



Academic Strategic Plan 2023

Implementation Plan

WHERE SOE WILL BE IN FIVE YEARS (2028)

The School of Education will be respected and recognized on campus and beyond for impactful contributions in our three signature areas: inclusive and antiracist pedagogy and practice, digital pedagogy and practice, and experiential pedagogy and practice.

Faculty and staff will work comfortably in a “one school” configuration that promotes equity, sustainability, interdisciplinarity, and a sense of belonging.

SOE will be financially stable enough to make our own decisions without significant institutional intervention, allowing us to incentivize innovation and improve supports and compensation for faculty and staff.

SOE TOP COMMITMENTS

1. Coalesce intentionally around three signatures—inclusive and antiracist pedagogy and practice, digital pedagogy and practice, and experiential pedagogy and practice—as areas of distinction.
2. Adopt a “one school” perspective and organizational structure to improve equity, promote efficiency and interdisciplinarity, and strengthen community and belonging.
3. Promote our three centers—Center for Academic Achievement and Student Development, Center on Disability and Inclusion, and Center for Experiential Pedagogy and Practice—as hubs of connection and collaboration for faculty, staff, and students engaging in ambitious, impactful, and grant-funded research.
4. Enroll and retain more students in efficiently run programs to allow us to make our own values-driven choices.
5. Center attention to diversity, inclusion, equity, and accessibility in all aspects of our enterprise.

1. CURRICULAR COMMITMENTS

Please note that the italicized material provided in bullets for this commitment and the five that follow comes directly from SOE’s Academic Strategic Plan 2023.

- *Review and revise undergraduate and graduate curricula systematically, on a planned, multi-year rotation, to ensure that all degree programs feature up-to-date opportunities for signature-focused learning.*
- *Revise undergraduate teacher education programs to provide dual certification in Students with Disabilities-All Grades for both Childhood and Adolescent Education majors.*
- *Develop a shared and signature-focused approach to doctoral studies that addresses existing and emerging specializations.*
- *Expand expertise with emerging technologies and use of online and hybrid instructional formats to improve our capacity to serve a wider swath of constituents globally, including military-connected individuals.*
- *Integrate technology to create inclusive, engaging, and experiential learning that is accessible and useable for all learners, as well as responsive to local and global contexts.*

- Collaborate with the College of Professional Studies to develop market-sensitive online undergraduate programs, online certificate programs, and digital badges in areas of SOE expertise.

1.1 METRICS/MEASUREMENT

- Percentage of courses and programs that have been reviewed and, if necessary, revised to address SOE signatures explicitly.
- Availability of dual certification pathway in Students with Disabilities-All Grades for undergraduates in both Childhood and Adolescent Education majors.
- Increased number of available pathways, including via online delivery for accessing SOE expertise and content beyond current residential undergraduate programs and current suite of MS/CAS/doctoral degree programs.

1.2 TIMELINES

	FY24	FY25	FY26	FY27	FY28
Curricular review and revision	Secure Senate and NYSED approval for undergraduate programs in Childhood and Adolescent Education that are singly enrolled in SOE and yield dual certification in Students with Disabilities-All Grades	Secure Senate and NYSED approval for revision to Selected Studies in education undergraduate program Develop a multi-year plan for the SOE Degrees & Curriculum Committee to review existing courses/programs for signature-focused learning opportunities	Review by committee of a pilot sample of courses/programs to suggest signature-focused revisions	Review by committee of additional courses/programs, guided by committee plan Adjust multi-year plan as needed, based on initial review	Continue review (likely to require another 1-2 years to complete)
Shared approach to doctoral study	Finalize plan for shared PhD program, including concentration and milestone specifications	Secure Senate and NYSED approval and begin to admit students to new program; launch doctoral coordinating committee	Develop at least 1 new course in each signature; expand menu of research methods courses in predictable, 2-3-year sequence	Review existing concentrations and determine if new ones or revisions are necessary	Regularize new courses as needed

