

**To:** Gretchen Ritter, Provost and Chief Academic Officer

**From:** Kelly Chandler-Olcott, Interim Dean

**Re:** SOE Redesign Proposal

**Date:** May 31, 2022

**CC:** Academic Affairs Personnel, SOE Board of Visitors, SOE-FacStaff

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## Introduction and Framing of the Problem

The School of Education is committed to consequential education for all that reflects our shared values and the deep experience and excellence of our faculty, staff, and students. Historical areas of distinction include:

- A focus on inclusion, equity, and social justice that cuts across our scholarship, teaching, service, and advocacy. “Inclusion” has special meaning to SOE, due to our pioneering work in the deinstitutionalization and disability rights movements, work that led to the founding of an internationally known disability studies program and the first dual-certification undergraduate program in inclusive elementary and special education to be sited in a research university. We are known for interrogating systems of power and privilege as they relate to education, broadly defined, with a focus on intersectionality and interdisciplinarity.

- A focus on experiential pedagogy grounded in partnerships that cuts across learning contexts, from K-12 schools and universities to community agencies, corporate workplaces, and the military. We are known for thinking deeply about how to bridge the gap between understanding an aspect of practice and being able to use it flexibly in a complex, dynamic context.
- A focus on instructional design, particularly around technology-mediated teaching and learning. We are known for using technology and media effectively, critically, and innovatively to teach our own students, both to address varied learning needs and to expand the reach of our programming. We prepare our students to do the same in their own practice.

Appendix A includes a representative selection of faculty publications from the last five years that align with these three areas of distinction. Appendix B offers a summary of SOE's currently active grants.

In addition to the impact that SOE constituencies have on their respective fields and disciplines, our faculty, staff, and students add value to Syracuse University by offering scholarship, leadership, and service in a wide range of domains, including but not limited to disability, racial and social justice, curriculum development, student learning and development, pedagogy, and assessment.

Despite these significant strengths and contributions, SOE is out of alignment in several key areas that undermine the impact of our work, lessen our ability to allocate resources flexibly toward goals we value, and threaten our long-term ability not just to survive but to thrive. This lack of alignment manifests in three distinct but related ways:

- Our **budget** is out of alignment. Our overall student enrollment trend line is down, reducing revenue, while our subvention trend line is increasing. Our attempts thus far to make our graduate targets have required us to discount sharply, creating thinner margins even in our best-enrolled programs. We need to attract more students whose interests align with our strengths and who see our offerings as worth an appropriately priced investment because of their distinctiveness and quality.
- Our **structure** is out of alignment. We have too many discrete departments, programs, and projects, creating considerable administrative burden for faculty and staff; presenting barriers to collaboration around themes of broad interest, including the desire to be more explicitly antiracist; and limiting our capacity for innovation that makes the most of our collective strengths. We need to streamline our structure to promote greater efficiency and collaboration.
- Our publicly visible **actions and messages** are out of alignment. We do not consistently communicate and market our strengths with coherence across campus and beyond. Within SOE, our stated values do not always match our ability to enact them, undermining a sense of belonging for some members. We must create—and communicate persuasively about—a community that lives up to its promises.

This document describes our good-faith, multi-year efforts to address these issues by aligning our values, priorities, actions, and messaging in ways that will be focused, cohesive, and equitable. It is not intended to be a full-blown strategic plan but rather a proposal for redesign in a number of crucial areas that we believe will create the most favorable conditions for long-term productive change. Some of the material included here looks forward, outlining what we intend to initiate in the future, while other material documents efforts made in the past one to two years that we intend to continue or build upon.

We expect that some of these recommendations are subject to change as we receive feedback from varied constituencies. Other ideas will be revised in the crucible of implementation. Nonetheless, this document represents our best current thinking, informed by hundreds of hours of thoughtful, candid, and reflective discussion by many members of the SOE community, about how to position the School for a vibrant, impactful, and sustainable future.

## History, Context, and Process

This section outlines the history and context for this proposal and documents the process by which it was generated. We offer the latter to acknowledge the heavy lift that has been shouldered by our community and to help both internal and external audiences appreciate the complexity of the task, the intentionality with which we undertook it, and the scope of involvement by SOE constituencies.

SOE's original strategic plan, launched in 2017, was comprehensive, addressing most areas related to research, teaching, and student life, and participatory, involving seven different subcommittees over a period of several months. It was not, however, particularly vision-driven or coherent, in part because it sought to address so many areas and incorporate so many discrete concerns. It was also intended to accommodate the divergent interests of the department of Health and Exercise Science, which nonetheless departed for the Falk College of Sport and Human Dynamics in 2020.

That first plan sparked some generative ideas, such as creatively packaging restricted scholarship funds to reduce cost for many students and institutionalizing some internal supports for research, but it did not help our community coalesce around distinctive areas of excellence or make hard choices about resource allocation. Efforts to address our budget difficulties during this period were mostly associated with activities such as launching new Certificate of Advanced Study programs, which yielded some new revenue but not enough to compensate for the deeper discounting needed to maintain student enrollment. The SOE community engaged in some additional brainstorming around how to spend several million dollars in promised central investment following the exit of Exercise Science, but those funds were eventually diverted by the University to address unexpected costs associated with COVID-19.

In the spring of 2021, former Dean Joanna Masingila refreshed SOE's strategic plan. The following were among the useful ideas in the new version that we have implemented or intend to implement soon:

- Identifying several cross-cutting signature themes with the potential to unify the community around areas of strength;
- Establishing an online program in Selected Studies in Education for part-time students in collaboration with the College of Professional Studies; and
- Hiring an additional staff member with a focus on recruiting BIPOC students.

Blunting the potential impact of the refreshed document, however, were the breadth of many of its recommendations (e.g., “establish named professorships to recruit and retain faculty,” “optimize undergraduate course offerings to maximize program coherency and instructional capacity”) and limited take-up of its ideas by many faculty and staff.

What was generating more interest and energy than the strategic plan was a document entitled “Call for New Strategic Priorities,” authored by SOE's 10 Black faculty members working in a collective entitled Faculty for Racial Justice and Equity in Education, or FREE for short. Submitted in August 2020, during heightened awareness of racial inequity in response to police brutality and of the disproportionate impact of COVID-19 on communities of color, the document challenged the SOE community to put antiracist principles and practices explicitly at the center of everything we do, with recommendations across categories such as leadership, student recruitment and retention, budget, curriculum, and research.

The authors connected these recommendations to the need to 1) extend the societal impact of the School by preparing professionals with deep consciousness of structural inequities, and 2) recognize more fully the challenges faced by BIPOC (Black, Indigenous, Persons of Color) students, faculty, and staff in finding a welcoming, community-based experience in the School.

In accepting the challenge of the FREE document in 2020-2021, SOE leadership engaged an outside consultant to lead several unit-wide sessions, sponsored a School-wide offering of the Transforming Hot Moments workshop facilitated by Drs. Jeff Mangram and Melissa Luke, devoted portions of multiple assembly and departmental meetings to brainstorming and discussion, and formed several working groups to propose

new administrative structures and processes designed to reduce harm and increase belonging for all. This process revealed both the many resources we can already draw on as a unit and the considerable work that remains for us to enact the ideals we espouse.

Over the summer of 2021, administrative transitions occurred that accelerated the urgency of our redesign process, including the installation of an interim dean in SOE, Kelly Chandler-Olcott, and the announcement of a new provost and chief academic officer, Gretchen Ritter. More sharply articulated university priorities and trend lines related to enrollment, revenue, and costs created opportunities and risks for the School, demanding a bold and proactive response. Both faculty and staff leaders embraced the idea that an internally led, rather than externally imposed, process integrating attention to the following four imperatives was most likely to be transformational:

- Greater appeal for students whose interests align with our strengths and signatures;
- Increased commitment to antiracism and inclusion in our operations, not just our curriculum;
- Greater efficiency to increase bandwidth for faculty and staff; and
- Stronger commitment to fiscal sustainability.

We began to lay the foundation for such a redesign proposal in Fall 2021 by constituting a series of *ad hoc* working groups with faculty, staff, and student members on various topics (e.g., personnel, graduate student recruitment and retention, academic structure and centers, etc.) and charging several standing committees (e.g., Degrees and Curriculum) with integrating attention to antiracism and inclusion into their existing purview.

A number of other collectives, such as the Promotion and Tenure Committee, pursued ongoing efforts to reduce racism and bias in their policies and procedures. To further ensure that consideration of diversity, equity, and inclusion was threaded across this work, rather than siloed in one space, we disbanded our standing Diversity committee and distributed its members across multiple groups. With coordination and guidance from Associate Dean for Academic Affairs Kal Alston, one of the principal architects of the FREE document, the groups met throughout the fall semester to develop proposals related to their charge. To discourage the impulse to innovate purely by adding programs (and costs), every group was also asked to consider what we might stop doing or do more collaboratively in order to reorient our practices and programs.

