

Call for New Strategic Priorities for Syracuse University School of Education

To Dean Joanna Masingila, the faculty, staff, and students of the School of Education:

Received: August 25, 2020 (revised recently)

Timeline and Benchmarking

August 2020

Initial meeting with Dean

Set schedule for dissemination and community discussion of Draft

Planning Document

September – November 2020

Community discussions

First ‘no-cost’ actions (elimination of pre-admission SAT/ACT/GRE;

work with broader community on de-policing in favor of caring schools;

implementing Diversity Committee’s grad mentoring plan; creating Budget & Priorities Committee)

Set benchmarks for each quarter (Sept-Nov; Dec-Feb; March-May; June-August 2020-22)

We, the Black Faculty (Fulltime) of the School, have long been concerned with the experiences and reports of anti-Black racism in the School and in the University. We (in addition to Black staff and students) have been addressing our concerns and pain individually in the main or behind the many closed doors of institutional life. At this moment, we recognize that those muted strategies of survival must end, in part because these forms of sharing disable acknowledgement and repair, and they do not contribute to equitable and anti-racist climate and structures that allow all of us to work productively.

We call on the School of Education to move beyond statements that have little or no effect on the operations, practices, and outcomes, including those found in the Mission and Core Commitments (e.g., “To recognize that diversity and academic excellence are inseparable”).

The School of Education has a special moral responsibility to students from early childhood to post-graduate study to ensure that our practices and processes do not contribute to the long history of racial injustice and White supremacy that have been reified in schools and educational institutional life in the US. We owe them the *fulfilled* promise that when they encounter our alumni or our faculty and staff, they will be met by individuals who are genuinely committed to anti-racist pedagogy, who are continuing to learn through history and current events that their work must be open to criticism, adaptation, and examination.

The School of Education will hereinafter recognize that our work is inconsequential if it does not explicitly name anti-Black racism as a founding principle of American institutions, including schools. It is a continuing obstacle to educational justice and equity. The dehumanizing histories and strategies of anti-Black racism and White supremacy¹ have limited *the very possibility of* enacting the commonly expressed educational goals, such as equal access, opportunity, critical thinking, and student success, among many others.

The School of Education Strategic Planning document (and its amendment in 2019) was developed as a companion piece to the University Strategic Plan. Its articulation of goals related to “diversity” is vague and peripheral to the identity of the School (and the University). We intend to *center* work specifically meant to disrupt anti-Black racism.² We recognize that all must be willing to give up some of our accustomed practices and resources in order to enact our new commitments. In what follows, we move away from the rhetorical gestures of “diversity and inclusion” in order to pose a more radical challenge to the School.

We will not accept Business as Usual.

We recognize that this same history has been arrayed against Indigenous peoples, Latinx, and other populations, but we encourage them to speak for themselves in their particularity. Our use of ‘anti-Black racism’ as a centering theme is not intended to downplay the importance of intersectional identities, experiences, and struggles. We recognize, with sorrow and vigilance, the ways in which Blackness intersects with ethnicity, class, gender, gender identity, sexual orientation, dis/ability and other conditions of humanity can amplify harms and complicate race solidarity.

[We] who are dark want to matter and live, not just to survive but to thrive. Matter not for recognition or acknowledgment but to create new systems and structures for educational, political, economic, and community freedom.
[Our practices must include:] mattering, surviving, resisting, thriving, healing, imagining, freedom, love, and joy. (Bettina Love, 2019, 1-2)

Section 1: Leadership

	Demand/Action Item	Responsible Person/Department	Response
1	We call for the development of a model of distributed leadership in the School, in which all members of the School share responsibility, are held accountable, and work transparently toward the transformation of the School as an academic, intellectual, cultural, and communal space that is intentionally anti-racist.	(Dean’s council? - a place to start these conversations) Departments have conversations about restructuring	-Disrupting the current leadership structure in the SOE; a call to question what is; think differently about -Distributed leadership - -Consider whether department structure is working - have to think how to do things differently <i>(from anneliese - what might a different structure “look like” that would be intentionally anti-racist, pro-Black?)</i> look outside higher ed Black feminist ways of leading Indigenous ways of leading