	Regularize revised EDU 781 as foundational required course			Teach and evaluate new signature-focused courses	
	Review external GAships for fit with signatures and financial viability	Negotiate new external GAships and add others, as suggested by review			
		Do market analysis for part-time EdD combining Educational Leadership and Higher Education	Develop plan for part-time EdD if indicated by market analysis	Secure Senate and NYSED approval and begin to admit students to new EdD program	
Online programs	Make decision on launch of online Selected Studies in Education program	Do market analysis on part-time online BS (or minor) in Inclusive Instructional Design (IID)	Develop and seek approval for IID program if it is viable	Launch IID program if it is viable	Review data from both programs to make adjustments
		Identify at least one area to launch digital badge (e.g., transition planning for disabled students)	Develop badge curriculum and address logistics and delivery questions with CPS	Launch badge program	Identify areas for new online programming in light of new learning

1.3 POINT PERSON/PEOPLE

Primary: Associate Dean for Academic Affairs Jing Lei

Additional: Faculty Director of Teacher Education and Undergraduate Studies Sharon Dotger, Faculty Director of Graduate Studies Cathy Engstrom, Assistant Dean for Student Success (TBD), Curriculum Specialist Rachel Francisco, Chair of SOE Degrees and Curriculum Committee, IT Director Paula Maxwell

1.4 RESOURCES

Have:

- New Curriculum Specialist position.
- A proposal for dual certification pathways for undergraduates in Childhood and Adolescent Education endorsed by the SOE Assembly in April 2023 and by teacher education faculty in September 2023. The deans of the College of Arts and Sciences and the Maxwell School of Public Affairs and Citizenship endorsed the plan, including shift for Adolescent Ed students from dual to single status.

Need:

- NYSED program proposals for SOE curriculum committee, Senate, and NYSED review. We will need continued assistance from Kelly Bogart in the Senate and Katie Rupert in Academic Affairs to complete this process.
- SOE's standing committee on Degrees and Curriculum will need to devote significant portions of their spring agenda (when new business initiated outside of the committee is lighter than in the fall) to developing a systematic, multi-year schedule for reviewing and approving curricular review to align with our signatures. The faculty directors will need to devote targeted time to do the same with faculty in various program configurations. This will not require new resources per se, but it will require committee members and program faculty to allocate their time in new ways.
- Support from the Office of Institutional Effectiveness and Assessment and the College of Professional Studies, particularly its Center for Online and Digital Learning, to conduct market analyses and develop new online courses.

1.5 REPORTING

Work to realize the strategic plan will take place using multiple existing structures and meetings where we get business done, including monthly meetings of the Dean's Advisory Council and monthly or bi-weekly meetings of the Dean's direct reports in varying combinations. For this commitment, meetings of SOE's Degrees and Curriculum Committee, our newly formed Teacher Education Council, and the proposed Doctoral Coordinating Committee will be important.

The centerpiece of our communication strategy will be an annual half-day session in October intended to support the SOE community in revisiting our plan, reporting on progress, and strategizing about next steps and adjustments. We also anticipate strategic plan-related reporting to happen in regular communication venues, including the *Education Exchange* magazine, our e-newsletter, the Thursday afternoon Zoom sessions for alumni and other constituencies, reports to the SOE Advisory Board, and, for this commitment, Assembly reports from the Chair of the Degrees and Curriculum Committee.

2. EXPERIENTIAL LEARNING COMMITMENTS

- *Provide faculty, staff, and students resources required for effective experiential learning.*
- *Tie experiential learning to recruitment of non- and post-traditional students so that opportunities to study abroad and away meet students where they are physically, geographically, and professionally.*
- *Lower barriers to experiential learning encountered by students from underrepresented groups, including disabled students.*
- *Expand study away opportunities.*
- *Develop additional collaborations among School units and campus and community partners around experiential learning.*

2.1 METRICS/MEASUREMENT

- Increase in percentage of undergraduate and graduate students who study abroad/away, with equitable patterns related to student demographics and access.
- Availability of viable study away options for students in all undergraduate majors, not just Childhood Education majors.
- Availability of an inclusive study abroad option for students in InclusiveU program and other disabled students on campus.
- Increase in number of students served by Tevera software adopted to manage field placements, clinical experiences, and internships and EMS SimIQ software adopted to support clinical simulations and counseling supervision.
- Increase in the number of research and creative products that document the study and evaluation of SOE's work in experiential inquiry, including students' opportunities to intern, volunteer, and/or conduct research in one of our centers.