These efforts culminated in a hybrid workday on Dec. 16, 2022, that involved 54 participants, some in person at the Inn Complete on South Campus, others participating remotely by Zoom. Groups submitted and received structured feedback on their emerging proposals throughout the day before submitting a revised version of their refined recommendations to a shared Google folder. We also reconstituted our former strategic planning implementation committee, with new membership and a new name: Strategic Planning Realignment Committee. This 14-person body representing varied School constituencies met initially at the workday then continued to convene weekly from January through Commencement.

The Spring 2022 semester represented our final and, in many ways, most intensive period of work. We launched it with a three-part series of meetings intended to provide a shared base of information about our current position and the need for bold change. These included:

- January 25: State of the School address by Interim Dean Kelly Chandler-Olcott,
- February 2: Dean's Council meeting with Provost Gretchen Ritter, and
- February 9: School of Education Assembly meeting with Provost Ritter, co-hosted by Kelly Chandler-Olcott and Kal Alston.

In addition to the faculty, staff, and students who typically interact in SOE's School-wide Assembly (a structure parallel to the University Senate), we invited members of SOE's Board of Visitors to attend both the State of the School and the Assembly with Provost Ritter, as well as to provide written and oral feedback on a draft of this document, following a redesign update provided at our April 2022 advisory board meeting.

Throughout the Spring semester, senior members of the leadership team took responsibility for shepherding particular components of the process, as follows:

- Overall coordination and teacher education revisions: Interim Dean Kelly Chandler-Olcott;
- Strategic planning realignment committee: Associate Dean for Academic Affairs Kal Alston;
- Doctoral programs revisions: Associate Dean for Research Beth Ferri; and
- Staff reallocation: Associate Dean for Administration Mike Torak.

The next sections describe ongoing and proposed work in several areas, beginning with a focus on areas of strength and distinction for SOE.

## Focusing on Areas of Distinction

We contend that concentrating our efforts on a small number of distinctive areas has the potential to promote greater coherence and impact than would be achievable with a wider range of foci. We see the following as potentially most generative: adopting School-wide signatures, centering our centers, and setting new goals.

### Adopting School-wide Signatures

One outcome of SOE's collective brainstorming prior to the 2021 revision of our strategic plan was the graphic that appears in Figure 1:

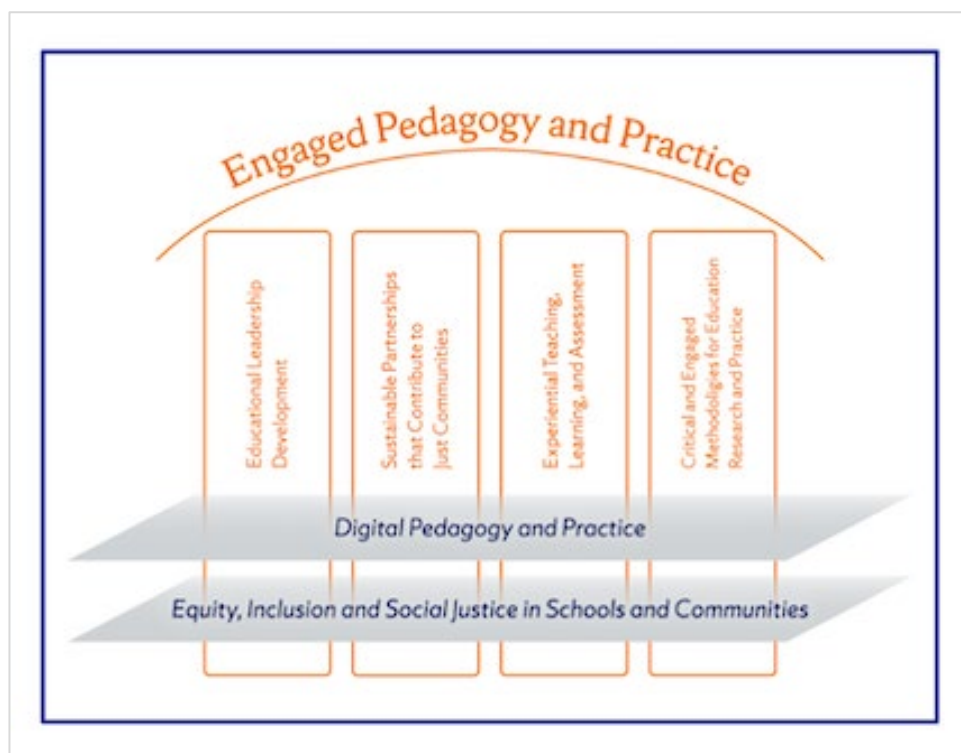


Figure 1

Although this image captured some key aspects of SOE's contributions, it introduced more than a half dozen constructs across vertical and horizontal dimensions, making it difficult to discern what was most important.

To promote greater interdisciplinarity and integration, current SOE leadership decided in August 2021 to focus attention on the two cross-cutting, horizontal themes rather than the longer, more diffuse list of vertical pillars. We also revised the language of the second theme to read "inclusive and antiracist pedagogy and practice" rather than "equity, inclusion, and social justice in schools and communities," to align it better with the priorities of the FREE document and to signal, with the elimination of the phrase "schools and

communities,” that such work could, and should, take place anywhere, including in our own higher-education context.

We worked hard in 2021-2022 to thread discussion of one or both of these signature themes through every redesign meeting we had, from all-School assemblies to smaller, more specialized gatherings. Although variation remains in how individuals define and operationalize those signatures, they are now routinely referenced across contexts, suggesting a high degree of familiarity for members of our community. It is not difficult for those of us who work in School-wide leadership roles to connect those concepts, primarily or secondarily, to faculty research, funded projects in the centers, or academic coursework.

Prior to COVID, these two foci were relatively discrete, with only a handful of individuals working at their intersection. Our online pivot during Spring 2020 and our subsequent attempts to minimize COVID risk forced many faculty to question their assumptions about the appropriateness of digital pedagogies for a number of disciplines, and to acquire new technical skills on an accelerated timeline. That this work happened at a time when the School, the University, and the country were engaged in reckoning and reflection around racial justice and equity brought an added sense of urgency to this work, particularly as we saw disparate impacts on students with disabilities, rural communities, and poor urban families in terms of access, equity, and quality of educational services.

Our students, many of whom were also seeking to meet their own challenges with new tools and new imperatives for accessible and just teaching, counseling, and leading, continue to inspire us to continuously improve and innovate. These convergences dramatically increased the number of faculty with interests at the overlap of the two signatures.

We are consequently poised to play a distinctive role within the University and beyond in helping to enact a vision of teaching and learning across disciplines and across modalities that will indeed be welcoming and accessible to all. We see issues of inclusion and accessibility in hybrid and online spaces, for instance, as about more than the technical affordances of the learning tools and platforms we adopt. We are concerned with fostering and studying learning communities that feel invitational, draw on learners’ differences as a resource, rather than a deficit, and that take an intersectional approach to identity, rather than focusing on any single characteristic (e.g., disability, race, linguistic status).

Working quite intentionally where our signature areas meet will allow us to attract new students to our own programs as well as contribute to campus-wide concerns such as SU Global and the University’s five-year DEIA plan. Reference to these signatures is thus threaded through most of the subsequent material in this proposal.

## Centering the Centers

The FREE document made several recommendations for how SOE might better leverage the resources and expertise of the Center for Academic Achievement and Student Development (CAASD) in service of antiracist goals. Discussions over the past two years have deepened our commitment to this idea while also expanding our view to consider the benefits of positioning all three of SOE’s centers, including the Center on Disability and Inclusion (CDI) and the Center on Experiential Pedagogy and Practice (CEPP), at the heart of teaching, learning, and research in the School.

Although all three centers align with key aspects of SOE signatures, they are not uniform in their structure, emphases, or funding streams. Each offers different potential for distinction:

- CEPP, the newest of the centers, brings together cutting-edge, experientially focused work in clinical simulations, lesson study, mediated field experiences, and tele-counseling. Its director has a strong track record of securing competitive federal and foundation grants for research that can serve as a strong model for other SOE constituents. The center’s relationships with Upstate Medical University, the Institute for Veterans and Military Families, and several K-12 school districts that have contracted for its services suggest useful mechanisms for diversifying SOE funding streams further.

- CAASD houses seven different state- and federally funded programs providing academic and social support for students on campus and in the Syracuse community. Its programs enjoy visible success and garnered numerous mentions in the University's draft DEIA plan. Its staff members have considerable grant experience, notable expertise in culturally responsive program design, mentoring, and counseling, and strong connections to the local community on which SOE can draw.
- With over \$11 million dollars in external funding and more than 30 full-time employees working across seven different initiatives, CDI works to promote the inclusion of people with disabilities across the lifespan, in all aspects of school and society. Building on historic leadership in inclusive education and disability rights, it has a strong national reputation for ground-breaking initiatives such as the Taishoff Center's InclusiveU, which offers a comprehensive, inclusive college experience for students with intellectual disability. CDI faculty directors have a strong record of attracting private philanthropy from proactive supporters, and they are well positioned to serve as leaders for a cross-campus interdisciplinary focus on disability and inclusion that is a strength for SU as a whole. We envision CDI as the University's hub for research and practice in this area, particularly if shifts in campus space allocations allow us to expand our footprint into the remaining floors of Huntington Hall.

