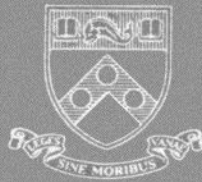


**A Plan for Educational
Excellence
Five Year Plan
1988-1993**



University of Pennsylvania
Graduate School
of
Education

To The University Community:

The following document is the eleventh in a series of School five-year plans to be published For Comment. This draft has been considered by the Academic Planning and Budget Committee, as well as by the University administration and it will be revised periodically by the School. Readers are urged to bear in mind the University tenets on future scale, which can be found in "Choosing Penn's Future."

Comments concerning this draft should be sent to Dean Marvin Lazerson, The Graduate School of Education, B-3, Education Building/6216.

—Sheldon Hackney, President

—Michael Aiken, Provost

A Plan for Educational Excellence Graduate School of Education Five-Year Plan, 1988-1993

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GSE: A Plan For Educational Excellence, 1988-1993

I. Introduction

The next five years will be a time of significant opportunity and challenge for Penn's Graduate School of Education (GSE). Following a decade in which the educational profession experienced a steady erosion of resources and public confidence, the 1980s have brought renewed interest in educational quality. The issues are profound. Public schooling affects more than 40 million students and involves over \$100 billion annually. Nonetheless, an estimated 17 to 21 million Americans have difficulty understanding a job advertisement. High school dropout rates in some cities are as high as 50 percent. School systems previously concerned about tax revolts, declining enrollments, and personnel cut-backs now worry about shortages of teachers and administrators, the professional autonomy of teachers, curriculum reform, and meeting equity and quality goals simultaneously.

Such developments make this an appropriate moment for substantial investment in Penn's Graduate School of Education. The timing is propitious in that it coincides with the University's campaign to enhance its position among the most distinguished institutions nationwide. As the University takes steps to strengthen and solidify its place at the forefront of research and teaching, GSE intends to earn a place among the nation's outstanding schools of education.

This Five-Year Plan describes ways in which GSE is currently poised to meet this goal. It indicates the School's commitments to informing and improving educational practice and policy-making, proposes new directions, discusses criteria for programmatic investments, and suggests resource allocations. The Plan offers what we believe is a compelling educational vision and a strategy to translate that vision into reality. It does this in a manner compatible with the University's aims to preserve and strengthen the quality of its faculty, to assure sound financial management, and to build a community based on diversity.

II. Past and Present

In 1975, the Graduate School of Education was on the verge of closing. Thirteen years later, it is financially stable and has academic credibility. While the School still must overcome many obstacles, it has built a firm foundation for the future.

A. Academic Structure and Programs

The Graduate School of Education comprises four Divisions—Educational Leadership, Language in Education, Psychology in Education, and Higher Education—each of which prepares its students to become professional educators within the framework of one or more related academic disciplines. The divisional organization facilitates close collaboration among those disciplines and the School's professional education programs, thus helping to bridge the chasm that often exists between educational theory and practice.

Within the divisions, GSE has developed a wide variety of educational programs. The Educational Leadership Division offers specializations in organizational leadership; teacher education; curriculum and instruction; human sexuality education; computer education; science education; and education, culture and society. The Language in Education Division provides specializations in reading and language arts; writing and adult literacy; and educational linguistics (including intercultural communication and the teaching of English to speakers of other languages). The Psychology in Education Division offers specializations in psychological services (including school and counseling psychology, public school counseling, family therapy, and special education); interdisciplinary studies in human development; and measurement, evaluation, and other techniques of experimental research. The Higher Education Division focuses on planning and management in colleges and universities.

B. Faculty and Students

The authorized size of GSE's standing faculty is 34. Of these, only nine positions are filled by scholars appointed before 1975. During the intervening years, the School raised standards for tenurability and intensified its recruitment of outstanding junior faculty.

The difficult task of attracting a qualified student body was complicated in the 1970s and early 1980s by dramatic declines in the market for most entry-level professionals. Despite the national and regional trends, the number of GSE graduate degree students increased by 50 percent from 1975-76 to 1986-87, including a 50 percent growth in M.S.Ed. students. The number of full-time graduate degree students grew at an even higher rate. In Fall, 1982, 28 percent of the 373 students enrolled in degree programs were full-time; in 1987-88, the proportion of full-time students is 39 percent. With the job market for educators improving and with an expected increase in research and fellowship funds, GSE is projecting an increase of full-time students to 40-45 percent (Table I).