2.2 TIMELINES

	FY24	FY 25	FY26	FY27	FY28
Expanding study abroad	Inventory current participation in study abroad/ away by SOE students and set targets for increased percentages	Fundraise with a study abroad/away focus, particularly for graduate students	Continued fundraising based on evolving faculty plans	Offer newest short-term experience	Develop additional experience(s) in portions of the academic calendar (e.g., Winterlude, spring break) that are under-utilized given previous offerings
	Launch study abroad/away subcommittee of SOE Advisory Board		Offer new faculty-led, short-term course		
		Use Roth funds to develop at least one new faculty-led, short-term study abroad course in a new location (not Italy or Kenya) designed to accommodate both grad and undergraduate students	Use Roth funds to develop at least 1 more faculty-led, short-term experience		

		Revise EDU 321 to support a synchronous delivery in study abroad locations			
Inclusive study abroad	Begin baseline research and planning for inclusive study abroad experience in Italy, including the establishment of goals for participation by InclusiveU students	Offer faculty-led, immersive, and inclusive summer course in Italy with new partner; launch simultaneous research project	Launch inclusive academic-year experience in Italy	Continue to gather data on Italy project(s)	Develop guidelines for inclusive practice at multiple SU centers, drawing on data from Italy
	Explore resources (post-doc, SOURCE grants) to support study of inclusive and immersive project in Italy			Propose an additional inclusive option in another SU center	
Expanding study away	Initiate contact with NYC alumni to expand elementary and secondary placements	Develop new placements and negotiate housing, application, and selection processes	Begin 7-12 option in NYC		
			Increase elementary numbers to reflect FY23 enrollment bump		
		Begin planning SOE presence in DC with guidance from key alumni	Design and deal with logistics for Selected Studies internships in DC	Launch Selected Studies internships in DC	Launch K-12 placements in DC

Online support for experiential learning	Launch Tevera system for tracking field placements and internships for teacher education and Selected Studies	Merge EMS SimlQ efforts for clinical simulations and counseling supervision in Huntington Hall	Begin using Tevera to track clinical experiences for counseling programs		Evaluate Tevera usage to guide adding, revising, or deleting programs that are served
	Launch new contract with EMS SimlQ system for clinical simulations	Begin hosting annual campus-wide sessions on affordances of EMS SimlQ system, in collaboration with VPR			

2.3 POINT PERSON/PEOPLE:

Primary: Dean Kelly Chandler-Olcott, Director of Experiential Learning and Partnerships Jen Heckathorn

Additional: Faculty Director of Teacher Education and Undergraduate Studies Sharon Dotger, Faculty Director of Graduate Studies Cathy Engstrom, CEPP Director Ben Dotger, CDI Director Christy Ashby, Assistant Dean for Student Success (TBD), Assistant Dean for Advancement Torin Washington, Associate Dean for Administration Mike Torak, IT Director Paula Maxwell

2.4 RESOURCES

Have:

- Supplemental student aid and faculty planning stipends from Corinne Roth Smith Memorial Fund.
- Demonstrated success securing undergraduate student research stipends via SOURCE.
- Cost sharing from Vice President for Research for EMS SimlQ system to support clinical supervision and counseling supervision.

Need:

- Disaggregated student data from past years from central Study Abroad staff.
- Disaggregated student data about Bridge to the City from SOE placement coordinator.
- Additional financial support and guidance from Study Abroad/Away subcommittee of SOE Advisory Board.
- Post-doc funding from donor to support research and development on inclusive study abroad project(s).
- Resources to support per-student cost of Tevera for students in relevant programs.

2.5 REPORTING

Work to realize the strategic plan will take place using multiple existing structures and meetings where we get business done, including monthly meetings of the Dean's Advisory Council and monthly or bi-weekly meetings of the Dean's direct reports in varying combinations. For this commitment, SOE's standing Degrees and Curriculum committee will be an additional important partner, as will be the recently convened Study Abroad/Study Away subcommittee of the SOE Advisory Board.

The centerpiece of our communication strategy will be an annual half-day session in October intended to support the SOE community in revisiting our plan, reporting on progress, and strategizing about next steps and adjustments. We also anticipate strategic plan-related reporting to happen in regular communication venues, including the *Education Exchange* magazine, our e-newsletter, the Thursday afternoon Zoom sessions for alumni and other constituencies, reports to the SOE Advisory Board, and, for this commitment, annual reports of the Center on Experiential Pedagogy and Practice and the Center on Diversity and Inclusion.