Our additional plans for “centering the centers” include providing structured and sustained opportunities for faculty across the School to learn more about current areas of emphasis. We envision a scenario by which most, ideally all, faculty would be affiliated with at least one of the centers. Of particular interest is collaborative work that integrates expertise from more than one center—for instance, the development of clinical simulations (CEPP) to help students with intellectual disability enrolled in InclusiveU prepare for participation in their internships (CDI), with a focus on cultural responsiveness and equity (CAASD).

We also intend to develop structures to support more undergraduate and graduate research to align with the centers' goals and activities. For example, small teams of undergraduates might be attached to each center to assist with research projects under the supervision of center staff and faculty. Such positions might be supported by a mix of SOURCE and SOE funds. Giving priority for these positions to BIPOC students and/or students from low-income families would provide an additional mechanism to diversify our student body, increasing such students' opportunities to build a professional portfolio while reducing the need to pursue less-academically aligned positions to support themselves.

At the graduate level, we intend to design opportunities for students to fulfill degree requirements such as our research apprenticeship by working on center-based teams. Initiatives such as CAASD's SENSES (Studying an Environment that Nurtures Self Exploration in Students) project, focused on podcasting, songwriting, and beatmaking to express student experience, offer authentic contexts for student learning about research design, data collection and analysis, and grant writing.

Finally, we propose to allocate at least one graduate assistantship to each of the centers from the pool of awards currently divided among our six academic departments. Such an approach would signal the importance of the centers to our academic programming; offer sustained opportunities for learning, research, and service to our students; and provide additional resources to the centers to support grant writing and research dissemination to supplement what is available to them from their funding sources.

## Setting New Goals

As the largest and most representative subgroup working on SOE's redesign, the Strategic Planning Realignment Committee took the lead on setting new goals for the unit. Their process during the spring 2022 semester involved several kinds of inquiry and fact finding, including 1) a review and synthesis of the products from the December workday; 2) a crosswalk between the goals in our previous strategic plans and those in the FREE document; and 3) a series of focus groups with varied combinations of faculty, staff, and students intended to get at particular sets of knowledge, expertise, and expectations.

The group determined early on that each of the goals needed to wrap around a set of connected practices that would be distinctive to and aligned with our historical strengths and values. In both the 2017 strategic

plan and its 2021 revision, for example, “diversity” was its own goal, disconnected from the other goals in the plan, and focused on adding more diverse bodies to the School without accounting for what practices and structures needed changing in order to support and retain members of the community. Attention to our established excellence in inclusive education, critical disability studies, and intersectional studies in race and gender was missing in those documents. Those distinctive features, as well as others, were intentionally threaded through the construction of a working set of five goals that emphasize:

- The importance of attracting, recruiting, and retaining people from diverse identities, backgrounds, and experiences by providing an inclusive and anti-racist climate for working and learning and practices that are reflective of our shared values;
- The importance of designing academic programs and curricula that attract students who will benefit from the distinctive offerings of the School, and delivering those programs with world-class pedagogies in immersive, experiential learning environments;
- The importance of research and scholarship engaging various communities, that attracts funding and sponsors, that is undertaken by undergraduate and graduate students as well as faculty, and that is performed with a deliberate emphasis on collaboration and partnerships inside and across SU as well as in and beyond central New York;
- The importance of stewarding our current resources and leveraging our distinctiveness to attract new funding from multiple sources; and
- The importance of sharing the story of who we are and what we do to practice our values, demonstrate our impact, and accomplish the goals we have for our students, faculty, staff, alumni, and our relevant publics.

Members of the broader SOE community provided oral feedback on these goals during small- and large-group discussions as part of an assembly meeting facilitated by members of the committee in March 2022 and then provided written feedback on a revised list when a draft of the full proposal was circulated and discussed in April.

The committee also made considerable progress on framing concrete objectives to accompany each goal, articulating strategies to help achieve them, and identifying assessments to track progress. Partway through the semester, however, enough details were revealed about the expectations for refreshing the academic strategic plan for the University and its component parts that suggested it would be prudent to delay the completion of those tasks until Fall 2022, to align with the rollout of centrally developed tools and templates. This schedule will allow us to leverage the committee’s work to date, likely reducing the time and energy we will need to spend on the refresh, while limiting the risk of having to redo or duplicate our efforts if we get too far out in front of the university-wide process.

## Re-envisioning Academic Programs

This section describes three areas of academic program revision that we see as central to our future success and sustainability: re-envisioning teacher education, strengthening and expanding partnerships for graduate education, and re-envisioning doctoral study.

### Re-Envisioning Teacher Education

Declining enrollments, increased competition from lower-cost alternatives, and feedback from central administrators and the Board of Trustees on the 2017 version of our strategic plan suggested a need to take a particularly close look at our efforts in teacher education, where we offer many small, discrete programs.

Program revision discussions have taken place for the better part of a decade, with varying intensity, in several different groups concerned with teacher education. In fall 2019, former Dean Masingila charged an *ad hoc* group of six faculty with affiliations across those groups with re-envisioning teacher education in SOE. Throughout the fall, the group met regularly, generating numerous workable ideas, but implementation

progress was hampered by the pandemic, which required extensive problem-solving by faculty in our deeply field-implicated programs, and by an incomplete understanding of the extent of our financial jeopardy.

By May of 2021, with some degree of stability achieved around program delivery in light of COVID, the *ad hoc* group hosted a half-day session to unveil its preliminary recommendations to 30+ community members with full- or part-time obligations to teacher education. Two small working groups were launched as a follow-up in the fall of 2021, one with the task of articulating a new vision statement for teacher education attending explicitly to inclusion and antiracism and the other with articulating a more streamlined organizational structure. These two groups combined to present their work at the December 16 workday described above.

For the final push to make some difficult recommendations, the original members of the *ad hoc* group, plus a new member of the collective that produced the FREE document, reconvened in early February 2022. This group met three times a week for a month to accomplish three tasks: 1) Articulate a value statement for teacher education, given concerns raised by several constituencies about its viability; 2) Review existing programs to make recommendations about which ones to retain, consolidate, and phase out; and 3) Identify other ways to strengthen teacher education and align it more closely with our signatures.

The group's value statement for prospective applicants was informed by data from the Admitted Student Questionnaire, perspectives documented by our admissions staff, and, especially, by faculty interactions with current students who participated in our recruiting efforts during 2021-2022. According to these stakeholders, what makes an SU degree in teacher education most valuable and distinctive includes:

- An explicit orientation toward inclusion and equity (although with some variation in how strong this identification is, depending on program);
- The degree to which a rich and varied set of field experiences is integrated in the experience, including in its earliest stages;
- The balance of community and opportunity offered by being enrolled in a small school prioritizing relationships that is embedded in a larger, vibrant university.

The group next reviewed a comprehensive set of data about enrollment trends, employment opportunities, and student demographics to make recommendations about which undergraduate and graduate programs in teacher education should be retained, consolidated, or phased out. Of particular concern in these discussions were factors such as program demand, graduate hiring outlook, student quality and diversity, available resources, and alignment with SOE strengths and signatures.

A preliminary set of program recommendations was presented to nearly 50 SOE community members on March 21, with feedback and discussion informing several adjustments, including a proposal to revise, rather than discontinue, four of the dual undergraduate degrees in grades 7-12 (English, Mathematics, Science, Social Studies) to 1) yield dual certification in special education along with the content-area major; 2) make SOE the home college for students in these programs; and 3) adjust the credit split from ~90 credits Arts & Sciences/ Maxwell and ~30 credits SOE to ~60 credits for each unit.

Modeling with the University budget and planning office, review of market data, and additional internal discussions suggested that such an approach would be less financially risky for SOE and potentially more appealing to students. It would also align better with our popular undergraduate program in inclusive elementary and special education, allowing for greater efficiency, greater coherence around shared programming focused on our signatures, and greater transfer flexibility between our programs for students. An additional amendment involved a plan to revise and re-register the MM in Music Education degree with a broader focus, so that a single program might serve master's-level needs for students who are currently served by three different options, all of them under-enrolled. Table 1 contains the most up-to-date version of the program recommendations.