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			We can spend the time differently in these meetings - conversation; dialogue; not just talking to us. the way we meet; the way we get together; the way we plan to meet - organized often around titles; need to do things differently
2	We call for the responsibilities of leadership and governance to include those with and without titles.	All	regardless of title/roles - everyone having responsibility to lead - collective responsibility starts with the Dean about communication and transparency
3	We call for genuine and purposeful inclusion of student voices in this model, in order to benefit from their special knowledge and insights and to support their continued development as leaders during and after their time at the University.		BIPOC graduate student needs not address - policies and practices - having them part of the conversation Who gets invited to committees? How? - Let's disrupt how we do this. What are other kinds of models.

Section 2: Student Recruitment and Retention

We call for recognition of the harm that many Black children are enduring in both public and independent school settings from anti-Black racism – from the microaggressions of everyday classrooms to the carceral structures inside schools to the defunding of public schools to the school-to-prison pipeline. We must do our best to disrupt and to eliminate those experiences that perpetrate harm and trauma for those students.

We must, therefore, change the demographics of the teaching force, as well as their preparation and ongoing professional development through whom we bring and graduate from SoE. We call for the immediate change in the recruitment strategies for both undergraduate and graduate students in the School:

	Demand/Action Item	Responsible Person/Department	Response
4	Hire an additional recruiter/advisor whose focus is recruitment and retention of Black students (and BIPOC). Nevertheless, all recruiters and advisors are accountable for this work		<i>(from Anneliese - notice where the problematizing is showing up in your discussion. What is possible? Barbara talked about a different form of mentoring was needed - what would that change “look like? and how does that tie to recruitment/retention?)</i>
5	Intentionally connect work of student recruitment to the expertise in CAASD		
6	Set an aggressive percentage increase over three years of Black students in all certification programs. Commit the resources to achieve those increases.		
7	Market our diverse teacher prep candidates as well-trained entrants into CNY districts		

8	Create a direct admit (with scholarship) track for Charles Hayden Scholars to SoE		
9	Leverage HEOP funds for recruitment of 5 Black UG students to SoE per year		
10	Review recruitment sites		
11	Change marketing materials		
12	We call for a review of Graduate Programs across the School: Goals, curriculum, financial support (for Black and other underrepresented students)		This review should include recruitment and retention.
13	We call for a review of Graduate Programs across the School: Redirection of Doctoral funding toward support, retention, and completion of Black students		
14	We call for a review of Graduate Programs across the School: Implementation of a directed mentorship program for URM and first-generation graduate students in SoE. Support for more mentoring and programming funded and supported by the University		
15	We call for the provision/support of CAASD opportunities for SoE graduate students, providing experience working in grant-funded programs and service activities for academic pipelines.		
16	We call for the elimination of SAT/ACT/GRE for incoming students.		
17	We call for an annual accounting of student retention, with some mechanism of surveying reasons why students leave SoE.		
18	Demand the disarmament of SU Department of Public Safety so that Black students can live and learn in a campus environment without fear of the police		
19	<i>Create a culture of radical welcome for new students that supports and renews the culture of the school.</i>		

Section 3: Anti-Racist Curriculum, Pedagogical Practices, and Community Expectations

We believe that a curriculum grounded in principles of anti-racism is necessary for preparing educators and leaders at all levels of the educational pipeline. We call on faculty across all departments to engage in thoughtful review of courses and programs to identify gaps in anti-racist pedagogy and content, and work to address these gaps through professional development, program development and revision, and ongoing review.