3. RESEARCH/CREATIVE COMMITMENTS

- Increase high impact research and creative work in signature areas.
- Promote our three centers—Center for Academic Achievement and Student Development, Center on Disability and Inclusion, and Center for Experiential Pedagogy and Practice—as hubs of connection and collaboration for faculty and students around ambitious, impactful, and grant-funded research.
- Elevate Center on Disability and Inclusion to institute status within the University.
- Conduct rigorous research on educational innovations around our three signatures and disseminate our findings in high impact publications.
- Conduct research in collaboration with other University units and community partners around signature areas.

3.1 METRICS/MEASUREMENT

- Increased number of signature-aligned research products, with an emphasis on peer-reviewed publications and publicly engaged high-impact research.
- Increased number of signature-aligned proposals for internal and external funding.
- Increased number of proposals and research products that originate from or are supported by SOE centers.
- Increased number of grant proposals, including those with more favorable indirect cost rates.
- Increased number of SOE faculty included on proposals for external funding.
- Increased number of faculty affiliated with SOE centers from 1) SOE; 2) other schools and colleges at SU; and 3) other universities, including international partners.
- Increased number of research-focused projects and events sponsored by SOE centers that expand opportunities to engage faculty and staff across disciplines.
- Increased number of students involved in signature-focused research projects.
- Increased number of signature-aligned research proposals and publications within SOE, including campus-serving programs such as CAASD.

3.2 TIMELINES

	FY24	FY 25	FY26	FY27	FY28
Baseline data gathering	Commit SOE staff time to support accelerated adoption of Faculty Portfolio system, to support establishment of baselines for research-related metrics	Begin implementing Faculty Portfolio system for annual reviews and other reporting demands	Revisit metrics and adjust as needed.		
	Convene faculty, with leadership from ADR and center directors, to establish ambitious but reasonable 1-, 3-, and 5-year plans for increases.	Verify data accuracy and make adjustments to fields for data gathering as needed			
Signature-aligned hiring	Complete 3 faculty searches in areas of need aligned with signatures, student interest, and strategic priorities	Propose at least 1 faculty search aligned with signatures, student interest, and potential center involvement	Propose at least 1 faculty search aligned with signatures, student interest, and potential center involvement	Align additional faculty hiring with signatures as resources become available	
Signature-aligned programming	Inventory brown-bag sessions and other research-related events typically held by SOE subunits; combine into central calendar	Publicize research opportunities and events to faculty, staff, students, and alumni with a School-wide approach	Expand availability of research-related events for faculty, staff, students, and alumni, including via collaboration with other entities (e.g., centers, Grad Council, FPP, Holmes, etc.)		

	Co-sponsor Graduate Research Symposium 2.0 with Graduate Council; align more explicitly with signatures and encourage greater faculty and campus attendance	Expand symposium invite list to include faculty, staff, and students from other schools and colleges; host a follow-up workshop to help symposium participants identify outlets to present or publish their work	Expand presenters to include graduate students with shared interest in our signatures; expand invite list to community and University partners	Support presenters in disseminating findings in peer-reviewed research outlets by hosting or promoting workshops and research-focused mentoring sessions	
Research resources for centers	Begin monthly meetings with center directors to develop multi-year plans for involving faculty, staff, and students from across SOE	Continue to support SOE affiliation with centers, begin to invite faculty affiliation from other schools and colleges	Continue to invite faculty from other schools and colleges to become center affiliates	Invite faculty from other universities to become center affiliates	Continue to invite faculty from other universities to become center affiliates
	Launch faculty affiliate process for centers internally			Develop process for center fellows with 1- to 3-year terms to pursue center-funded projects	Launch center fellow program with at least 1 fellow
	Assign 1 GA and 2 SOURCE-funded undergrad research assistants to CEPP as pilot	Assign at least 1 GA to support research efforts in each center; fund 2 undergrad research positions on cost-shared SOURCE grants in CEPP and CDI		Review GA assignments and adjust as needed; pilot summer RA for proposal support	