Table 1: Student Enrollment*

Degree Program	1982-83	1987-88	(Projected) 1992-93
Masters			
Full-time	61	109	118
Part-time	80	99	143
Degrees Granted	117	128	184
Ed.D.			
Full-time	10	9	9
Part-time	82	37	24
Degrees Granted	37	14	4
Ph.D.			
Full-time	35	72	72
Part-time	105	166	108
Degrees Granted	43	49	44

* Exclusive of doctoral students at dissertation level

C. Research, Teaching and Service

GSE faculty have established an estimable record of scholarship. Current faculty have won the American Educational Research Association's award for the most distinguished book in education, the National Association for Bilingual Education's award for most outstanding Ph.D. dissertation, National Academy of Education post-doctoral fellowships, and the Education Press award for an outstanding article on education. Faculty have won research grants from the National Endowment for the Humanities, the U.S. Department of Education, the National Institute for Education, the National Institutes for Health, the Spencer Foundation, and the W. T. Grant Foundation. The School also has the distinction of being the academic home of the *Anthropology and Education Quarterly* and the prestigious *Ethnography in Education Research Forum*.

GSE sponsors two excellent research units. The Literacy Research Center undertakes research and policy initiatives on literacy-related problems and promotes dialogue between literacy researchers and practitioners. The Institute for Research on Higher Education engages in research on financial and enrollment planning models for colleges, universities, and national ministries of education.

As befits a school of education, teaching and service are high priorities. Six current faculty members have earned the prestigious Lindback Award for Excellence in Teaching at the University, three in the past two years. Faculty serve on the Provost's Academic Planning and Budget Committee, in the University's Planning Office, on University search committees, and as members of a number of graduate groups in academic departments outside the School.

Outside the University, GSE faculty have acted as advisors to state departments of education and numerous school districts. They have also served as members of such groups as the Philadelphia Mayor's Commission on Literacy and the Aspira Task Force, the latter concerned with advising the Philadelphia School District on Hispanic children. The Literacy Network, the Philadelphia Writing Project, the PATHS and PRISM programs in Philadelphia, the West Philadelphia Collaborative for the Public Schools, the Center for School Study Councils, and the Child Psychological Services Center engage faculty in innovative collaborative educational efforts. These and other activities have made GSE one of the most prominent community service schools in the University.

D. Budget and Fiscal Responsibility

GSE's financial affairs have been based on close budget monitoring procedures to ensure productivity and accountability. Careful fiscal management, developed in response to the difficult economic circumstances the School faced over the last decade and in conjunction with the University's shift to "responsibility center" budgeting, enabled the School to survive its most difficult financial crisis and go on to moderate prosperity. Continued careful management will now focus on supporting and facilitating the School's drive for excellence.

III. Achieving Excellence

For GSE to maintain its place as the preeminent graduate school of education in the region and to establish itself nationally as a school on a par with Harvard, Stanford, and Columbia Teachers College, it must:

- attain scholarly distinction in significant fields of educational research;
- recruit an able and diverse student body;
- expand its financial base; and
- contribute to the improvement of education in the region and nation.

To accomplish these objectives, the School must take advantage of new opportunities in a changing social and educational environment. GSE must challenge the popular misconception that public education cannot be significantly improved, and it must overcome a series of obstacles endemic to schools of education. These include the burden of tuition costs for students entering a low-paying profession; an extraordinary dependency on tuition income in the absence of endowment; high

faculty teaching, advising, and committee service responsibilities that make sustained research and writing difficult; inadequate facilities; the difficulties of reconciling disciplinary-based research on educational policy and practice with the preparation of professional educators; and the limited availability of educational research funds. As a small school, GSE will need to carve a distinctive niche for its teaching and service programs, especially through its involvement with selected school districts in the region.

A. To Attain Scholarly Distinction in Educational Research

GSE will establish itself as a major center of research on education through the retention and recruitment of outstanding disciplinary and interdisciplinary scholars, and by emphasizing a research agenda that focuses on issues related to teaching and learning and their application to educational practice. The primary research focus will be on informing and improving education in schools. These efforts will require an expanded, externally-funded research base and the creation of a more congenial environment for scholarly productivity.