	Demand/Action Item	Responsible Person/Department	Response
20	Establishing a graduate program in Race, Ethnicity, and Educational Justice	Dean-Dept Chairs-Faculty	
21	Integrating principles of anti-racist curriculum development into the work of the Curriculum Committee and the Program Review process		Spread around the responsibility for monitoring the curriculum so that the responsibility and burden doesn't always fall to a limited number of POC. Treat it as something other than an academic exercise --- recognizing that there is an emotional labor of having to sit through this activity. Create an explicit criteria that evaluates curricular contents in terms of its anti-racist perspective. <i>(from Anneliese - what would "spreading around" this responsibility look like in practice? who are the models of folx doing similar work who have tackled this before?)</i>
22	Building capacity and support for anti-racist curriculum reform with colloquia and round table discussions of teaching strategies, challenges, and opportunities and inviting guest speakers for virtual and in-person talks		See #24 below --- Centering the expertise of Black and other faculty of color to pedagogical practices Formal seminars with resources allotted to leading faculty with chosen cohorts per semester Reflective pedagogical knowledge building seminars offered over blocks of time (e.g. 5 weeks) - learning cohorts Participants could volunteer or would this need to be incentivized or a part of how the School plans to move forward.
23	Engaging Black and other students from racially minoritized groups about their experiences with the curriculum on a regular basis		
24	We call for the SoE to embrace reflective pedagogical practices that recognize and acknowledge how collective anxiety and discomfort about Blackness lead to weaponized encounters in our classrooms. We call for collective and individual consciousness and accountability about the resultant conscious and unconscious anti-Black racism that we deploy with students and model for them as positive pedagogical strategies.		How do we create space to talk about our teaching. But the challenge is to do that in "mixed groups" without putting the burden on POC. Brown bags that meet monthly -perhaps in racial caucus groups Lunch and learn ----- talk about specific anti-racist pedagogy intentionally setting aside time to reflect ---- How could this happen in the teaching review process ----- without it coming around to smack you in the face ---- if you are actually honest and transparent you are penalized for your honesty

25	We call for a commitment to abolitionist strategies of teaching that intentionally engage with struggles for educational justice and insist on humanity and freedom as goals for pedagogy in the SoE.		
26	Engaged Pedagogy and Practice five areas of strength (under the umbrella of Digital/Engaged Pedagogy) must be intentionally structured to imbricate critical race studies that foreground anti-racist practices. The funds for this initiative must be deployed to reflect this priority.		

Section 4: Faculty Recruitment, Accountability, and Retention

	Demand/Action Item	Responsible Person/Department	Response
27	<p>We call for a School-wide policy that reinforces that no faculty hire can be made without a racially diverse finalist pool.</p> <p>*While the percentage of full-time Black faculty in the SOE is somewhere between 15-17%, which is the highest ‘density’ of Black faculty in the University, this is nothing of which to be proud. We will get our first full-time tenure track hire into this group in more than five years in the Fall of 2020. Our recruitment of new faculty does not reflect what we claim to do in our mission and vision. As we look ahead to the future, we call on the School to increase its recruitment of Black faculty. The Dean and faculty should be assessed on success in this area.</p>	Dean but also perhaps Kal to monitor various markers	Consider rewards structure (in the T & P process) that recognizes the service work of BIPOC faculty on these committees, recruiting on our behalf. Also BIPOC committee members (not relying solely on service of BIPOC faculty colleagues. This work can’t continue to be invisible. Markers - about recruiting, applicant pool, preliminary interviews, and final interviews at certain places that must be met before you can move forward in the process. Not just about the final pool.
28	We call on the School to take numbers/percentages seriously but to take expertise in anti-racist pedagogy, scholarship, and leadership even more seriously.	Dean, dept chairs, T & P committees, Selection Committees, and Provost	We have to be open and embrace candidates who bring in these areas of expertise. For example, a candidate with 10 publications but no anti-racist orientation/ pedagogy versus a candidate with an emerging scholarship in these areas with less published works, we would prioritize the latter candidate. That same rationale would apply in evaluating our