	Fundraise for undergraduate and graduate research support, with help from CEPP subcommittee	Fundraise for undergraduate and graduate research support, with help from CEPP, CDI, and CAASD subcommittees			
	Explore logistics of elevating CDI to an institute, including impacts on School and University resources and initiatives, new governance and staffing structures, fund-raising, space requirements, and naming and marketing needs.				
Researching our own and others' educational innovations	Identify signature-aligned educational initiatives within SOE as targets for accompanying research projects	Submit at least one research proposal for a signature-aligned educational initiative in SOE	Submit at least 1 collaborative research proposal for a signature-aligned educational initiative sponsored by another unit on campus	Inventory educational initiatives at other postsecondary institutions that align with our signatures to identify opportunities for collaborative research	Submit at least 1 collaborative research proposal for a signature-aligned educational initiative sponsored by another postsecondary institution
	Fundraise with the focus of researching innovative educational initiatives in SOE and beyond; use resources to entice others to collaborate with us on such work	Inventory educational initiatives across the University that align with our signatures to identify opportunities for collaborative research			

3.3 POINT PERSON/PEOPLE:

Primary: Associate Dean for Research Beth Ferri

Additional: CDI Director Christy Ashby, CEPP Director Ben Dotger, Faculty Director for Graduate Studies Cathy Engstrom, Budget Director John Beecher, Assistant Dean for Advancement Torin Washington, Marketing and Communications Director Martin Walls

3.4 RESOURCES

Have:

- Single course releases, as of FY23, for CEPP and CDI directors to increase bandwidth for planning to involve other School and campus partners in center-related work.
- Draft and pilot process for faculty affiliation with centers.
- Signature-focused seed grants that privilege collaboration by faculty across disciplines.
- Increased travel funding for faculty for FY24.
- Writing retreats for faculty.
- Demonstrated success securing undergraduate student research stipends via SOURCE.
- Cost sharing from Vice President for Research for EMS SimlQ system to support research in clinical simulations for Center on Experiential Pedagogy and Practice/Counseling faculty.

Need:

- Plan for greater faculty involvement and support for research related to CAASD programs.
- Dedicated time for proposal development support from shared staff members in the Office of Research and Corporate and Foundation Relations.
- Additional resources, including from fundraising, to support research grants for undergraduates and graduate students.
- New policy and guidelines for faculty research leaves.

3.5 REPORTING

Work to realize the strategic plan will take place using multiple existing structures and meetings where we get business done, including monthly meetings of the Dean's Advisory Council and monthly or bi-weekly meetings of the Dean's direct reports in varying combinations, including monthly meetings with the Dean, Associate Dean for Research, and the center directors. For this commitment, interactions sponsored by the centers themselves will also be important.

The centerpiece of our communication strategy will be an annual half-day session in October intended to support the SOE community in revisiting our plan, reporting on progress, and strategizing about next steps and adjustments.

We also anticipate strategic plan-related reporting to happen in regular communication venues, including the *Education Exchange* magazine, our e-newsletter, the Thursday afternoon Zoom sessions for alumni and other constituencies, reports to the SOE Advisory Board, and, for this commitment, our traditional Assembly report in September on sponsored research/F&A, Associate Dean Ferri's monthly research newsletters, research news published on the SOE website and linked to Experts@Syracuse, and annual reports from center directors.

4. PUBLIC IMPACT/INTERDISCIPLINARY/CROSS-CAMPUS COMMITMENTS

- Re-establish the SOE as the All-University School of Education
- Seek to be a go-to partner for technical assistance and collaboration for other schools and colleges, as well as for other support units.
- Influence the design and focus of University resources and services related to teaching, learning and research, including pilot programs, particularly as it relates to DEIA.
- Enhance and expand our collaborations with community partners.
- Explore fee-for-service arrangements, particularly related to DEIA, through CDI and CEPP.

4.1 METRICS/MEASUREMENT:

- Increase in number of requests to collaborate with other campus partners on funded projects.
- Increase in number of requests to collaborate with other institutions on funded projects.
- Increase in number of consultations SOE personnel provide on campus initiatives.
- Increase in number of schools and agencies who host our students for experiential learning opportunities.
- Increase in number of schools and agencies that serve as partners or site locations for research.
- Increase in revenue from fee-for-service agreements.