Table 1: Teacher Education Program Recommendations

Retain	Consolidate	Discontinue Admission
<ul style="list-style-type: none"> <li>• Early Childhood Special Education (MS)</li> <li>• Inclusive Elementary and Special Education 1-6 (BS)</li> <li>• Literacy Education Grades B-12 (MS)</li> <li>• Music Education (BM)</li> <li>• Music Education (MM)</li> </ul>	<p>Combine and register as a new program, Inclusive Secondary and Special Education 7-12 (BA), with SOE as the home college:</p> <ul style="list-style-type: none"> <li>• English Education 7-12 (BA)</li> <li>• Mathematics Education 7-12 (BA)</li> <li>• Science Education 7-12 (BA)</li> <li>• Social Studies Education 7-12 (BA)</li> </ul> <p>Combine and register as one program; students apply for the certification aligned with their content preparation:</p> <ul style="list-style-type: none"> <li>• Arts Education (MS-Initial)</li> <li>• English Education 7-12 (MS)</li> <li>• Mathematics Education 7-12 (MS)</li> <li>• Science Education 7-12 (MS)</li> <li>• Social Studies 7-12 (MS)</li> </ul> <p>Combine and register as one program in Inclusive Special Education 1-12, yielding 2 certifications for completers:</p> <ul style="list-style-type: none"> <li>• Inclusive Special Education 1-6 (MS)</li> <li>• Inclusive Special Education 7-12 (generalist) (MS)</li> </ul>	<ul style="list-style-type: none"> <li>• Arts Education (BFA)</li> <li>• Arts Education (MS-Prof. Cert)</li> <li>• Health &amp; Physical Education (BS)</li> <li>• Inclusive Early Childhood Special Education (BS)</li> <li>• Inclusive Special Education: Multiple &amp; Severe Disabilities (MS)</li> <li>• Mathematics Education 7-12 (BS)</li> <li>• Music Education (MS-Initial)</li> <li>• Music Education (MS-Prof. Cert)</li> <li>• Physical Education (BS)</li> <li>• Science Education 7-12 (BS)</li> <li>• Spanish Education 7-12 (BA)</li> <li>• Teaching English Language Learners (MS-Initial)</li> <li>• Teaching English Language Learners (MS-Prof. Cert.)</li> </ul>

Finally, the group made a series of recommendations to strengthen the teacher education enterprise as a whole. Some of these recommendations involved curricular change, such as developing cross-listed, shared introductory courses with an explicit focus on our antiracism and digital pedagogy signatures and replacing some mixed-quality, school-based placements with opportunities to work with distinctive center programs like InclusiveU or CAASD's Science Technology Entry Program.

Other recommendations involved making improvements in our marketing and communication around teacher education, including:

- Develop an aggressive, sustained campaign to recruit SU undergrads into SOE master's programs;
- Create roles for current students and alumni to contribute to recruiting and retaining students, especially BIPOC students; and
- Develop a video series with alumni to counter discouraging messages about working in schools.

We expect that streamlining our efforts and sharpening our focus in the ways we've described here should make our programs more appealing to students and more clearly linked to our strengths and signatures. Some of the efficiencies we anticipate are long-term, rather than short-term, as they assume that a reduction in programs to administer will free up time and bandwidth for faculty to innovate around new programming that will generate new revenue to further diversify our portfolio beyond teacher certification programs.

We do not intend to reduce our undergraduate footprint if we can avoid it—merely to rebalance it around programs best aligned with student interest and our strengths. We also expect that our consolidation efforts, both around shared coursework and collapsed programs, will allow fewer faculty to serve students in teacher education, allowing us to make a higher percentage of new hires in areas such as instructional design where graduate student interest is currently very high.

We anticipate a separate set of efforts over the summer to revise our non-certification undergraduate program (currently titled Selected Studies in Education) and market it more intentionally to align with our signature strengths. We also intend to generate additional major, minor, and IDEA course options for SU undergraduates who are broadly, but perhaps not exclusively, interested in education. Among the new populations we hope to attract are international students at both the undergraduate and graduate levels who have not typically found our New York state certification-driven programs to be a good fit. Inquiries in recent years suggest promising markets, for instance, for online master's programs in literacy/English as an additional language and in inclusive education that would be tailorable to the needs of particular international contexts.

Although we are keenly aware of our own need to be fiscally responsible, it feels important to point out that the University's current assumptions about undergraduate discount rate and its impact on admissions offers are particularly challenging for us, given our applicants' typical demographics and the starting salaries many of them expect to receive.

Several of the programs best aligned with our signatures—for instance, the undergraduate program in inclusive elementary and special education—garner considerable interest from qualified applicants who are then either denied on the basis of anticipated net tuition revenue or deterred from attending by aid packages they see as inadequate. We understand that there is a limit to the degree to which we can address such need without negative impact on the University's blended discount rate, but we believe there is value in revisiting some of these assumptions with central administrators in academic affairs, enrollment management, financial aid, and budget and planning, particularly given outcome measures of quality for our students such as their certification test pass rates (~99%) and post-graduation placement rates (98% employed or in graduate school within 6 months). Such a review is particularly important given our commitment to diversifying the teaching force, which is overwhelmingly white, female, and middle class in the US.

## **Strengthening and Expanding Partnerships for Graduate Education**

We are convinced that a main pathway to greater sustainability and impact is to increase the number of graduate students we serve, particularly at the master's level. The shorter-term nature of these programs allows greater space to innovate and iterate, with less risk and fewer institutional complexities to navigate than in the realm of undergraduate education. Most of the programs where we have strong enrollments and/or see opportunities for growth have a common element: They feature at least one partnership with entities beyond SOE that is intended to enhance the student experience.

Some of these programs represent partnerships with other units on campus. Our master's program in Higher Education, for instance, features graduate assistantships in many student-facing offices across the University, from the LGBTQ Resource Center to Student Living to the Disability Cultural Center. These GA cohorts, which draw students from across the nation, are generally more diverse in terms of race, language status, and sexual orientation than the full-time student affairs staff with whom they work, thus helping to ensure that undergraduates are served by professionals whose backgrounds better mirror their own.

The financial arrangement for GA support has been tenuous for the past several years, however, making it difficult to engage in long-range planning to sustain or expand the program. We hope to resolve those difficulties as soon as possible, and we also see opportunities to strengthen the connections between this program and other SOE initiatives such as the Taishoff Center for Inclusive Higher Education as we assume more campus leadership around disability and inclusion.

SOE is also the home to Intergroup Dialogue (IGD), directed by Dr. Gretchen Lopez, which centers research and praxis focused on social justice within higher education. A critical-dialogic model with origins in a multi-campus research coalition, IGD aims to develop individual consciousness while promoting action for social change at the structural level.

Cited in SU's draft DEIA plan as a campus asset, IGD has been a highly successful curricular offering, primarily for undergraduate students across numerous schools and colleges. Perhaps less visible to the rest of the campus community are the ways the program supports immersive and collaborative opportunities for its graduate-student staff to develop skills as equity-oriented teachers and researchers. We envision that increasing the resources allocated to IGD would allow us to attract additional graduate students with such interests, possibly in collaboration with the Office of Diversity and Inclusion and its newly appointed leader, Dr. Mary Grace Almandrez.

In other instances, the partnerships with potential for graduate education extend beyond the University. For example, faculty in Instructional Design, Development and Evaluation have provided an online master's program for the past three years in collaboration with the US Army Sergeants Major Academy that has received rave reviews from our partners at Fort Bliss and from graduates. We hope to renew this contract and to explore other opportunities for graduate study by military personnel and veterans, particularly since our newest faculty member in IDD&E, Dr. Silvie Huang, has experience as an instructional designer and evaluator for both the Army and the Navy.

We also see opportunities for partnerships to support graduate study in teacher and leader education. A new collaboration this past year between Dr. Sharon Dotger and personnel from our neighbor, SUNY-ESF, recruited seven new students for the one-year master's program in Science Education, a high-needs certification area for most K-12 school districts nationwide. This outreach helped to increase the number of matriculated MS students in Science Ed from one in 2021-2022 to nine in 2022-2023. The Study Council, a collective of educational leaders from CNY school districts and BOCES that is based at SU and headed by Dr. Leela George, is another space that we envision serving as an incubator for designing other pipelines to graduate study, such as a certificate in instructional coaching, as well as collaborative research opportunities.

A new program in Critical International Education proposed by Dr. Susan Thomas encapsulates several themes from our recent efforts to promote coherence and value in graduate education via internal and external partnerships. A Hanover Research report in 2020 suggested an encouraging potential market for such a program, which Dr. Thomas savvily intends to build on SU's historical strengths in study abroad, as well as on the presence of multiple Syracuse-based organizations working with migrants and refugees.

A concern about limited faculty bandwidth was among the delaying factors for further progress, however. As conversations took place during 2021-2022 about our signatures in digital pedagogy and inclusive, antiracist pedagogy, other possibilities for required courses aligned with those signatures opened up, which presented a longer list of core faculty to serve the program, both within SOE and in other units such as the Maxwell School. This, in turn, alleviated worries about sustainability and faculty burden, helping to restart an approval process that we hope to complete in 2022-2023.

We also made progress this year on implementing a more consistent, School-wide approach to making and communicating decisions about graduate admissions and scholarships. After multiple discussions about increasing our decision speed to be more competitive, we infused some new process support for faculty decision makers from staff in the office of Academic and Student Services.

This move appears to have been helpful: Although our master's applications increased only 7% from last year, the number of students we admitted as of April 2022 increased by 26% and, even more striking, the number of students who matriculated increased by 52%. Our efforts to streamline our processes need to be finetuned in the coming year, when we expect we will also see an enrollment bump from the yearlong presence of our new marketing and communications director, Martin Walls, hired in December 2021, and from the staff reallocations described in a later section of this document.

## Re-Envisioning Doctoral Study

In the fall of 2021, associate dean for research Beth Ferri convened the doctoral program coordinators to consider a redesign of doctoral study in SOE intended to address issues that had been discussed by the group since at least 2015. We saw this task as an opportunity to: 1) amplify our historical strengths and signature areas; 2) ensure a better student experience, particularly for those from underrepresented groups; 3) amplify a culture of research throughout our doctoral programs; and 4) ensure sustainability through distinctiveness.