			<p>yearly CVs and T & P. We also need regular and public accounting of faculty, T & P, retention of faculty, tenure-track, teaching professors, and adjuncts.</p> <p><i>(From Anneliese - I was moved into another room - but capture what Sharon was saying...and then what would it mean to resist what the university is deeming as “justifying your existence” - and how can this resistance be anti-racist?)</i></p>
29	We call on our colleagues to reflect on their attitudes, beliefs, practices, and privileges and identify ways in which they may have harmed students, staff, partners, and faculty colleagues through unconscious bias, microaggressions, upholding of racist structures, and/or macroaggressions.	White faculty	Regular and public acknowledgement of the pain and harm we have caused. Our need to continuing reflect and learn, and recognize how perpetuate anti-Blackness and as white faculty how do we apologize in ways that are authentic, have the difficult conversations. As white faculty we need to lean into pushing the collective white faculty (and individuals) to reflect and learn.
30	We call on our colleagues to educate themselves, to commit to bystander training, to hold themselves to a more radical standard of anti-racism – recognizing, as we do, that this is lifelong work, and that while it may be different work for us, we too are engaging in self-reflection and ongoing accountability.		
31	Insofar as any of us supervise the work of others, review papers and publication, serve as leaders in professional organizations or on committees inside or outside of the University, we call on our colleagues to do the larger, more vital work of calling out and destroying the seemingly inconsequential or the blatant acts of anti-Black racism that permeate our policies, actions, and processes. We call on our colleagues to employ their analytic capabilities to examine their personal conduct and the troubling structural inequities we support consciously and unconsciously.		
32	Black faculty traditionally have contributed under-accounted labor on behalf of students from underrepresented groups (and diversity initiatives as well as other projects). Recognizing that SU is an R1 university and that excellent (and anti-racist) pedagogy is a priority of School faculty, faculty service		

	must be brought to the surface and should be assessed by its impact and expansion of partnerships (rather than simple participation). Black faculty should be mentored into the ability to perform service on an equitable basis, which relies on having a critical mass of Black faculty, and to build the cv that leads the individual into a successful (for them) career trajectory. The recruitment and retention of Black faculty is imperative for the success of the School in the 21 st Century.		
33	<i>Create a culture of radical welcome for new faculty that supports and renews the culture of the school.</i>		

Section 5: Staff Recruitment Accountability, and Retention

	Demand/Action Item	Responsible Person/Department	Response
34	We call for a School-wide policy that reinforces that no staff hire can be made without a finalist pool that reflects a commitment to BIPOC inclusion and to race conscious practices and policies.	Directors, Department Chairs, HR, Internal and Cross-Unit Hiring Committees	<p>-Internal Staff Recruitment funds, including relocation support (because external funds won't allow this)</p> <p>- What can we offer that is beyond the control of HR (because we lose Staff Persons of Color because of very tightly bound salary ranges)</p> <p>- Better outreach, better advertising resources</p> <p>- Willingness to “fail a staff search” with support for the work to get done and not lose the funds (University support for rollover of funds across fiscal years)</p> <p>- How can we frame/promote the University tuition benefits (and push for the elimination of the “wait time” that staff have to wait until full benefits kick in)</p> <p>- Zero training for Administrators; need some</p> <p><i>(from Anneliese - what would this professional development for admin look like if it was specifically anti-racist, pro-Black? How can this professional development draw on the anti-racism, pro-Black literature across your disciplines?)</i></p>
35	We call on all those who manage staff to reflect on their attitudes, beliefs, practices, and privileges and identify ways in which they may have harmed students, staff, partners, and faculty colleagues	Directors, Asst. Directors, Project Leaders	<ul style="list-style-type: none"> - Staff-level support, workshops, resources - SOE-level supports (across departments/structures) <ul style="list-style-type: none"> - Staff feel talked down to at times by faculty (including the use of acronyms, terms, descriptors,)