4.2 TIMELINES

	FY24	FY 25	FY26	FY27	FY28
Expanding collaborative partners	Catalog and review existing SOE collaborations on and beyond campus, including but not limited to field placements and clinical experiences	Identify additional targets for partners, on and beyond campus, and deploy academic leadership, including center directors, to invite participation	Recruit additional collaborative partners and develop MOUs with them	Recruit additional collaborative partners	Evaluate list of partners and adjust approach as needed

		Set annual meetings on a predictable schedule of SOE leaders (e.g., Dean, ADAA, ADR, center directors) with campus leaders (e.g., IT, Center for Teaching and Learning Excellence, Diversity & Inclusion)			
Refining GAsip portfolio	Catalog and review financial implications for external-to-SOE GAsips on campus	Discontinue or renegotiate terms for less desirable GAsip arrangements	Approach new campus partners to co-sponsor GAsips, particularly those with DEIA focus	Evaluate portfolio of GAsips and adjust as needed	
Developing fee-for-service models for centers	Gather information from other units across and beyond campus to develop a fee-for-service model that can be used across centers	Publicize the model's availability to internal and external partners, particularly those with a DEIA focus	Review model and data about partner involvement to adjust as well as identify new areas to target	Recruit additional partners	Recruit additional partners

4.3 POINT PERSON/PEOPLE

Overall: Associate Dean for Research Beth Ferri, CEPP Director Ben Dotger, CDI Director Christy Ashby

Additional: Associate Dean for Academic Affairs Jing Lei, Experiential Learning & Partnerships Director Jen Heckathorn, CAASD program directors Tamara Hamilton, Leonese Nelson, Christabel Sheldon, Stephanie Thompson, and Craig Tucker, Director of Marketing & Communications Martin Walls, Associate Dean for Administration Mike Torak

4.4 RESOURCES

Have:

- New full-time staff position in Director of Experiential Learning & Partnerships.
- Single course releases, as of FY23, for CEPP and CDI directors to increase bandwidth for planning to involve other School and campus partners in center-related work.

Need:

- Plan for communicating/disseminating opportunities to CAASD personnel, given the lack of a single point of entry via a central director.
- Opportunities to interact with other deans and unit heads (e.g., VP for Diversity & Inclusion) around interest in technical assistance and fee-for-service models.

4.5 REPORTING

Work to realize the strategic plan will take place using multiple existing structures and meetings where we get business done, including monthly meetings of the Dean's Advisory Council or bi-weekly meetings of the Dean's direct reports in varying combinations. For this commitment, monthly meetings of the various center directors with Dean Chandler-Olcott and Associate Dean Ferri will also be important.

The centerpiece of our communication strategy will be an annual half-day session in October intended to support the SOE community in revisiting our plan, reporting on progress, and strategizing about next steps and adjustments.

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5. ENROLLMENT/BUDGET COMMITMENTS

- *Make choices with a full understanding of their fiscal consequences.*
- *Enroll and retain more students in more efficiently run programs, especially at the graduate level.*
- *Center our signatures in recruiting materials and procedures to attract students, especially in the graduate realm, whose interests align with them.*

5.1 METRICS/MEASUREMENT

Undergraduate: Achieve favorable revenue streams from a diverse and stable cohort of 110 incoming students, distributed with intentional balance, across our programs, by:

- Increasing number of applicants to Inclusive Childhood program by one third, allowing more selectivity.
- Doubling number of applicants to Inclusive Adolescent Education program, creating less risk of a budget gap around under-enrollment.
- Increasing number of incoming Selected Studies students from 15 to 25, permitting greater internationalization of cohort.
- Streamlining our curricular offerings, maximize shared coursework and reducing under-enrolled courses.
- Halving overall Intra-University Transfer (IUT) rate to other schools and colleges, retaining more revenue, and increasing student satisfaction.

Graduate: Increase tuition-related revenue by:

- Increasing our number of matriculated MS/CAS students by one third.
- Discontinuing under-enrolled programs, with a focus on those with stand-alone courses.
- Reviewing our current across-the-board 50% scholarship for MS/CAS programs and adjusting it as needed.
- Fundraising for graduate scholarships (both current-use and endowment) in areas outside special education.

- Launching new asynchronously delivered online master’s programs in areas of strength (e.g., Inclusive Special Education Prek-12) that can be marketed both domestically and internationally.