The work group began by considering aspects of our programs that were shared, as well as identifying some ongoing “pain points.” Specifically, the group looked at issues of sustainability and distinctiveness, as well as potential impact on students (e.g., time-to-completion, marketability, equity across programs, student experience). Our benchmarking efforts highlighted just how out of alignment our structure was. With 10 distinct doctoral programs and only 53 full-time faculty in SOE (including non-tenured teaching faculty), we deviated from the average FTE per program of any other school or college at SU by a significant degree.

As demonstrated below in Table 2, the average FTE per doctoral program at SU is 43, whereas our FTE per doctoral program in the SOE is 5. We also surveyed some of our institutional peers and found that many other schools and colleges of education, even those much larger than we are, had only two or three doctoral programs (e.g., Arizona State University, Stanford). Some had only one (e.g., Harvard). Finally, we looked at the ways that BIPOC faculty and students were clustered in particular programs. We concluded that the number of doctoral programs in the SOE is a threat to both our sustainability and excellence, limiting the number of faculty available to mentor doctoral students and curtailing our ability to offer adequate doctoral level coursework (beyond master's level courses) with sustainable enrollments.

Table 2: Comparison of Doctoral Programs at SU

School/College	# of Doctoral Programs	# of Full-time Faculty	Avg FTF per Program
Maxwell	9	183	20
Arts & Sciences	16	376	26
Whitman	1	87	87
iSchool	1	45	45
Engineering	6	101	17

Falk	3	88	29
Newhouse	1	83	83
<b>SOE (current)</b>	<b>10</b>	<b>53</b>	<b>5</b>

After considering several iterations for a new structure (e.g., a reduction in the number of programs from ten to three or four), we began to coalesce around a series of proposals, including one shared doctoral program. We then elicited feedback on our proposed changes from four focus groups of seventeen faculty not currently serving as program coordinators. We asked these “critical friends” to consider how our proposal might impact programs’ standing or ranking, prospective students’ ability to locate our programs for application purposes, and graduates’ ability to be marketable.

Following the focus groups, we concluded that there was more to gain in moving in this direction than the alternatives. We were heartened by the number of faculty serving as critical friends who began to get excited about how we could strengthen our doctoral students’ research experiences and how they might personally contribute to a shared program.

In summary, we propose:

- One shared doctoral program in Education with both a PhD and an EdD track and a number of concentrations. While the PhD and EdD would share some common features, particularly around a focus on signatures and shared first-year coursework, we are exploring how the EdD, which currently focuses on Educational Leadership for PreK-12 schools, might be expanded to include a focus on Higher Education. Such a combination would allow a broader lens on schooling, offer opportunities for faculty in both those areas to work together, and provide a practice-based, situated alternative to the dissertation for working professionals who undertake such study part-time.
- A shared first-year course that would introduce the SOE signatures. Beyond a cohort-building experience, this shared course would help ensure that our students have a shared discourse and understanding around antiracist pedagogy and practice.
- Six additional credits of shared signature-related electives, which may/may not overlap with particular concentrations.
- An expanded array of methods courses, in addition to maintaining current introductory survey courses in both qualitative and quantitative methodologies.

We also recommend the development of proposals for the following shared experiences and milestones:

- A plan to expand a culture of research in the doctoral program (e.g., creating a poster session for first-year students to present research proposals and literature reviews, creating a student-led research conference, holding a series of brown bag research talks).
- Additional options for research apprenticeships that would ensure equity and flexibility (e.g., a research internship at one of the SOE centers, a grant-writing experience).
- Alternatives for qualifying examinations (e.g., oral exam, peer-reviewed publication, e-portfolio with research statement, draft of dissertation proposal).
- Four-person dissertation committees that include a dissertation chair/advisor and three additional members (including one outside the student’s concentration who can serve as graduate school representative), rather than our current requirements of a five-person committee with a sixth “outside” member representing the grad school.

We believe these ideas offer opportunities for cost saving and efficiency with more coordinated scheduling, better advertising of available courses, less curricular duplication, and less burden on individual advisors to locate or construct supports for students.

In addition to sustainability, our proposed doctoral program is also forward looking and distinctive. First, we contend that intractable and complex educational problems require the kind of cross- and interdisciplinary thinking that we are proposing. Second, understanding and addressing issues of equity and inclusion are best informed by centering minoritized voices and perspectives, which will be a key feature of our shared coursework. Third, innovation often requires disrupting the status quo and conventional frames of thought. Finally, inclusion and diversity are necessary resources for innovation. Our doctoral program redesign positions our students to lead in substantive ways to address educational challenges in innovative and intentionally focused ways.

Our interactions with several constituencies over drafts of this portion of our proposal suggest that many questions remain about what such recommendations might look like in practice and how we might manage a transition to a shared model from 10 currently discrete programs. We acknowledge the need to work through such concerns robustly and with varied input. To that end, we will offer some summer compensation to a small working group charged with making progress on answering those questions, with wider review by the full faculty of their recommendations to take place in the fall.

## Organizing for Interdisciplinary Collaboration and Efficiency

In this section, we outline efforts we have already begun or are planning with the intention of increasing our capacity for collaboration and efficiency, while simultaneously attending to issues of equity.

### Academic Restructuring

SOE's current organizational chart features six academic departments ranging in size from 3 to 26 faculty. Our current structure presents two main problems: a lack of alignment with the way the rest of the University is organized and disproportionality. In terms of alignment, five of SOE's six departments are on the list of the University's 10 smallest units. Table 3 compares our faculty-per-department ratio to the other departmentalized schools and colleges across campus.

Table 3: Comparison of Department Size Across Campus

School/College	Full-time Faculty	Departments	Faculty/Department
Maxwell	183	7	26.1
Engineering	101	4	25.2
Arts & Sciences	376	16	23.5
Visual & Performing Arts	135	7	19.2
Whitman	87	5	17.4
Falk	88	6	14.7
Newhouse	83	7	11.9
<b>Education</b>	<b>53</b>	<b>6</b>	<b>8.8</b>

Disproportionality presents disadvantage for the smallest and the largest of the six departments that varies by context. When we need representation for service—someone from every department—the faculty from the smallest units are burdened the most with the time commitment. But, seen from another vantage point, they also get more opportunities to participate and to air their views than faculty members in our largest department, Teaching and Leadership, likely do.

The same double-edged sword is true with budgeting and other resources; faculty in the smallest departments get, proportionately, more time and attention from administrative assistants when those assistants are assigned by department, but our per-capita approach to travel support means that a bigger department often has a little more money to redistribute flexibly if some faculty don't use their allotments. That resources like graduate assistantships have historically been assigned by department also impedes our ability to adjust allocations in light of School-wide priorities such as diversifying our student body.

The idea of moving away from discrete academic departments and toward a whole-School administrative structure was first proposed in the FREE document with the goal of “eliminating discipline-driven departments that no longer serve broader School ends.” This idea was further endorsed and presented at Assembly by a working group of faculty in Spring 2021, although few concrete details about implementation were offered at that time.

In the fall of 2021, a new working group focused on Academic Structure and Centers proposed a departmental reconfiguration with two units: 1) Interdisciplinary Education Studies, comprised of faculty and students in Higher Education, Cultural Foundations of Education, Instructional Design, Development and Evaluation, Selected Studies in Education, and College Learning Strategies, and 2) Professional Education Studies, comprised of faculty and students in Teaching and Leadership, Reading and Language Arts, and Counseling and Human Services. This configuration reduced some administrative complexity as compared to our current model, but it also created numerous undesirable imbalances, including:

- The two units were still disproportionate in faculty size, with about one third of the current faculty in one and two thirds in the other.
- All but two of the 18 untenured or non-tenure track faculty were in one unit, creating disproportional workload around mentoring and evaluation.
- Three quarters of the faculty of color were in one unit, reducing opportunities for interaction and collaboration across racial and cultural identities.
- Responsibility for teaching doctoral research courses was assigned to Interdisciplinary Education Studies, marginalizing potential contributions from multiple faculty in Professional Education Studies with expertise in methods such as narrative inquiry, critical discourse analysis, arts-based research, and mixed methods.

During the spring 2022 semester, both the dean's staff and the Strategic Planning Realignment Committee considered several other combinations of existing programs/departments into two or even three groupings, but each variation yielded similar concerns, leading SOE leadership to conclude that a “One School” approach similar to that used in the iSchool, College of Law, or School of Architecture will serve us better, albeit with some new features specific to SOE.

The proposed academic structure in Appendix C has the following advantages over our existing one:

- Programs are the primary mechanism for delivering the student experience, but faculty are not “housed” in a particular structure, allowing them to contribute across programs and interact with one another in new ways to promote innovation and interdisciplinarity.
- Associate deans, directors, and area coordinators have intentional areas of shared interest and overlap, requiring them to work together to disseminate promising practices and allocate resources equitably, in alignment with our goals around anti-racism and inclusion.
- Students and faculty from particular groups (e.g., BIPOC faculty, international students) are enfranchised within the whole community, rather than clustered in particular departments.
- Compensation and support for leadership are more evenly distributed.