	through unconscious bias, microaggressions, upholding of racist structures, and/or microaggressions.		<ul style="list-style-type: none"> - You're using terms and I don't know what they mean - review the staff survey - what were the needs? - Introducing into the annual Performance Partnership Agreement an explicit anti-racist goal (as measured by...) <p><i>(from Anneliese - what would professional development across the SoE look like if it had a scaffolded structure with the explicit goal of attending to difference racial identity development processes for white and BIPOC staff/students/faculty/admin? How does anti-racism become a basis for evaluation for not only faculty, but students/staff/admin in the SoE - and what are the professional development programs you would need to put in place to address this scaffolding/different needs to get everyone to a foundational understanding and real, lived anti-racism commitments?)</i></p>
36	We call on all staff to reflect on their attitudes, beliefs, practices, and privileges and identify ways in which they may have harmed students, staff, partners, and faculty colleagues through unconscious bias, microaggressions, upholding of racist structures, and/or microaggressions. Annual reviews of supervisors must include review of both accomplishment and shortcomings in these areas.		<ul style="list-style-type: none"> - review the staff survey - what were the needs? - Introducing into the annual Performance Partnership Agreement an explicit anti-racist goal (as measured by...) <ul style="list-style-type: none"> - Performance Partnerships that go both ways -- how might staff evaluate their immediate supervisor? - Recognizing that staff might feel reluctant to share their evaluations
	<i>Create a culture of radical welcome for new staff that supports and renews the culture of the school.</i>		

Section 6: Relations with K-12 Schools, Institutions of Higher Education, and Community Partners

37	We call for SoE to hold SoE faculty/staff/students accountable for the reduction of harm (racism) brought from SU into professional sites	All faculty/staff/students	<p>Build relationships and trust with our partners to create space for courageous conversations</p> <p>Teach language to confront racism and identify some common language</p> <p>We must acknowledge that we all have work to do, that we are all</p> <p><i>(from Anneliese - what is the common vocabulary of anti-racism, equity, diversity, and inclusion that every person in the SoE can know as a member of this community)</i></p>
38	We call for alignment with SCSD and suburban districts to ensure curricula address school needs for anti-racist pedagogy and curriculum.		
39	We call for the removal of police officers in SCSD in order to support the development of District schools		

	as places to nurture learning, care, justice, and development, rather than preparation for displacement and/or carceral futures for all children.		
40	We call for the withdrawal of SoE programs from school districts that will not directly address anti-Black racism in their midst.		
41	We call for the SoE to provide professional development opportunities for our various partners to address anti-racism educational practice that draws upon the expertise of SoE faculty, staff, and students, as well as partnering on events featuring external speakers (virtual and in-person)	Teams of faculty/students with diverse skills and knowledge to facilitate	Bring together some partners we already have connections to bring together and facilitate conversations with specific people within our partner organizations and faculty/staff/students around this work

Section 7: Organizational Change

We believe that the current structure of the School supports the diminishment and diffusion of anti-racist efforts and supports the expectation that individuals who encounter racism are to wave it off in order to maintain the ‘pleasant’ environment.

42	Eliminating discipline-driven departments that no longer serve broader School ends. We propose following a model of practice-oriented collective academic focus areas, created with a cohesive plan, that will be reviewed and renewed/sunsetted every five years		What is the work of SOE and what structures do we need to center anti-racist work?
43	Centering the work and support of the Center for Academic Achievement and Student Development. These programs are oriented toward equitable excellence and must be connected to the work of scholars and students in the School	Jeff, Kathy, Joanna	Ask directors of those groups how they would like to be involved. We are learning from the CAASD directors about ways to better connect with and support students, especially BIPOC students. We are learning from the HEOP/SSS director about recruiting and supporting BIPOC students, and are jointly committed to recruiting SOC (5 for HEOP, 5 for SSS). Invite CAASD staff to attend Assembly as a panel advise us about working with BIPOC students, what makes students feel comfortable, uncomfortable., how we can help them
44	Connecting our work to local, regional, national, international efforts to eliminate anti-Black racism and to increase equity and social justice in all forms of education	Faculty researchers	Get folks to design study, chronicle efforts we’re making right now to conduct research, publish, and present. Faculty study group to orchestrate the above