5.2 TIMELINES

	FY24	FY 25	FY26	FY27	FY28
Under-graduate program review and revision	Secure Senate and NYSED approval for undergraduate programs in Childhood and Adolescent Ed that are singly enrolled in SOE and yield dual certification in Students with Disabilities-All Grades	Launch new undergraduate programs in teacher education	Complete teach-out of existing teacher education programs, allowing for more streamlined course offerings with more consistently robust enrollments	Increase international outreach for undergraduate admissions, drawing on alumni	
	Continue Selected Studies curricular revision to attract more students and capture more revenue from their program plans	Complete Selected Studies curricular revision, including new advising guide	Seek increase in Selected Studies admissions target by 10		
	Create new marketing/admissions materials to advertise new dual certification programs and highlight connection to signatures	Revise marketing and admissions materials to address Selected Studies revisions and highlight signatures			
Retention strategies	Share SOE-internal and University-provided retention data from the past 5 years with faculty and staff to identify patterns and issues	Design action plan to address IUT rate and graduation rates, with focus on support for students from under-represented groups	Implement first iteration of retention plan and gather data	Refine retention plan and continue to gather data	

Graduate program review	Streamline admissions deadlines and processes to reduce amount of time faculty spend routinely, allowing bandwidth for new program ideation	Solidify or adjust 50% scholarship strategy for MS/CAS programs	Finish reviewing and revising graduate curricula for alignment with signatures	Refresh marketing materials to highlight connection to signatures	Begin development of at least one more online graduate program	
	Review all MS and CAS programs to assess long-term viability; work with University partners to assess 50% scholarship strategy	Begin reviewing and revising graduate curricula for alignment with signatures	Work with pipe-line partners (e.g., MVCC/Utica) to begin development of online special education MS if it is viable	Identify new areas in which to develop asynchronous online graduate programs and do market analysis		
	Develop focused fundraising pitch around graduate scholarships in areas outside of special/inclusive education	Do market analysis for asynchronous master’s program in special education PreK-12 (in line with new regulations); work with pipeline partners (e.g., MVCC/Utica) to begin development if it is viable	Continued emphasis on fundraising for graduate scholarships in selected areas that need it most			
		Continued emphasis on fundraising for grad scholarships				

5.3 POINT PERSON/PEOPLE

Primary: Dean Kelly Chandler-Olcott and Assistant Dean for Student Success (TBD)

Additional: Associate Dean for Academic Affairs Jing Lei, Faculty Director of Teacher Education & Undergraduate Studies Sharon Dotger, Faculty Director of Graduate Studies Cathy Engstrom, Assistant Director of Undergraduate Admissions Heather Macknik, Assistant Director of Graduate Admissions Speranza Migliore, Director of Marketing & Communications Martin Walls, Budget Director John Beecher, Assistant Dean for Advancement Torin Washington

5.4 RESOURCES

Have:

- Inquiry and Applications Specialist (position reconfigured in FY23 from existing resources to provide additional support for graduate recruiting).
- New Teacher Education Council structure with committed faculty membership to develop more consistent approach to recruiting and admissions across programs.
- New position of Curriculum Specialist.

Need:

- Increased funding for digital strategies to increase visibility of master's/CAS programs.
- Cooperation with central admissions staff to agree on and achieve undergraduate targets.
- Assistance from central budget staff, the Graduate School, and Office of Institutional Effectiveness and Assessment to complete a review of SOE's current across-the-board 50% scholarships for MS and CAS programs.
- Assistance from central marketing and communication staff to develop new admissions materials aligned with our signatures.
- Additional staff bandwidth for graduate recruiting in international contexts.

5.5 REPORTING

Work to realize the strategic plan will take place using multiple existing structures and meetings where we get business done, including monthly meetings of the Dean's Advisory Council and monthly or bi-weekly meetings of the Dean's direct reports in varying combinations. For this commitment, standing meetings of staff from Academic Services, Advancement, and Marketing & Communication and our newly formed Teacher Education Council will be important.

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6. STRUCTURAL/GOVERNANCE COMMITMENTS

- *Create synergy by organizing our unit more collaboratively, across disciplines.*
- *Sponsor activities in varied formats and configurations to better engage each other, develop trust, and move forward together.*
- *Review and revise internal policies and procedures to make sure they are inclusive and reduce potential harms to minoritized community members.*
- *Strengthen our sense of community and belonging.*
- *Plan for expanded footprint in Huntington Hall*
 - *Relocate Counseling and Human Services programs from Sims Hall.*
 - *Expand and upgrade space for CDI, including InclusiveU.*
 - *Find new space for CEPP.*
 - *Develop space strategy for CAASD and Intergroup Dialogue that acknowledges their all-campus impact.*

- Find shared workspace for part-time instructors and graduate students.

6.1 METRICS/MEASUREMENT

- An approved set of bylaws revised to reflect our new organizational structure.
- Establishment of a dedicated budget for DEIA and/or community building.
- Increased sense of community as reflected by data from annual faculty/staff climate survey.
- Completed expansion and renovation plan that brings nearly all SOE components back under one roof and promotes collaboration of various types.
- Increased engagement in community activities across modalities by faculty, staff, and students.

6.2 TIMELINES

	FY24	FY 25	FY26	FY27	FY28
Structure and climate	Pass revised bylaws that reflect new organizational structure and leadership and establish new and revised standing committees aligned with our goals	Begin reviewing and revising procedures and policies in each standing committee for equity and efficiency	Complete reviewing and revising procedures and policies in each standing committee for equity and efficiency	Add, revise, or sunset standing committees based on data to date	
	Pilot a climate survey for faculty and staff	Develop plan for documenting redesign process from multiple perspectives, drawing on varied data	Identify opportunities to disseminate learning from collective inquiry into redesign process		
		Revise and re-administer climate survey annually	Take at least 1 concrete action to improve climate, based on survey results annually		
DEIA integration	Survey faculty and staff about their interests and ideas related to DEIA activities and/or community building		Fundraise for additional resources to augment budget for DEIA and/or community building	Continue to fundraise for additional resources to augment budget for DEIA and/or community building	Establish a two-year faculty fellowship to pursue a project related to DEIA and/or community building

		Establish an annual budget to support DEIA activities and/or community building, to be overseen by Associate Dean for Academic Affairs	Sponsor at least one additional event or initiative in this space	Sponsor at least one additional event or initiative in this space	
Space Planning and Fund-raising	Engage in space planning process with CPDC and architectural design firm	Relocate Counseling & Human Services and other SOE programs located elsewhere back to Huntington Hall	Enhance space and amenities for centers	Continue to refine center spaces	Outfit at least one more captive classroom space with appropriate technology by now
	Invite feedback and fundraising participation from SOE and Taishoff Advisory Boards	Reorganize faculty office locations to utilize additional space and promote interdisciplinarity	Establish shared space for graduate students and PTIs		
		Prioritize options for spaces that bring people together for interaction and collaboration from space planning process	Begin planning for highest-priority items from space planning process, given available resources		
		Seek targeted fundraising support for specific space projects of interest to constituencies			

6.3 POINT PERSON/PEOPLE

Primary: Associate Dean for Academic Affairs Jing Lei, Associate Dean for Administration Mike Torak

Additional: Assistant Dean for Advancement Torin Washington, Chair of Policies and Standards Committee

6.4 RESOURCES

Have:

- Newly created positions of Faculty Director of Teacher Education and Undergraduate Studies and Faculty Director of Graduate Studies intended to help us transition from siloed departmental leadership to a more collaborative, School-wide approach to academic leadership.
- Support from architectural design firm Chiang & O'Brien for space planning.
- Commitment from Office of Institutional Effectiveness & Assessment to assist with design of a Schoolwide climate survey to elicit perspective on transition to "One School" and sense of belonging.
- School-wide retreat in August 2023.

Need:

- Funds set aside for activities related to DEIA and/or community building.
- Fundraising/University support for renovation and additional space costs.
- Continued support for space planning from Campus Planning, Design and Construction.

6.5 REPORTING

Work to realize the strategic plan will take place using multiple existing structures and meetings where we get business done, including monthly meetings of the Dean's Advisory Council and monthly or bi-weekly meetings of the Dean's direct reports in varying combinations. For this commitment, the newly created Teacher Education Council and soon-to-be-created Doctoral Coordinating Committee will be important, as will membership by Associate Dean for Academic Affairs Jing on the University-wide ALDEIA group, as SOE's DEIA lead.

The centerpiece of our communication strategy will be an annual half-day session in October intended to support the SOE community in revisiting our plan, reporting on progress, and strategizing about next steps and adjustments.

We also anticipate strategic plan-related reporting to happen in regular communication venues, including the *Education Exchange* magazine, our e-newsletter, the Thursday afternoon Zoom sessions for alumni and other constituencies, reports to the SOE Advisory Board, and, for this commitment, both regular Assembly meetings and topical fora. We would also benefit from a DEIA-focused newsletter or report organized around categories similar to those disseminated by the Office of Diversity & Inclusion.