GSE is presently well situated to achieve success. The appointment of junior and senior scholars trained as anthropologists, psychologists, linguists, and historians has established a solid base of scholarship. But GSE must build substantially on this base to compete with peer institutions that have historically provided more supportive research environments. The School will thus need to maintain competitive salaries, establish greater incentives for research productivity (including a Dean's research fund and incentives for winning major grants), and probably revise its current high level of teaching and advising responsibilities. One result of these endeavors should be an increase in the current low level of externally-funded research, now amounting to less than 1.5 percent of the School's unrestricted annual income.

Scholarly distinction will also require building more significant connections to faculty in other parts of the University. The School has always been concerned with such connections through secondary appointments and shared doctoral dissertation advising, but a number of additional steps are currently underway. A distinguished economist from the Wharton School will be teaching at GSE in Spring, 1989. The Higher Education Division is developing cognate areas with faculty in the Departments of Sociology and Economics. All search committees now include University faculty from outside GSE, as do tenure review and promotion committees. GSE hopes to increase the number of its faculty with secondary appointments in other departments. Faculty from such departments as Economics, Sociology, Linguistics, Anthropology, Psychology, Folklore and Folklife, and History will continue to be members of dissertation committees.

As a School, GSE intends to develop special research expertise to advance knowledge on educational practice. This will require collaboration between GSE faculty and educational practitioners. We will encourage teachers and administrators to engage in research even as they practice their profession in classrooms, offices, and other educational settings. In this way, we will exploit in creative and distinctive ways the traditional tension between the basic researcher's theoretical aims and the practitioner's specific needs.

The development of collaborative research on educational practice is not a simple task. It is a relatively new approach to educational research, and occurs at a time when the nature of educational practice itself may be changing. Major proposals for educational reform call for revised relationships between teachers and administrators. In addition, the increasing linguistic and cultural diversity of school populations calls for new ways of confronting issues in classroom management and instruction. We believe, therefore, that changes in practice must themselves be the focus of research.

GSE can increase the likelihood of producing distinctive educational research and increase its externally-funded research base by bringing together current and new endeavors in a Center for Research on Educational Practice. The new center will serve as an umbrella for research and service designed to inform and improve education. One important fea-

ture of the center will be the integration of GSE's service and research activities for students and educational professionals in ways designed to strengthen the School's role in influencing educational policy and practice.

In addition, GSE intends to chart new directions in its research and teaching, building on existing strengths within the School and committing its energies to fields of inquiry central to the educational debates of the approaching decade. At least four areas seem likely to command our attention: the preparation and continuing education of teachers and administrators, educational planning and evaluation, early childhood education, and computers in education. Our leadership in these areas will increase faculty access to research funds and help in the development of distinctive instructional programs likely to have far-reaching consequences for education in the twenty-first century.

GSE will expand its long-standing commitment to the preparation and continuing education of teachers and administrators by increasing its emphasis on research questions about teaching, teacher preparation and professionalization, and administrative practice, and by reorganizing its curriculum in the Educational Leadership Division. We will address in systematic ways questions about the ways teachers and administrators use knowledge in classroom and school settings, the impact of certification reforms and career ladders on the recruitment and retention of educators, and the roles of schools of education in developing models of teaching and administration. A comprehensive curriculum reform is currently underway in the Educational Leadership Division to address new developments in administration and management, curriculum and instruction, and the social sciences and educational research. As part of this review, GSE expects to make two to four tenure-track appointments in teacher education, educational administration and organizational change, and educational research in the social sciences.

A second new area of research and curriculum development is educational planning and evaluation. School systems are now actively engaged in planning for an expected 40 percent turnover in professional staff over the next 10 to 15 years. They have also become increasingly involved in assessing the results of the current educational reform movement. GSE intends to expand its capacity to engage in formative evaluations of these reforms and develop ways to link educational assessment with planning. Because measurement and evaluation is of such scholarly significance, GSE will be seeking the appointment of a Trustee Professor in this area.

Third, GSE expects to develop a major research and teaching program on early childhood education. Preschooling will be of national concern over the next decade. Unanswered questions about the kind of education young children should receive, the relation between play and formal learning, the cost of preschooling, and the impact of early childhood education on family life and school achievement will be fundamental to the national debate. GSE has strengths in these areas, but hopes to focus those strengths and make at least one tenure-track appointment to create a nationally significant program in early childhood education.

The place of computers in education raises serious questions for a small school like GSE. While interactive technology is likely to become increasingly important in education over the next decade, the costs of such investment are high. GSE currently emphasizes the practical uses of computers to teachers, but it will need to go further and develop research on the effect of computers on children's learning as well as on curriculum and classroom practice. Whether this will be through the appointment of a tenure-track scholar in computer education or scholars in different content areas that use computing, such as writing or science education, will be the subject of considerable faculty debate.

B. To Recruit an Able and Diverse Student Body

Excellence depends upon enrolling able students, students who become conduits and practitioners of significant GSE research and instructional programs. GSE is also committed to increasing the proportion of full-time doctoral students and minority students.

GSE attracts a number of qualified applicants whose combined GRE scores average over 1100. In some of its programs—the doctoral level in

Counseling Psychology, for example—the School has been very selective. The Teacher Education specialization attracts talented University of Pennsylvania undergraduates. Educational Linguistics, Higher Education, and Interdisciplinary Studies in Human Development attract capable students at both masters and doctoral levels.

In spite of the current strength of GSE's student body, there is considerable need for improvement. Too many of the most promising students in the U.S. and abroad are choosing other schools of education, and an even greater number are not considering graduate study in education at all. A substantial majority of the students who enroll in GSE come from the lower Delaware Valley; too few applicants are drawn from the national pool of students. Less than 30 percent of enrolled doctoral students at the pre-dissertation stage are full-time. Only 10 percent of GSE's graduate students are minorities.

Full-time enrollment is especially difficult because the School offers only a small amount of tuition scholarship or fellowship aid that extends beyond tuition. Even those currently enrolled full-time often carry heavy job responsibilities. The average age of GSE students is higher than that of graduate students in most other Schools of the University. Because most education students have family responsibilities and are engaged in an underpaid profession, forgoing income to pursue graduate study demands enormous sacrifice. Given the level of financial aid currently made available, the barriers to full-time study are insurmountable for many students.

To matriculate more highly qualified applicants and to increase the proportion of minority and full-time doctoral students, GSE intends to institute more restrictive admission practices and to undertake an aggressive recruitment campaign. The School plans to reduce its part-time doctoral students by 35 percent, placing a greater emphasis on quality in the recruitment of students. The number of full-time Ph.D. students will remain unchanged, but the proportion should increase from 30 to 40 percent of Ph.D. student enrollment (Table 1). Improvements in the School's professional education and research programs, improved job prospects for young scholars in schools of education and educational agencies, and increased funds from externally-sponsored research and training grants should continue to attract talented doctoral candidates to full-time study.

Simultaneously, the number of students enrolled in masters programs will be increased by about 25 percent. Most of this increase will be among full-time students seeking entry level positions as the job market for education improves. The School also expects to increase the number of students who seek continuing education or who wish to master new educational technologies.

The recruitment of minority students will be given special emphasis. An increasing proportion of the nation's school-age population over the next two decades will come from Black, Hispanic, East Asian, and recent immigrant families. GSE programs must be concretely focused on urban and minority educational concerns, building more cooperative arrangements with local school districts and increasing the amount of financial aid available to minority students. GSE hopes to double the proportion of minority students over the next five years.

To implement fully its goal of a more diverse student body, GSE will have to compete more aggressively in the national market for students and will require substantial additions to its financial aid and research funds to do so. Faculty research and training grants will necessarily have to finance research assistantships for students. Nationally prominent scholars will have to be recruited to join the faculty. Part of the University's development campaign must be directed toward fellowships for education students, especially minority students. At GSE, a high priority will be given to enlarging the School's Marcus Foster Minority Scholarship Fund from its present endowment of \$135,000 to at least \$500,000.

As part of its efforts to diversify its student body, GSE will also provide more active support to women doctoral candidates in areas where women have not traditionally enrolled. This is of special concern in those doctoral programs that lead to school district superintendencies and to positions of authority in federal and state education agencies.

GSE's determination to enroll an academically gifted, more full-time and diverse student body continues directions already set in place over the past five years. Still, economic realities suggest that most students will continue to come primarily from the Philadelphia region; many will still be part-time. A regionally-based student body, moreover, has certain advantages. It knits the School more closely into the fabric of local educational institutions and allows mature students with families to gain advanced degrees while continuing to work. It also facilitates dialogue between faculty members and practicing professional educators, often enabling graduate students to play both roles simultaneously. While building on such advantages, GSE will nonetheless focus its efforts on recruitment and financial aid to achieve a student body of more national reach, greater minority representation, and proportionally more full-time.

C. To Expand GSE's Financial Base

An expanded, more secure financial base is a prerequisite to enrolling outstanding students, appointing and retaining distinguished faculty, undertaking new programs and strengthening existing ones, and extending GSE's research endeavors. Accomplishing this objective will not come easily. There is almost no existing endowment; for 1986-87, less than .2 percent of the School's unrestricted income came from its endowment. GSE's alumni rarely have access to large sums of money. The School has only one partially endowed professorship, and its subvention allocation is less than its annual contribution to the University. Support from the University will be necessary to convince graduates of other Schools and friends of the University to contribute to the improvement of education research and the preparation of education professionals.

GSE is overwhelmingly tuition-driven; roughly 80 percent of its unrestricted annual income derives from tuition, with another 14 percent provided by University subvention. Only 2 percent of GSE's unrestricted annual revenues comes from annual giving, and 1 percent from indirect cost recovery. While tuition revenue will continue to be the primary source of funds for GSE, without a shift in the balance between tuition and the other sources of revenue, GSE will be stymied in its efforts to achieve the major objectives of this Plan.

Fortunately, this fact has already been recognized. Efforts in the last few years to increase alumni contributions and gifts from friends have been modestly successful, as have attempts to raise endowment funds. Thus far, however, these efforts have not significantly reduced the School's dependence on tuition revenues.

To meet the fiscal challenge of the next five years, GSE will need to engage in the first extensive development campaign in its history. This effort includes:

- the appointment of a full-time Director of Development and Alumni Affairs;
- the creation of a Board of Overseers;
- a sustained effort, combining the resources of GSE's Dean's Office and its Development Office with faculty initiatives, to seek greater amounts of externally-funded research and gifts.

These development efforts will be a central focus for GSE's administration and faculty. They have already begun to show some success. A number of proposals for research and training grants are in process. Initial commitments to serve on the School's new Board of Overseers have been secured. Nonetheless, it is important to reiterate that any school of education is at a disadvantage in the competition for endowment funds. Its graduates lack financial resources available to other professionals, and universities have not traditionally placed a high priority on their schools of education. Without enthusiastic support from the University, it will be very hard to expand and secure GSE's financial base.

D. To Contribute to the Improvement of Education in the Region and the Nation

GSE intends to be in the forefront of national and regional efforts to improve education. Building on its commitment to direct more of its efforts to prepare leaders in teaching and educational administration for

the region, GSE expects to train future national and international leaders within the education profession. This commitment reflects GSE's belief that a school of education can and should be a leader in educational policy debates, educational reform, and educational scholarship. Three important ways in which GSE can achieve this objective are by establishing outstanding professional education programs that prepare future educational leaders, by leading the way in reconceptualizing professional practice, and by strengthening its connections to outstanding scholars in other disciplines within the University.

As a major priority, GSE intends to strengthen its professional education programs. The School will extend its commitment to the preparation and continuing education of teachers, administrators, and specialists in education, including psychology, computers, and language. Without such a commitment, there is little to justify a school of education over an academic department of education.

Simultaneously, GSE faculty will participate in efforts to reconceptualize professional practice itself, especially through active collaborations with school districts in the region. Some of the strongest trends in education today center on increasing the professional authority of teachers, transforming conceptions of leadership in education, and deepening the knowledge base upon which educational decisions are made. GSE is dedicated to participating in those trends by working closely with school districts to enlarge understanding of educational decision-making and of educational professionalism.

The result of these efforts will be the preparation of professionals who know how to practice their profession—teachers who can teach in today's classrooms and administrators who can manage and lead today's schools—but who also have the capacity to articulate and implement a vision of how the education of students might be vastly improved.

