research project aimed at transforming an aspect of education to better serve the needs of non-dominant communities.

In the School of Education, doctoral students and faculty members will join one or more of the five interdisciplinary clusters: 1) Language, Literacies, and New Media; 2) Science, Technology, Engineering, and Mathematics Education; 3) Teaching, Teachers, and Teacher Development; 4) Learning and Cognition; and 5) Communities, Education, and Democracy. These more holistic intellectual domains will position the School to serve its mission in ways broader, more innovative, and more interdisciplinary than traditionally demarcated schools of education.

Non-Degree Programs
In addition to its academic programs, the School of Education will offer post-bachelor's, post-credential programs in education. Within the School of Education, professional development for California teachers will be expanded under a new program—the Central Coast Educators' Professional Network (CCEPN). CCEPN will offer a menu of certificate and professional development projects, institutes, and courses designed to support practicing teachers to grow professionally, improve the quality of education for students and communities, and remain challenged in their work. It will build on existing professional development programs at UCSC, including the California Writing Project, which is housed in the Education Department and provides professional development to elementary and secondary teachers, and those offered by the Educational Partnership Center.

B.   Governance and Administration
The School of Education will not be divided into academic departments because that organizational scheme would isolate rather than encourage collaboration across the interdisciplinary clusters. Instead, the School will employ a matrix-like structure in which its five interdisciplinary clusters intersect with its four Program Teams (see table 1). One faculty member will serve as Convener of each cluster, and one faculty member will serve as Director of each program area. The Cluster Conveners and Area Directors will form the School's Faculty Executive Committee.

Table 1
Structure of Academic Programs

Clusters	Undergrad. Minors	M.A. Programs	Doctoral Programs	Prof. Dev. Programs
LL&NM				
STEME				
TT&TD				
L&C				
CE&D				

The Dean will be the chief academic officer of the School of Education. The administrative team will include five additional administrators: an Associate Dean for Academic Affairs, an Associate Dean for Professional Development and Field-Based Education Activities, the Director of Teacher Education, a Director of Development, and a Chief Administrative Officer, who will organize and coordinate the School's support staff.

C.   Links to Profession

The School of Education's graduate programs will prepare teachers, provide professional development for experienced teachers, and prepare scholars whose research will inform educational practice and policy. The M.A./Teacher Education Program will prepare individuals to become teachers, who serve students from non-dominant communities in the public education system. The M.A. Program in Teacher Leadership will provide advanced preparation for experienced teachers and support their development as leaders in their schools, profession, and communities.

The School's doctoral programs will provide advanced study for two types of students. One, the Ed.D. Program will engage successful practitioners in advanced study and action research that will focus on community and culturally-based efforts to transform public education. Two, students in the School's Ph.D. Program will engage in intellectual study and research apprenticeships around topics within the interdisciplinary subject clusters in preparation for careers as academics, researchers, and policy analysts.

Given these professional linkages, the School will foster relationships with agencies and professional organizations at local, regional, statewide, and national levels. The School will work with schools, school districts, and county offices of education in the region to build capacity for community-based transformation of the public education system. The School will strengthen relations with governmental agencies and professional organizations on state and national levels.

IV.   Resources
A.   Human Resources

The proposed School of Education will require roughly doubling the size of the Education department's current faculty. The Education department presently has 17 ladder-rank faculty and 6 Supervisors of Teacher Education. The proposed School of Education will require 30-40 ladder faculty, more than a dozen clinical faculty, who will supervise student teachers, and 5 to 6 lecturers, who will teach in both the Education Minor and MA/Teacher Education Program. This is comparable to the number of faculty at existing schools of education in the UC System (see table in Appendix A). Ladder faculty will provide a critical mass in each of the five clusters and across both doctoral programs, a larger M.A./Teacher Education Program (across Region 5 and doubling in enrollment), and a new Master's Program in Teacher Leadership for inservice teachers. In addition, the faculty will provide intellectual and clinical leadership in the School of Education's professional development programs organized by the Central Coast Educators' Professional Network. To support the School of Education's research, academic programs, and non-degree programs and to coordinate the campus' placement

of undergraduates in local schools, the size of the administrative and support staff will increase proportionally.

B.   Physical Plant
The School of Education will be housed in facilities on the UCSC campus and in the communities where the School will participate in efforts to transform public education. Initially, the School of Education can be housed in the Education Department's present location in Social Sciences I and in the new Humanities and Social Sciences building. Eventually, the School of Education will be housed in its own facility, which will include space for a variety of functions including the following: administrative and staff offices, faculty offices (including ladder faculty, lecturers, and Supervisors of Teacher Education), faculty research offices, offices for doctoral students (both Ed.D. and Ph.D.), instructional laboratories for modeling and studying pedagogical practices, computer laboratories, a curriculum library, and meeting rooms.

In addition, the School of Education will have three off-campus facilities (Santa Clara County, San Benito County, and Southern Santa Cruz/Northern Monterey Counties), where faculty, students, and post-doctoral fellows will conduct courses in the M.A./Teacher Education Program and engage in collaborative research and development projects with local practitioners and programs. These facilities will include spaces for the following: staff offices, faculty offices (Supervisors of Teacher Education), research offices, classrooms, curriculum libraries, and meeting rooms. The School will have a transportation program to enable faculty, staff, and students to move efficiently between campus and community-based facilities.

V.   Pathway to the School of Education

A.   **Elements with Which to Build**
The key elements for developing the School of Education already exist in the Education Department's a) world-class research and excellent grant/funding track record, b) high quality academic programs, and c) strong collaborative relations across campus and with the profession.

The Education Department's faculty conducts world-class research on important educational questions.   Much of this research is supported by extramural grants. The department houses two National Science Foundation (NSF) funded centers that focus on science, technology, engineering, and mathematics (STEM) education: the Center for Informal Learning and Schools (CILS) and the Center for the Mathematics Education of Latinos/as (CEMELA).   Grants also support the research of individual faculty. The Education Department houses several multi-year, multi-site, research projects that are supported by grants from extramural projects and examine a variety of educational topics, including Vocabulary Innovations in Education (VINE) (U.S. Department of Education); science learning in non-school settings (National Science Foundation); English-as-a-Second-Language students in community colleges (Hewlett Foundation); the conditions of the teacher workforce (Smith-Richardson Foundation and the Center for the Future of Teaching and Learning).

The Education Department offers three high quality academic programs. It offers an undergraduate Minor in Education (over 300 students), which introduces students to educational issues and prepares many to enter the teaching profession. The department, in conjunction with Cal Teach, has proposed a new minor for undergraduates majoring in Science, Technology, Engineering or Mathematics. The department offers an M.A./Teacher Education Program, which prepares approximately 100 students per year to become credentialed as Multiple-Subject (elementary) or Single-Subject (secondary) teachers. The department offers 2 doctoral programs. The Ph.D. program prepares students for careers as professors and researchers in education. The Ed.D. program is offered in collaboration with San Jose State University and California State University, Monterey Bay. Because the CSU system was authorized to offer Ed.D. programs, SJSU and CSUMB withdrew from the collaborative program. The Education Department has submitted a proposal to revise the Ed.D. program, enabling UCSC to offer the program without its CSU partners.

The Education Department has longstanding partnerships with individual faculty, departments, and research centers across UCSC. Education faculty have participated in collaborative research projects with colleagues in a number of departments, including Anthropology, Astronomy, Astrophysics, Biology, Mathematics, Community Studies, Latin American and Latino Studies (LALS), and Psychology. Additionally, the Department has ongoing partnerships with several research centers: the Center for Adaptive Optics (CfAO); the Chicano/Latino Research Center (CLRC); and the Center for Center for Justice, Tolerance, and Community (CJTC). Additionally, the Department and its faculty collaborate with programs and offices on campus that work in public education, including the New Teacher Center and the Educational Partnership Center.

The Education Department works closely with K-12 public education. It operates student teaching practica in local schools and conducts professional development and research through school districts and both the Monterey and Santa Cruz County Offices of Education. As well, school districts "loan" experienced teachers to the Education department to work as Supervisors of Teacher Education. In developing this preliminary proposal, members of the writing team conferred with local educational and policy leaders, including Michael Watkins, Santa Cruz County Superintendent of Schools, Dr. Nancy Kotowski, Monterey County Superintendent of Schools, and Manuel Bersamin, former Mayor of Watsonville. The Education Department also maintains productive working relations with several campus units and programs that serve public education, including the New Teacher Center, the Educational Partnership Center, the Academic Excellence Program (ACE), the Academic Research Center (ARC), and the center for Teaching Excellence (CTE.

B.   **Potential Risks/Costs**

The risks to which UCSC will be exposed by establishing a School of Education will be limited, largely involving initial costs. As described above, the foundation for developing a school of education lies in the Education Department's research and

extramural funding, academic programs, and relations across campus and with the public education community. The costs, as outlined above, will include the following: additional faculty FTE (including Senate faculty, clinical faculty and lecturers); more administrative staff to manage finances, purchasing, staff and academic human resources, information technology and development; larger facilities to house faculty, staff, and graduate students (including off-campus sites and transportation). The School will capitalize on UCSC's off-campus facilities in Silicon Valley and Monterey County.

C.   Benefits

Why establish a School of Education? The proposed School of Education offers several, related benefits, including the following: serving all of Region 5, developing a distinctive research mission, increasing graduate enrollments and opportunities, enhancing cross-campus collaboration, focusing impact on K-12 education, and increasing revenue streams.

Region 5

The proposed School of Education's mission will be to serve all of Region 5, which includes Monterey, San Benito, Santa Clara, and Santa Cruz Counties. This will build on the Education Department's work in Santa Cruz and North Monterey Counties and UCSC's Silicon Valley Initiative.

Distinctive Research Mission

The School's focus on small, emergent cities and their relations to large, urban centers will distinguish it from Schools of Education at other UC campuses, which emphasize research on urban education (UCB and UCLA) and educational policy (UCD), and at leading private institutions in the state, where the emphasis again tends to be urban schools (USC and Stanford). In addition, the School of Education proposed here will be distinguished by its faculty's use of socio-cultural perspectives, which will integrate research across the School's five clusters. These clusters reflect key concerns that confront education in this region, state and nation—including technology, mathematics and science education, and teacher development.

Graduate Enrollments and Opportunities

The School of Education will contribute to increasing UCSC's graduate enrollments. This will result by serving Region 5 and by expanding and developing programs. The M.A./Teacher Credential Program, which presently enrolls approximately 100 students per year, will be expanded by placing student teachers throughout Region 5. This will enable the program to double its enrollment. In addition, the School of Education will develop an M.A. Program in Teacher Leadership for practicing teachers, which will admit cohorts of approximately 20 students per year, adding approximately 40 students to the School's graduate count. Finally, the Ph.D. program in education can be expected to grow modestly (it is presently in its 5th year), and a revised Ed.D. Program has been proposed.

Graduates of the School of Education's academic programs can expect abundant opportunities to pursue their careers. Undergraduates, who complete an Education Minor

and students in the School of Education's MA/Teacher Education Program, will enter a job market rich with opportunities, given that California will have to replace 98,000 teachers in the next decade. Graduates of the School's doctoral programs will also be likely to have excellent career prospects. While we were not able to access data regarding the professorial workforce in California, which will be necessary when a full proposal is written, it is highly likely that a large proportion of education professors in the state's colleges and universities will be retiring in the next decade. Moreover, both the CSU and UC systems continue to increase programs in education, a trend that may well continue given state and university initiatives.

Campus Collaboration
The School will expand current research activities by conducting collaborative, interdisciplinary work related to the intellectual mission of the school around its five focal clusters. These research projects will increase opportunities for undergraduates with majors in other fields to participate in research aimed at enhancing educational opportunities for students from non-dominant communities. Faculty, post-doctoral fellows, and graduate students who are affiliated with academic units outside the School of Education will have increased opportunities to engage in field-based studies in sites where School of Education faculty conduct research.

The School of Education's courses and other instructional activities will also benefit students and faculty in other academic units at UCSC. Undergraduates from other academic disciplines who enroll in one of the three Education Minors will be prepared to enter professional training programs in education, including the School of Education's MA/Teacher Education Program. Graduate students in departments outside the School of Education will be able to enroll in a broader selection of courses reflecting the five focal clusters and draw more fully on the varied expertise of School of Education faculty. Graduate students in other disciplines—including physical and biological sciences, mathematics and engineering—will be able to take courses in the School of Education to enhance their pedagogical knowledge and skills, therefore better preparing them for work as teaching assistants and later as faculty members in colleges and universities. Faculty members in departments outside the School will have opportunities to teach education graduate students in those courses of theirs that relate to the School's focal clusters.

Additionally, there are several campus areas and programs that carry potential for mutually beneficial, substantive collaboration. Over time, the School of Education will examine the feasibility of partnering with the following:
- Undergraduate Programs: coordinate the Education Minors with undergraduate Majors in Cognitive Psychology, Environmental Studies, Film and Digital Media and Computer Game Design
- Certificate Programs: connect to Science Writing Project
- M.A. Programs: connect to M.S. students in Computer Science to develop educational applications, and M.S. students in Environmental Studies to develop environmental education programs

- Doctoral Programs: connect to Ph.D. programs in Physical and Biological Sciences and in the Baskin School of Engineering to prepare those doctoral students to teach in community colleges and universities.
- M.A. Programs in Education: develop a research-oriented M.A. program to feed into doctoral studies, as well as practice-oriented M.A. programs in related fields such as Special Education and School Counseling

- A proposal to establish the Institute for Science and Engineering Educations (ISEE) will be submitted to the Division of Social Sciences and to campus administration by the Center for Informal Learning and Schools, which is housed in the Education Department, and the Center for Adaptive Optics. The proposed School of Education will engage with ISEE to prepare graduate students in science and engineering to teach science, using cutting-edge pedagogy, and to conduct research on their efficacy in university-based settings.

- Academic Colleagues: expand current work with other campus professors and researchers since many funders of research in the biological and physical sciences (such as the National Science Foundation) require research centers and funded research programs to include an educational component

Increasing Campus Impact on Education
The School of Education will coordinate UCSC's many programs that engage the K-12 public education system, including the New Teacher Center, the Educational Partnership Center, and the Bridge/EOP Program, as well as several service learning programs that place UCSC undergraduates in local schools. Currently, these many efforts lack the coordination, focus, critical mass, and synergistic relations that could amplify their impact by orders of magnitude. By integrating and aligning these disparate efforts, the School of Education will remedy this and become positioned to make profound contributions to addressing these particular educational needs of the region, state, and nation.

Increasing Revenue Streams
Taken together, the benefits of establishing a School of Education at UCSC will increase revenue streams, which will underwrite much of the School's development and operation and from which the campus, as a whole, and other academic units will profit. Over time, the benefits outlined above will each and in combination attract financial support from a variety of sources, including the following:

- Significant increases in graduate enrollments will provide increases in basic state funding.
- A School of Education will be more attractive than a department to potential donors. While we were not able collect data on the size of the endowments of UC's Schools of Education, note that UC Santa Barbara received a naming gift for its Gevirtz Graduate School of Education.   And, the newest and smallest of UC's Schools of Education (Davis and Riverside) have endowed chairs.

- The School's distinctive mission will attract the interest of external funders. Its socio-cultural perspective, which links learning/teaching to their social settings, and its focus on small, emergent cities will attract the interest and financial support of state and federal agencies, including the National Science Foundation, the National Institutes for Health, and the Department of Education. The School's unique contours will also appeal to foundations that support educational research and innovative programs to prepare and develop teachers and generate community-based strategies for educational reform. Finally, the business community will be a promising source of income because the School of Education's mission will contribute to economic and workforce development in the region and state.
- The School will facilitate collaboration between Education faculty and colleagues in other departments and divisions in cross-disciplinary programs and research on cutting-edge issues in education. This will enhance the ability of faculty to increase extramural support in the form of grants and contracts from agencies such as the National Science Foundation, U.S. Department of Education and the National Institutes of Health.
- The School's alignment and coordination of UCSC's educational efforts will result in the campus' greater impact on improving public education in the region, which will attract funding from government agencies, foundations and private donors.

C.   **Timeline**

Because many elements for the foundation of a School of Education are present at UCSC and in the Education Department, developing a full proposal, garnering support on and off campus for the proposal, and navigating the approval process could occur in a relatively timely manner.   If we assume that the decision to propose the establishment of the School of Education will be made during the 2007-08 academic year, then the following timetable is feasible:

2008-09   Collect data on need, potential benefits, existing schools of education; write the full proposal with input and feedback from crucial stakeholders
2009-10   Complete proposal; gain campus approval and develop extramural support
2010-11   Submit proposal to UC system; begin developing School's infrastructure; begin seeking extramural support
2011-12   Present proposal to UC Regents; continue building School's infrastructure and garnering extramural support
2012-13   Appoint Dean; hire support staff; appoint new faculty
2013-14   Open the School of Education

D.   Leadership

In order to move forward with the development and approval of the proposal to establish a School of Education, it is recommended that the following be done to provide the necessary leadership:

- Appoint a Special Advisor to the Chancellor on the School of Education

- Hire an outside consultant to work with the Special Advisor
- Provide staff support
- Appoint an Advisory Committee with representatives from administration, the Faculty Senate and key Divisions/Departments

Appendix A
UC Schools of Education ∗

Campus	Programs	Fields	Faculty FTE #	Research Ctrs.
Berkeley	MA, EdD, PhD, Teacher Credential, Admin. Credential	Cognition & Development (Math & Science; Teacher Ed, Math, Sci & Tech; Human Dev; School Psych); Language, Literacy, Society & Culture (also includes Athletes and Acad Achiev, Social and Cultural Studies & Multicultural Urban Ed); Policy, Organization, Measurement & Evaluation (also includes Ed Leadership)	36	13
Davis	Minor, MA, EdD, PhD, Teacher Credential	Educational Psych; Language, Literacy & Culture; School Organization & Educational Policy; Math Ed; Science Ed & Agric Ed	34	2
Los Angeles	MA, PhD	Urban Schooling; Student Affairs; Counseling; Ed Leadership; Pscyological Studies in Ed; Social Research Methodology; Social Sciences & Comparative Ed;	84	14
Riverside	MA, PhD, Teacher Credential, Admin. Credential	Curriculum & Instruc; School Psych; Ed Psych; Leadership & Policy; Special Ed	35	2
Santa Barbara (Gevirtz Grad School of Education)	MA, EdD, PhD, Teacher Credential	Dept of Counseling, Clinical and School Psych; Child & Adol Dev; Cultural Perspectives and Comparative Ed; Leadership and Organization; Research Methodology; Special Ed; Teaching & Learning	48	8

∗ Information included in this table was taken from websites of UC Schools of Education, except where otherwise noted

Data in this column were provided by CPB