45	Support for professional development and mentoring must be made available to all SoE faculty, staff, and students to create the opportunity to make and live productively in a change environment	Joanna talk with Jeff and Melissa about other SOE faculty who could be prepared to do workshops	Working with new Center, Lender, Landscape Lectures, faculty and staff committing to attend Inviting faculty and staff to make the commitment to being professionally developed Aggregate, curate, and act on ideas located in academic sources and social media sources across our disciplines. See LaVonda or Melissa to schedule SOE specific workshops - make a commitment to this Incubator as place or group for folks to go to keep getting ideas about pedagogy and missteps with support for strategies and to keep going.
46	Embedding principles of anti-racism across the work of the SoE, including standing committees, program reviews, annual reviews of staff and faculty, hiring committees, and ad-hoc committees and workgroups		Tie to tenure, but consider how anti racist work will be centered in committee work--what is the work of the school, and annual reviews, hiring, etc. <i>(From Anneliese - how will you connect professional development to the lived, everyday interpersonal work within the SoE so it is not just acquired knowledge? How are other schools and colleges of education embedding anti-racism in P&T, etc? Who are your peer and aspirant groups you can benchmark against? What is the vision of the SoE at Syracuse University of anti-racism and pro-Blackness- what are the policies and practices you need to get you to that vision of who you are in 2030?)</i>

Section 8: Anti-Racist Research, Assessment, and Evaluation

We believe that anti-racist principles and practices must be reflected in the scholarly activities of the SoE across the various methods of gathering, analyzing, and disseminating data. We must dismantle the centrality of knowledge rooted in Western, Eurocentric ways of knowing and understanding the social world. To this end we call for the following:

47	Featuring the anti-racist scholarly work of members of the SoE community in publications (e.g. Ed Exchange), website, and other promotional/marketing materials		Featuring anti-racist scholarly work of members of the SOE community in publications, website, and other promotional/marketing materials--with the goal of increasing visibility. It is also reaching the intended audience and level of impact. Featuring anti-racist scholars will make all SOE community members aware of critical scholarship and allow us to engage with each other about the importance of a pro-Black stance. Materials will also be beneficial in recruitment of prospective students of color invested in conducting social justice work, leading to a more diverse student body. <i>(from Anneliese - consider the importance/possibility of highlighting the growth/authenticity/journeys of anti-racism and pro-Blackness to demythologize the process)</i>
48	Regular/frequent assessment of the climate in SoE using principles of anti-racism, and discuss/disseminate results to the SoE community		The climate survey should include reliable and valid measures that can accurately measure the extent to which climate in SoE is effectively using principles of anti-racism, and focus should be placed on evaluating the effectiveness of the dissemination methods in the SoE

			to reach all SoE stakeholders (e.g., students, faculty, staff, leadership, strategic partnerships, etc.). The climate survey can be explicitly tied to #47 above to include specific items that measure not just “featuring” but impact.
49	Taking stock of current research method course offerings and revise/develop additional courses as necessary		Currently have qualitative research methods sequence that currently incorporate anti-racist principles, addresses how researcher’s positionality impacts gathering and analyses of data. Reviewing various other research methods courses and intentionally incorporating anti-racist literature, as well as continuing to develop research methods courses across the School of Education that focus on anti-blackness and anti-racism will benefit all departments.
50	Developing a lab/center to build and support the anti-racist research capacity across the SoE for faculty, staff, and students		A lab/center is a great opportunity to promote visibility and support anti-racist research capacity. Internal funding sources should be identified to support the lab/center. Outputs can be leveraged to increase sustainability and growth, thus increasing capacity and explicitly connecting climate survey, promotion of anti-racist scholarly work and best practices identified from taking stock of current research can culminate in to SoE strategic vision.