IV. Criteria For Investment

Establishing objectives is essential. But to make decisions about faculty and programmatic investments and assess the progress made toward objectives requires more precise criteria. Listed below are five criteria GSE will apply over the next five years when making investment decisions. These are guidelines and constraints. No single case needs to meet all the criteria. Where few of the criteria are met, however, a program will need to make a special claim for investment.

A. A Program Must be Research-Based

Because GSE exists within a major research university, its programs must have a research base. Faculty must have research agendas, a record of scholarly distinction, and the ability to engage students in advanced research activities.

B. A Program Should be Distinctive

Outstanding potential students in graduate education can choose from numerous public and private university programs that provide high-quality degrees. Convincing students to choose Penn over other schools of graduate education requires that its programs and its scholars be distinctive—in approach, research, teaching, or occupational outcome.

C. A Program Should be Central to the Educational Process

GSE's primary focus is on the education that occurs in and around schools. While many other institutions educate, the school is the only institution that makes education its explicit responsibility. Central questions facing education are how children, adolescents, and adults go about their work of learning in school; how teachers go about the process of teaching; and how classrooms and schools are organized. While GSE has an ongoing commitment to understanding how children and adults learn within families and the culture more broadly, its responsibility to address the educational processes of schooling is central.

D. A Program Should be Financially Self-Sufficient

This is often the most difficult question for any school committed to educational excellence to ask. It is easy to make the attainment of financial self-sufficiency the most important criterion for program investment. That is not the position at GSE, where tests of program

Table 2: Unrestricted Fiscal Performance for GSE: FY84-FY93 (in thousands of dollars)

	FY84	FY85	FY86	FY87	FY88	FY89 Proposed	FY90 Projected	FY91 Projected	FY92 Projected	FY93 Projected
Direct Revenues										
Tuition										
Net undergrad regular	399	503	625	1,030	1,035	1,194	1,272	1,354	1,442	1,536
Undergrad special	25	26	22	36	32	34	36	39	41	44
Graduate regular	2,288	2,441	2,681	2,954	3,021	3,462	3,687	3,927	4,182	4,454
Graduate special	365	363	396	394	393	419	446	475	506	538
Total	3,077	3,333	3,724	4,414	4,481	5,109	5,441	5,795	6,171	6,572
Tuition: special pgms	84	101	0	0	25	100	100	100	100	100
Special fees	29	31	21	34	26	27	29	30	32	33
Investment income	30	37	41	34	32	34	37	39	42	45
Gifts	112	126	116	122	100	150	173	198	228	262
Indirect cost recoveries										
Endowments					8	9	9	10	10	11
Sponsored pgms	20	40	34	79	100	41	47	54	62	72
Other rest. funds	2	5	6	7	5	5	5	6	6	6
Total	22	45	40	86	113	55	62	70	79	89
Other income	41	92	65	0	60	30	30	30	30	30
Total Direct Revenues	3,395	3,765	4,007	4,690	b34,837	5,505	5,871	6,262	6,682	7,132
University Subvention										
Undergrad fund					0	(46)	(46)	(46)	(46)	(46)
Program regular	515	484	535	579	653	634	634	634	634	634
Student financial aid	135	152	196	271	134	134	134	134	134	134
Total	650	636	731	850	787	722	722	722	722	722
Bank transactions	(43)	(56)	(28)	0	1	0	0	0	0	0
Total Revenues	4,002	4,345	4,710	5,540	5,625	6,227	6,593	6,984	7,404	7,854
Direct Expenditures										
Total compensation	2,365	2,572	2,652	2,957	3,263	3,673	3,841	4,019	4,206	4,403
Benefit recovery allocation	0	0	0	0	50	0	0	0	0	0
Current expense	400	467	512	706	384	445	463	481	501	521
Equipment	36	83	47	36	30	35	37	38	40	41
Expense credits	(103)	(59)	(60)	(110)	(35)	(35)	(35)	(35)	(35)	(35)
Graduate aid regular	450	510	616	637	567	636	677	721	768	818
Total direct expense	3,148	3,573	3,767	4,226	4,259	4,754	4,983	5,224	5,479	5,748
Allocated costs										
Utilities	136	128	137	148	130	141	153	166	190	195
Non-utilities	159	177	189	212	240	258	277	298	321	345
Total op & main	295	305	326	360	370	399	430	464	501	540
General administration	197	202	222	252	252	271	291	313	327	362
General expense	250	252	266	374	406	436	469	504	542	583
Net space allocation	12	13	14	20	23	28	33	40	48	57
Library	0	0	0	282	315	339	364	391	421	452
Total alloc costs	754	772	828	1,288	1,366	1,473	1,588	1,713	1,848	1,994
Total Expenditures	3,902	4,345	4,595	5,514	5,625	6,227	6,570	6,937	7,327	7,742
Performance	100	0	115	26	0	0	22	47	77	112

quality and the other criteria discussed in this section will be applied. Nonetheless, financial self-sufficiency is critical. GSE can only infrequently afford to maintain programs that are a net financial loss.

E. A Program Should Have the Potential for Visibility and Leadership in Education

GSE's programs should speak to audiences outside its own classrooms. No less important than the direct teaching of students is the role that research and service plays in addressing the educational concerns of the region and the nation, as well as those of other countries. This concern speaks to the ways that programs and faculty are visible through their quality, distinctiveness, and ability to inform educational theory, policy, and practice.

V. Resources and Priorities

A. Fiscal Resources

One set of budget projections for GSE is shown in Table 2. These projections draw upon the previous five years' experiences, extrapolating budget-planning parameters for fiscal year 1989, and then applying them through FY 1993. Assuming that these conditions remain constant, GSE will continue to generate small budget surpluses without making any

additional claims on the University's subvention funds. While the University's real financial support of the School is projected to decline, the School's ability to sustain its current graduate programs will not be at risk.

The assumptions underlying Table 2 are both conservative and optimistic. The projections assume that the School will be able to maintain course-unit enrollments at current levels while simultaneously altering the full-time/part-time composition of its student body. They also assume that the School's annual giving will double over the next six years and that indirect cost recoveries will increase—not unreasonable goals. On the expense side, the table assumes that currently vacant standing faculty positions will be filled, some at senior levels. It also assumes that the staff supporting the research and instructional efforts of the standing faculty will grow slightly.

GSE will thus continue to be a very good graduate school of education, especially in selected areas. In order to achieve national eminence, however, the School will require substantial increases in its endowment and externally-sponsored research.

B. Faculty

GSE's ability to attain national eminence ultimately depends upon the quality of its faculty. That, in turn, requires that the School retain and

reward distinguished current faculty, recruit promising young scholars, and attract distinguished senior colleagues with national and international reputations.

If this Plan is successful, GSE expects a modest increase in the authorized size of its standing faculty from its current level of 34 to 37 (Table 3). Combined with expected retirements of two to four faculty members during this period, the School should be in an advantageous position to recruit scholars at both the senior and junior levels. These appointments will be used to maintain existing strengths in psychological services, to strengthen important areas like educational administration, teacher education, and measurement and evaluation, and to chart new directions in early childhood education.

Personnel Category	1982-83	1987-88	1992-93 (Projected)
Standing Faculty (Authorized)	32	34	37
Associated Faculty	7	8	4
Academic Support Staff	7	6	4

New appointments to the standing faculty will allow the School to reduce and reconceptualize the number and roles of non-standing faculty (Table 3). Adjunct faculty with combined administrative and teaching responsibilities and full- and part-time academic support staff play important parts at GSE, serving as replacements for standing faculty and providing supervision in clinical settings and in the teacher preparation program, and in helping the School accommodate financial constraints. However, there have been no systematic efforts to rationalize the place of non-standing faculty. Over the next five years GSE intends to articulate the role of non-standing faculty, centering its responsibilities primarily on clinical supervision in professional education programs and constructing a body mainly of practicing educators on term appointments to the School.

At the same time, the School will reinvigorate its secondary appointments. This is especially appropriate, since many outstanding scholars are engaged in research and teaching on education, including faculty in the School of Arts and Sciences' departments of Anthropology, Economics, Linguistics, Folklore and Folklife, Sociology, Psychology, Philosophy, and History, as well as faculty in the Wharton School, the Annenberg School, and the Schools of Social Work, Nursing, and Engineering and Applied Science. Efforts to involve non-GSE faculty in teaching and serving on faculty search and doctoral dissertation committees have already been successful.

Finally, GSE is committed to increasing the representation of minorities and women among faculty at the senior level. Currently, 30 percent of the standing faculty is women; 7 percent of the standing faculty is minorities. Only 11 percent of the tenured faculty is women, while there are no tenured minority members of the faculty. Though GSE compares favorably with other schools within the University in the gender and minority composition of its faculty, it expects a significant increase in its current proportions at the senior level.

The quality of GSE's faculty, as scholars, teachers, and as professional educators, is high. To achieve national eminence, however, the School must attract the most outstanding senior scholars and educational professionals and the most promising of a new generation of scholars.

C. Resource Allocations

The additional income GSE expects from its aggressive development and fund-raising campaign will be allocated by the following priorities:

Endowed Professorships. In order to recognize the scholarly accomplishments of its most outstanding faculty and attract eminent scholars to its ranks, the School must establish endowed professorships. Three endowed professorships at \$1.25 million each are envisioned; it is hoped that at least one of these will be a Trustee Professorship in Educational

Measurement and Evaluation. One endowed professorship will be the Dean's chair. As the symbol of the School's scholarly stature and its public voice, as well as the source of chief responsibility for the School's academic and financial welfare, the Dean's role is crucial.

Endowed Term Chairs. To enhance significantly the School's efforts to attract and retain highly talented teachers and scholars, GSE will seek \$500,000 for four endowed term chairs, awarded for five-year periods and providing \$5,000 annually in research funds. In addition, funds will be sought to provide release time for non-tenured faculty members during their second term appointment. In recognition of their research needs at a critical moment in their careers, junior faculty will be relieved of all teaching and other responsibilities for a semester.

Student Financial Aid. \$1.75 million in new endowment funds will be sought for allocation to student financial aid. Between 20 and 25 percent of that increase will be applied to the Marcus Foster Scholarship Fund for minority students. This increased allocation should enhance GSE's capacity to increase its proportion of full-time and minority students.

Facilities. A total of \$1.5 to \$2 million will be sought to add a new wing to the west end of the Education Building. The current building cannot accommodate any increases in research, teaching, or service activities. The alternatives to a new wing—restricting the faculty's initiatives or continuing to rent space outside the building—are considerably less attractive, since they undermine the forward thrust of this Plan and the integrated approach to research, teaching, and service that is so vital in a professional school.

VI. Summary

The themes of GSE's Plan for Educational Excellence can be summarized as follows:

GSE has a solid academic and financial foundation upon which to build. It attracts able students, has a strong faculty (enhanced by recent appointments and newly tenured faculty), and a very good reputation within the educational community.

The appointment of a new Dean and subsequent administrative changes have renewed the School's vigor and reemphasized its commitment to achieve national eminence.

The School has articulated its most immediate priorities—to attain scholarly distinction in educational research, to recruit a more able and diverse student body, to expand its financial base, and to contribute to the improvement of education in the region and nation.

The School is establishing explicit criteria to guide its investments in programs and personnel. These criteria call for programs that are research-based, distinctive, central to the educational process, financially self-sufficient, and that have the potential to gain national visibility.

The School is embarking upon an aggressive development campaign with the intention over the next five years of adding \$6 million to its endowment, expanding annual and planned giving, increasing its income from externally-funded research and service, and raising \$1.5 to \$2 million in capital funds for an addition to the Education Building. The new endowment income is tentatively allocated to three endowed professorships, four endowed term chairs, and \$1.75 million for student scholarship aid.

The School is determined to achieve greater diversity in its student body and to increase the proportion of minority and women faculty at the senior level.

The School is dedicated to ongoing assessments of its programs with the intent to enhance strong programs already in existence, to improve those deemed necessary and likely to become outstanding, and to eliminate those that cannot be made outstanding with a reasonable allocation of resources.

These aims are all well within the realm of possibility. They are based on a realistic assessment of the conditions of the School, of the University, and of the social and economic concerns for education likely to be addressed over the next five years. GSE's faculty and its administration are prepared to undertake the tasks required to make GSE one of the nation's finest schools of education.