- More staff support is provided centrally, allowing for dissemination of promising practices (see section on Staff Reallocation for more details).

We also think that this structure will help to eliminate barriers to launching new programs that do not sit squarely within one of our current departments. It should also facilitate greater opportunities to submit the kinds of sizable, ambitious, and interdisciplinary grant proposals like the following that we began to see this year, in part facilitated by the greater awareness of each other's work that our redesign conversations have engendered:

**Interdisciplinary Masters Preparation for Rural and Urban Educators in Special Education and School Counseling (IMPRESS)**

Julia White, Sultan Kilinc, Yanhong Liu

*US Department of Education: \$1.1M over 5 years (8% F&A, \$875k+ in graduate tuition)*

**Collaborative Research: Racial Equity: Developing Effective Teacher Education Pedagogies to Advance Antiracist Praxes in Elementary Science Teaching**

Sharon Dotger, David Perez, Benjamin Dotger (all SOE), and Terrance Burgess (Michigan State)

*National Science Foundation: \$1.6M over 5 years (50% F&A)*

**National Technical Assistance Center for Inclusive Practices and Policies**

Christy Ashby, Beth Myers, George Theoharis, Kal Alston

*US Department of Education: \$10M over 5 years (34% F&A)*

## Revised Committee Structures

Among the concerns raised by the FREE group and other standing and *ad hoc* committees of the School was the equitable distribution of service work in the School, as well as its recognition and its meaningful contribution to a more distributed and developmental model of leadership.

The Strategic Planning Realignment Committee recommended a new structure for SOE standing committees in which faculty, staff, and students will participate in five enhanced and/or new committees. The committee composition and charge will incorporate tasks that are currently done every year on an *ad hoc* basis that are often under-recognized within the School. These five committees are also intended to provide School-wide oversight and input on the work designated as essential for the success of our students, faculty, and staff.

The proposed service load for full-time faculty (regardless of tenure status) is an expectation to serve on a SOE committee for four years out of a six-year cycle. We will develop a system that will allow faculty to rank their preferences for committee service. Appointments will be for two 2-year terms in a normal cycle. Faculty can elect to serve on one committee for both of their terms or change their committee assignment for the second term. Staff and students will serve on all committees to diversify perspectives and expertise.

The following are the proposed committees for SOE:

- Committee on Degrees and Curriculum,
- Committee on Personnel (to include Promotion and Tenure),
- Committee on Admissions, Standards, Student Support and Engagement,
- Committee on Research & Partnership Development, and
- Committee on Budget and Strategic Priorities.

Each committee will have a means of annual accountability for aligning its work to the values and goals of the school, including anti-racist, equitable, and inclusive practice. We anticipate that a small summer working group will flesh out these and other details for broader community consideration in the fall.

## Staff Reallocation and Hiring

The adoption of a new academic structure will also require changes in how we think about roles and responsibilities for base-budgeted staff, particularly for those originally situated in our six departments as delineated by Table 4.

Table 4: Existing Base-Budgeted Positions for Review

Position	Grade	Department	Standard Hours
Office Coordinator III	S3	Counseling & Human Services	37.5
Office Coordinator III	S3	Cultural Foundations of Education	37.5
Office Coordinator III	S3	Dean's Office	37.5
Office Coordinator III	S3	Higher Education	37.5
Office Coordinator III	S3	Instructional Design, Development and Evaluation	37.5
Office Coordinator III	S3	Reading & Language Arts	37.5
Office Coordinator III	S3	Teaching & Leadership	37.5
Accounting Coordinator	S3	Business Office	37.5
Office Coordinator IV	S4	Teaching & Leadership	37.5
Administrative Specialist I	S4	Teaching & Leadership	40.0
Administrative Specialist I	S4	Business Office	40.0

Ideally, we would have preferred to make staffing changes with the details of a new structure decided, but our hand was forced by employees' changing circumstances, the constraints of our financial position, and the lag time associated with institutional hiring processes. We have therefore already begun to implement some changes already, with others planned that should increase efficiency and flexibility for the future.

The first phase of this process involved associate dean for administration Mike Torak's analysis of existing Position Evaluation Request (PER) forms for departmental staff with assistance from our HR business partner Lindsay Blair. This process identified several staff functions that could be clustered into more specialized positions serving a greater proportion of the SOE community, rather than requiring staff to do a little bit of everything for a discrete group of faculty and students.

It suggested, for instance, that administrative support for travel, ordering of supplies, and grant-related receipts could be better handled by one person in the budget office than by six in the academic departments and that more concentrated resources allocated to inquiries and applications could help address our keen need to increase our graduate enrollments.

We sought input on a draft version of the staff reallocation plan in Table 5 during several meetings of the dean's staff team and the dean's council, and in two separate brainstorming sessions, one with the current department chairs and the other with department staff serving with those chairs. These sessions documented key work and perspectives that might not surface in the PERs but that required further consideration, such as staff members' desire to have direct contact with students regardless of job description to reinforce their feelings of connection to the organization's mission.

The sessions also identified some duplicative and inefficient efforts, such as the development of shadow systems for reviewing applications outside of OnBase that targeted faculty training could eliminate. In addition to informing a revision of the staff allocation plan led by Associate Dean Torak, artifacts from these sessions were shared with the Strategic Planning Realignment Committee to inform broader conversations about redesign.

Table 5: Proposed Reallocation of Staff

Position	Grade	Function	Standard Hours
Office Coordinator III	S3	Academic administrative support	37.5
Office Coordinator III	S3	Academic administrative support	37.5
Office Coordinator III	S3	Academic administrative support	37.5
Office Coordinator III	S3	Dean/events support	37.5
Accounting Coordinator I	S3	Financial transactions	40.0
Administrative Specialist I	S4	Payroll/position (HR)	40.0
Inquiry & Applications Specialist	S4	Graduate recruiting/marketing	40.0
Academic Operations Support Specialist	S4	Class management/scheduling	40.0

Our proposed plan for staffing has the following advantages:

- A reduction in the number of base-budget positions, allowing for an estimated annual savings of \$80,000-\$120,000.
- Retention of all current staff in positions allowing for modest pay increases if they remain at the same grade and appropriately larger ones if they are hired into more specialized positions at a higher grade.
- Silo reduction, allowing better diffusion across the School of innovations and skills developed in particular departments and reducing the chances for resource hoarding.
- Intentional back-up for key functions if a staff member is unavailable to perform their duties.

In addition to the organizational chart changes, we instituted two changes in hiring processes during 2021-2022 that responded to the Staff Recruitment, Accountability, and Retention section of the FREE document:

- Review by multiple SOE personnel (e.g., dean, associate dean for administration, associate dean for academic affairs) of existing and new PERs to include more explicit language about SOE signatures, including our commitment to antiracism.
- Constitution of small interview committees for staff positions whereas past decisions might have been made by the hiring manager consulting only with HR Talent Acquisitions staff. We intentionally included BIPOC faculty and staff in these committees and drew, where appropriate, from center staff (e.g., including a CAASD program director to help select our new communications and media director).

We intend to retain these practices in the future and to turn our attention next to developing training and mentoring initiatives for staff that will draw on internal expertise and University-wide resources to build staff capacity around inclusion and antiracism.

Other staffing changes that we propose, going forward, include the following:

- A new directorship of experiential education and partnerships that will broaden the purview of our current half-time director of field relations, allowing us to consolidate many administrative functions that drain faculty and associate dean time, albeit in uneven ways. A School-wide point person for this work will also make communication easier for our existing community collaborators, as well as create more bandwidth to develop new partnerships that align with our signatures.
- An assistant director for the Center on Experiential Pedagogy and Practice director who can also work closely with the director of experiential education and partnerships named above, helping to link our research and programmatic efforts more closely in this area.
- An additional admissions staff member focused on recruiting BIPOC students, especially graduate students, in strategically targeted US regions and internationally.

We expect that most of the cost for the first two positions can be recouped from anticipated retirements and reallocation of responsibilities. The third, however, will require strategic investment from other sources.

## Discontinuing Efforts

One clear message of the University-sponsored training for strategic planning that many of SOE's current leaders attended this spring was the need to stop doing some things to allow for greater focus on others. We were already moving in this direction with some of our planned program closures and consolidations, but we have also sought to evaluate the viability of additional initiatives with this principle in mind.

One SOE initiative that we intend to discontinue in its current form is the iMove program, a series of one-credit physical activity courses we offer as an all-University service. The perception in our community for many years has been that iMove makes money for the School, and to a certain extent, this was true, at least historically. But enrollments were declining even prior to the emergence of COVID-19, when they took a pronounced hit. They have not bounced back to pre-pandemic levels, and we don't expect them to, given increased competition from non-credit bearing options at the Barnes Center at the Arch and the greater availability of online resources to support physical activity.

Complicating the financial equation further are the opportunity costs for us in running the program, which include space, equipment, and the management of many part-time instructors with limited connections to SOE as a whole. Recruiting, evaluating, and supporting the experience of the latter falls disproportionately on associate dean for business Mike Torak and our business office staff, along with Dr. Kristen Konkol, a faculty member whose dual appointment is soon to revert solely to the Falk College of Sport and Human Dynamics. Nor does the program serve as a gateway to our core programs when students have a positive experience, as most appear to have no idea who administers those courses. This issue will be exacerbated as we execute our planned transition away from our chronically under-enrolled programs in Health and Physical Education.

A yearlong series of discussions with central administrators, faculty and staff from Falk, and the members of the SOE community most closely associated with iMove suggested that the program would best serve students, and the institution, if the bulk of it was moved to the Barnes Center for Fall 2022. We are currently working through the details of that transition, including which courses to maintain in the short term to allow us to “teach out” our current roster of HPE students as well as serve some other specialized populations (e.g., ROTC, InclusiveU, Athletics). We are confident the negotiated arrangement will leave us in a financially neutral space with increased staff bandwidth to support endeavors such as sponsored funding for research and enhanced graduate recruitment efforts.

Another initiative we intend to adjust in terms of SOE leadership is the Lender Center for Social Justice. The Lender Center’s focus on social justice and equity aligns very well with SOE’s historical strengths and signatures, but its support structures as they were designed through 2021-2022 have required SOE, one of the smallest and least well-resourced schools and colleges with interests in these topics, to contribute disproportionately, shouldering the space costs, the stipend and credits for a fulltime graduate assistantship, and an annual course release for a co-director. In ceding control of the center to the provost’s office, where it will be situated in the portfolio of associate provost Marcelle Haddix, its founding director, SOE will retain the opportunity for co-director, faculty fellow, and student fellow involvement by application without assuming so much of the administrative burden. The center will also be positioned better as the all-University, interdisciplinary resource that it was intended to be.

We also intend to discontinue a community-based SAT preparation program for youth that is currently funded centrally but administered by SOE. The program was launched at the start of Say Yes to Education, as part of the university’s commitment to leveling the playing field for students from urban schools, and it has been most recently housed in the Reading & Language Arts department. Over time but accelerated by COVID-19 and the emergence of test-optional policies for college admission, enrollment has dramatically declined.

The program currently serves a small number of students from several suburban districts but almost none from the Syracuse City Schools it was intended to support. While it funds a GAsip, that experience tends to be poorly aligned with the professional aspirations of the graduate students assigned to it, although they have gamely tried to make it work. The program also increases our subvention total and requires faculty and staff oversight that could be applied elsewhere.

We believe it’s time to move away from commitments that are not strongly connected to core teaching, learning, and research activities in the School, particularly those that drain tangible and human resources. The combined financial impact of the three moves described here is not insignificant, but that is not the primary reason to make them.

Such decisions represent another kind of value—a willingness to examine business as usual with a new lens, one that sparks critical questions about how we might best align our limited time, resources, and energy with the School’s most important priorities. They signal a broader intention to move forward with new intentionality and purpose, rather than simply maintaining our old habits and commitments without scrutiny. We suspect we will identify other efforts to discontinue as we dig into the details of transitioning into new structures.

## Looking Forward

At this moment, we feel well positioned to engage in central marketing’s Value Proposition Branding Exercise—a process that we intentionally delayed earlier in the year because of the intensity of our redesign work. We have identified three teams of five members each, representing a diverse group of administrators, faculty, center representatives, admissions staff, and staff from marketing, communication, and advancement. The exercise has been scheduled for June 30.

The branding exercise and a June 22 training session on strategic planning that is open to any interested member of SOE’s faculty or staff should serve as the bridge between the process that yielded this document

and the University-guided strategic planning refresh process to take place in Fall 2022. Both events should also help us sharpen our messages to inform a search proposal to secure a permanent dean.

We look forward to continuing dialogue about the ideas in this proposal and to leveraging the collaborative and challenging work of the past two academic years in SOE. Appendix D includes a list of potential areas of investment, grouped into several categories, that will support us in achieving the vision laid out in this document.

## Appendix A

### Selected Faculty Publications Aligned with Areas of Distinction (2017-2022)

#### Area 1: Inclusion, Equity, and Social Justice

- Alston, K.** (2021). Philosophies of race, justice, and education: Traditions of embodied knowledge. *History of Western Philosophy of Education*, 4. Bloomsbury Academic Press.
- Annamma, S.A., **Ferri, B.A.** & Connor, D.J. (Eds.). (2022). *DisCrit expanded: Inquiries, reverberations & ruptures*. Teachers College Press.
- Applebaum, B.** (2021). When incivility is a form of civility: Challenging the comfort of willful ignorance. *Educational Theory*, 70 (6), 717-730.
- Ashby, C., White, J., Ferri, B.,** Li, S., & Ashby, L. (2020). Enclaves of privilege: Access and opportunity for students with disabilities in urban K-8 schools. *History of Education Quarterly*, 60 (3), 407-429.
- Bailey, A., Maher, C. & **Wilkinson, L.C.** (Eds.). (2019). *Language, literacy, and learning in the STEM disciplines: How language counts for English learners*. Routledge.
- Brooks, J., & **Theoharis, G.** (Eds.) (2018). *Whiteucation*. Routledge.
- Chandler-Olcott, K.,** Crandall, B. R., & Lewis, E. C. (2021). Iterating for inclusion: A cross-case analysis of three summer writing programs for youth. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 37 (6), 495-512.
- Cavanaugh, K. C., & **Luke, M.** (2021). Transgender college student identity development: A narratology of intermediating experiences. *Journal of Humanistic Counseling*, 60 (2), 137-156.
- Chen, H., & **Liu, Y.** (2020). On becoming Chinese Americans: The complexity of navigating two worlds. *Journal of College and Character*, 21(2), 116-123.
- Columna, L., Felizola, G., Prieto, L., **Myers, B.,** Streete, D., and Lightburn, A. (2020). The experiences of Hispanic families of children with autism spectrum disorder regarding physical activity. *Research in Developmental Disabilities*, 107.
- Connor, D. J., **Ferri, B.A.,** & Annamma, S. A. (2021) From the personal to the global: Engaging with and enacting Disability Critical Race Theory across multiple spaces. *Race, Ethnicity, & Education*.
- Dekaney, E. M.** & Macedo, E. C. (2020). Culturally relevant pedagogy: An interdisciplinary approach to developing cultural fluency about the Sateré-Mawé. In F. T. Orsati, A.D. Cardoso, T.M.L. Campos, T. M. L. & E. C. Macedo (Eds.), *Transdisciplinarity and interdisciplinarity in education* (pp. 37-50). Edicon.
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## Appendix B

### Active Grants in the School of Education

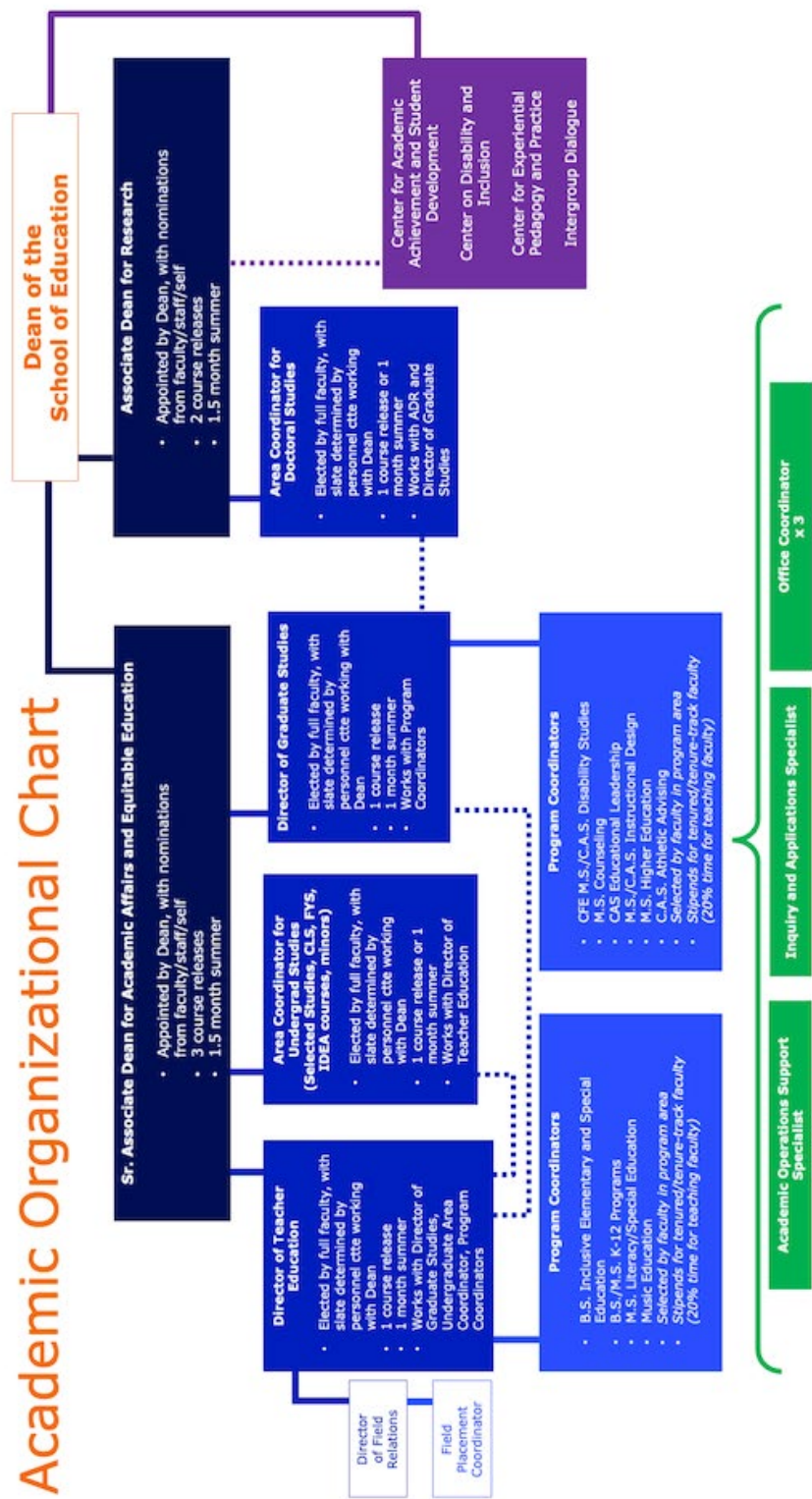
<b>Project Title Personnel</b>	<b>Sponsoring Agency</b>	<b>Amount</b>	<b>Project Dates</b>
Pre-employment transition services, students with disabilities <b>Ashby, PI, Myers, co-PI</b>	NYSED	\$1.5 million	2020-2025
Supporting degree-seeking autistic students at SU <b>Ashby, co-PI, Myers, co-PI</b>	Karen Seybold & Family	25K	2021-2022
Teachers of color pipeline program <b>Ashby, co-PI, Theoharis, co-PI</b>	Baldanza Family	300K	2022-2025
Bridging structural engineering and architecture through virtual platform and personalized learning analytics <b>Cho, co-PI</b>	CUSE grant	19.6K	2021-2022
Gamification-based mobile immersive learning in middle school mathematics <b>Cho, PI, Graysay, co-PI</b>	CUSE grant	21K	2020-2022
Visiting scholars & artists program enhancing diversity, equity, inclusion & access <b>Dekaney, PI</b>	Wege Foundation	100K	2022
Center on experiential pedagogy & practice <b>B. Dotger, PI, Luke, co-PI</b>	Wege Foundation	100K	2021-2022
Inclusive consortium of leaders in urban disabilities education (Project INCLUDE) <b>Ferri PI, Ashby &amp; White, co-PIs</b>	USDOE/OSEP	7.5 million	2019-2024
Early childhood family and community engagement center <b>Foley, PI, Ashby &amp; Myers, co-PI</b>	NYSED	1.2 million	2019-2024
School-age family and community engagement center <b>Foley, PI, Ashby &amp; Myers, co-PIs</b>	NYSED	1.2 million	2019-2024
Building research-practice partnerships to improve student outcomes in school algebra <b>Fonger, PI</b>	CUSE grant	8.8K	2021-2022
Racial justice mathematics <b>Fonger, PI</b>	SOURCE	4K	2021
Investigating social and cultural factors influencing reading motivation for students of color <b>Jang, PI</b>	SOURCE	2.8K	2021
The educational experience of diverse families of children with disabilities during Covid-19 pandemic <b>Kilinc, PI</b>	SOURCE	2.8K	2021
Development & validation of adaptive online reading motivation scale for Korean adolescents Kim, PI, <b>Jang, Choi &amp; Ryoo, Co-PIs</b>	Ministry of Education, Korea	106K	2020-2022

E-sport, psychological well-being, and sport participation: Data collection and natural field experimental analysis. Kim, PI, Sanders, Walia, <b>Jang</b> & Jeong, co-PIs	CUSE grant	30K	2019-2021
Exploring FIFA video games as a channel to promote football participation, football literacy, and psychosocial well-being Kim, PI, Sanders, Walia & <b>Jang</b> , co-PIs	FIFA Research Scholarship	15K	2021-2022
Relationship between learners' out-of-class autonomous tech-enhanced language learning & vocabulary knowledge Lai, PI, Benson & <b>Wang</b> , co-PIs	Research Grants Council, Hong Kong	594K	2018-2021
SaTC: EDU: Developing instructional laboratories for blockchain security applications <b>Lei</b> , co-PI; <b>Wang</b> , statistician & evaluator	NSF	350K	2021-2024
ULSAMP: STEM success for underrepresented minority students Liu, PI, <b>Hamilton</b> , Costello Staniec, <b>Johnson</b> , & <b>Engstrom</b> , co-PIs	NSF	\$4 million	2017-2022
An Analysis of School Counselors' Enactment of Leadership Grounded in the PPLeS <b>Luke</b> , PI	Chi Sigma Iota International	100K	2021-2022
Behavioral Health Workforce Education & Training <b>Luke</b> & <b>Seward</b> , co-PIs	Health Resources & Services Admin	1.4 million	2021-2025
Military and veteran family and caregiver visual art therapy and community arts engagement pilot program Miller, PI, Delucia & <b>Dekaney</b> , co-PIs	CUSE grant	21K	2021-2023
VPA Visiting Scholars DEIA Initiative <b>Moy</b> , PI	Wege Foundation	48K	2021-2022
Fit families program for children w/ develop. disabilities <b>Myers</b> PI, <b>Ashby</b> & Columna, co-PIs	Boeheim Foundation	27.3K	2021-2022
Mid-state regional partnership center <b>Myers</b> & <b>Ashby</b> , co-PIs	NYSED	6.8 million	2019-2024
Reproductive health experience of Deaf women: A mixed methods study <b>Occhino</b> , co-PI	Society of Family Planning	73K	2020-2022
Connected arts networks (CAN): Leveraging arts learning communities for teacher leadership & student achievement <b>Rolling</b> , PI (for NAEA)	USDOE	8.5 million (for NAEA)	2021-
Critical educators at our core: A design study of a practice-based critical education pipeline <b>Sharpe</b> , PI	CUSE Good-2-Great	25K	2022
Supporting and studying youth of color interested in teaching <b>Sharpe</b> , PI	SOURCE Research Assistant Grant	3K	2021

Culturally-sustaining accountable talk in elementary mathematics <b>Sharpe</b> , PI, Caviness & Sharpe, co-PIs	National Council of Teachers of Mathematics	\$6K	2021
Pipeline to educational leadership positions for women of color: Direct focus on school building administrators <b>Theoharis</b> , PI	SOURCE Grant	10K	2021-2022
Pipeline to educational leadership positions for women of color: Direct focus on school building administrators <b>Theoharis</b> , PI	SOURCE Grant	5K	2020-2021
The influence of contextual and constitutional emotional processes on speech motor control and speech motor practice effects in early childhood stuttering Tumanova & <b>Wang</b> , Co-I	NIDCD Early Career Research (ECR) Award	450K	2021-2023

Appendix C

Proposed Academic Structure



## Appendix D

### Potential Areas of Investment

#### Centering the Centers

- One month salary each for summer planning by center directors
- Stipends for undergrad research assistants to work in centers, with a focus on BIPOC students
- Approval to hire an assistant director for Center on Experiential Pedagogy and Practice
- Additional support for operations in Center for Academic Achievement and Student Development

#### Strengthening Graduate Programs to Increase Enrollment

- Multi-year commitment for Higher Education assistantships in Student Experience
- Approval/support for 2-platform EMS system for 1) clinical placements in Counseling & Human Services and 2) clinical simulations (system to be managed by CEPP assistant director)
- Additional recruiter to focus on BIPOC/international students, especially at the graduate level
- Funds to support travel and increased social media buys to attract BIPOC/international students

#### Support for BIPOC Students and Faculty

- Support to increase the size of SOE's Holmes Scholar cohort and fund the BIPOC Scholar-Practitioner group over a multi-year span
- Additional funding for graduate students to work in Intergroup Dialogue program
- Undergraduate discount rate relief to expand/diversify selected programs
- Cost coverage for Faculty Development program for assistant/associate professors of color to support promotion and preparation for School and university leadership

#### Support for Transition

- Summer stipends and academic-year extra service funding for members of topic-focused planning groups
- Stipends for an early start for selected individuals in new leadership structure (e.g., director of graduate studies)
- Assistance to complete paperwork to codify structural and programmatic changes
- Support from central marketing and communication staff to revise print and web-based materials to reflect structural and programmatic changes
- Funding to cover moving costs for faculty and staff as we adjust our use of space to reflect our new structures

#### Support for Innovation and Expansion

- Cost coverage for EAB/Hanover reports to explore viability of new programs (e.g., Inclusive Instructional Design BS, Disability Studies MS)
- Funding for study groups around signatures
- Internal grant support for signature-aligned projects involving faculty from across our former departments
- New negotiated rates for signature-focused projects where external funders cap indirect costs
- Approval to occupy floors 4 and 5 of Huntington Hall, with accompanying resources to refresh the building