Section 9: Budget

	Demand/Action Item	Responsible Person/Department	Response
51	Budgets are moral documents that reflect what is actually valued vs. what is found in vision and mission statements	All of us.	We agree that financial and other resource investment is the accurate action to reflect commitment and values. If we continue to dismantle the hierarchical structures, this <i>(from Anneliese - how can you have transparent conversations/deep dialogues about the traditional ways admin-faculty-staff power structures are set up and how can you “flatten” or “share power” and also understand what the Dean is up against with larger university power structures)</i>
52	We call for the broader transparency of the budget process and effects, particularly those outside of salary pools	Associate Provost (LaVonda Reed)/ Vice President of Research (Ramesh Raina); Dean (Joanna Masingila); ; Associate Dean of Administration (Mike Torak); (Budget Director) John Beecher	Lack of transparency can disproportionately negatively impact Black faculty. Limits collective and institutional change. Increases individuality.

53	We call for the creation of a School Budget & Priorities Committee that will educate the community on structural obstacles/opportunities and advise the Dean	SOE Dean (Joanna Masingila); Associate Dean for Academic Affairs (Kal Alston)	
54	We call for fundraising goals for specific purposes: Endowed professorship in Race, Ethnicity, and Educational Justice	SOE Dean (Joanna Masingila); Strategic Plan (Faculty); Foundations (Heather Waters); Foundations and Corporate Relations (Gary Girzadas); (Budget Director) John Beecher;	
55	We call for fundraising goals for specific purposes: Center for Race, Ethnicity, and Educational Justice Endowed scholarships for Black undergraduate and graduate students	SOE Dean (Joanna Masingila); Associate Dean for Research (Melissa Luke); Strategic Plan (Faculty); Foundations (Heather Waters); Foundations and Corporate Relations (Gary Girzadas); (Budget Director) John Beecher;	Budgeting for increased fundraising for graduate fellowships (and for scholarships, see also items 56, 57, 58) needs to be accompanied by budgeting for marketing and recruitment for students who will accept those fellowships and scholarships.
56	We call for fundraising goals for specific purposes: Increased number of graduate fellowship for Black students (reclaiming McNair support and other funding sources)	SOE Dean (Joanna Masingila); Strategic Plan (Faculty); Foundations (Heather Waters); Foundations and Corporate Relations (Gary Girzadas); (Budget Director) John Beecher; CAASD; Alumni	
57	We call for fundraising goals for specific purposes: Increase of Summer College funding for Black students (Charles Hayden Foundation)	SOE Dean (Joanna Masingila); Strategic Plan (Faculty); Foundations (Heather Waters); (Budget Director) John Beecher;	
58	We call for fundraising goals for specific purposes: Creation of Summer Freedom School for Syracuse youth (Ford Foundation)	SOE Dean (Joanna Masingila); Strategic Plan (Faculty); Foundations (Heather Waters); (Budget Director) John Beecher; CAASD;	

59	We call for fundraising goals for specific purposes: Funds for developing a pre-K-12 school (run by SoE) in SCSD (Levy School Bldg.)	SOE Dean; SOE Faculty; SOE Foundations-Heather Waters; SU Foundations & Corporate Relations- Gary Gizadas; SCSD.	Could provide an opportunity to model administration, instruction, and educational policy built around anti-racist and pro-black practices. Could provide an environment in which teacher candidates are supported and encouraged to participate in instructional practices that explicitly operate from anti-racist and pro-black stances. Demonstration/ Laboratory. Anti-Racist school.
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Additional Demands/Actions: