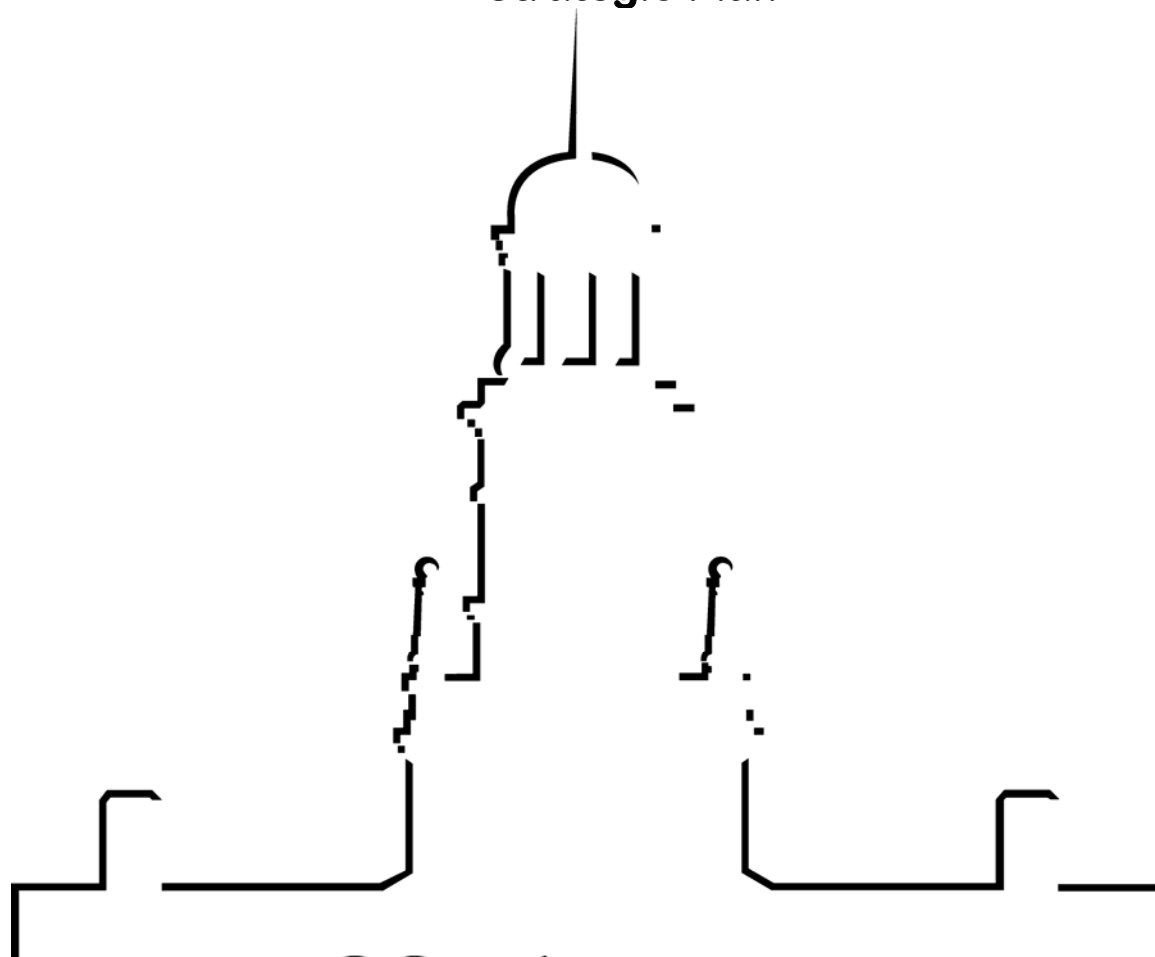


**School of Education
Strategic Plan**



Buffalo State
State University of New York

School of Education
Buffalo State College

Mission Statement

The community of faculty and staff within the School of Education at Buffalo State College is committed to the intellectual, personal and professional growth of future and practicing professionals in the field of education. Transformative educational experiences frame our programs, engaging faculty, candidates and the learners they serve, schools, and industry and community partners to improve the quality of life for all. We work collaboratively to ensure that graduates become inspired, reflective practitioners who possess the knowledge, skills and dispositions to model and promote a lifelong passion for learning; recognize the value of diversity; learn to implement inclusive pedagogies that celebrate the abilities of all individuals; and embrace the rich cultural heritages of the communities they serve.

Approved by SOE Faculty

Vision

The School of Education at Buffalo State College will be a national leader in teacher education where the faculty are respected scholars and exemplary teachers. We will prepare inspiring, skilled, reflective educational leaders and teachers committed to caring, democratic education, social justice, and diverse perspectives.

Core Values

Central to the mission of the School of Education at Buffalo State College are the following:

1. An appreciation for the unique urban, rural, and suburban geographical and historical connections through which we steadfastly promote an understanding of the positive aspects and challenges for educators in these settings.
2. A commitment to establish, promote and maintain reciprocal, positive collaborations with educational settings and communities.
3. A dedication to education throughout the human lifespan as a shared experience among children, adults, parents, and caregivers within the community and educational settings.
4. A commitment to nurture in ourselves and our candidates a life-long passion for learning and service to the community, country, and world.

Furthermore, the School of Education at Buffalo State College is committed to ensuring that our graduates have the proclivity to:

1. Meet rigorous institutional, professional, and accreditation standards, especially related to:
 - Mastery of dynamic content.
 - Communicating effectively and professionally.
 - Understanding the reciprocal relationship between theory and practice.
 - Skill and innovation in applied pedagogy throughout the lifespan.
 - Inquiry-based and reflective practice.
 - Multiple literacies. (e.g. English, language arts, heritage language, numeracy, music, art, social studies, science, technology, and media studies).
 - Effective collaboration.
2. Develop the skills, knowledge, self-confidence, and attitudes that will empower them to transform the lives of those they teach. Their influence will be measured through these individuals becoming:
 - Critical thinkers
 - Creative problem solvers
 - Knowledgeable about a wide range of issues and topics
 - Lifelong learners
 - Socially responsible
3. Demonstrate respect for the worth of all individuals and an appreciation for their cultural, linguistic, experiential, and developmental backgrounds.
4. Contribute to the creation of deliberative democratic dialogue and engage in intellectual discussion in the classroom, community, and in policy arenas at all levels.

Strategic Direction 1 Student Recruitment, Support, and Retention

To recruit students with the motivation and ability to succeed in Buffalo State College's teacher education programs and support them to graduation.

**Strategic Initiative 1.1
Identify and enroll qualified
undergraduate and graduate students
whom we currently are not reaching
(rural and urban).**

Action Step 1.1.1

Establish target data and monitor trends for diverse populations in the School of Education.

Leadership responsibility: Enrollment Management Office, Admissions Office, Teacher Education Department Chairs, the Office of Professional & Continuing Studies
Indicator: Formal plan developed; recommended by Teacher Education Chairs and approved/adopted by BSC Administration.

Action Step 1.1.2

Provide financial incentives to attract applicants, e.g., scholarships for targeted populations.

Leadership responsibility: Institutional Advancement / Development Office, Buffalo State College Administration in conjunction with SED, SUNY, & NYS Legislature, Scholarship Office
Indicator: Scholarships awarded.

Action Step 1.1.3

Identify subject area specific Teacher Education grants and develop grant writing teams.

Leadership responsibility: Teacher Education Departments, Research Foundation, Center for Excellence in Urban and Rural Education

Indicator: Grant applications submitted.

Action Step 1.1.4

Develop brochures and other advertisement media to promote opportunity through teacher education at Buffalo State College.

Leadership responsibility: College Relations Office
Indicator: Materials available for distribution and use.

**Strategic Initiative 1.2
Attract talented and highly competent
candidates into the teaching field.**

Action Step 1.2.1

Promote Future Teacher Clubs in Western New York schools.

Leadership responsibility: Center for Excellence in Rural and Urban Education, Liberty Partnerships, Pre-collegiate Programs Office, Institutional Research, Teacher Certification Office, Enrollment Management, Admissions
Indicator: Increased number of students from TC and TE events who matriculate to BSC.

Action Step 1.2.2

Run special programs and "institutes" at Buffalo State College for Teacher Education prospects.

Leadership responsibility: Center for Excellence in Rural and Urban Education, Liberty Partnerships, Pre-collegiate Programs Office, Institutional Research, Teacher Certification Office, Enrollment Management, Admissions
Indicator: Increased number of students from TC and TE events who matriculate to BSC.

Action Step 1.2.3

Investigate programming for developing an interest in teaching careers in Elementary and Middle grades.

Leadership responsibility: Center for Excellence in Rural and Urban Education, Liberty Partnerships, Pre-collegiate Programs Office, Institutional Research, Teacher Certification

Office, Enrollment Management, Admissions, PDS Consortium

Indicator: Increased percentage of candidates from diverse groups who choose teaching as a career.

Action Step 1.2.4

Establish a data-rich monitoring system to provide information on candidates from application to graduation and employment including: application processing, enrollment, declaration of a Teacher Education major, program navigation and completion, initial certification, initial teaching position, enrollment in graduate programs, and employer feedback on candidates.

Leadership responsibility: Center for Excellence in Rural and Urban Education, Liberty

Partnerships, Pre-collegiate Programs Office, Institutional Research, Teacher Certification Office, Enrollment Management, Admissions

Indicator: Data reports available to Dean, unit chairs and program heads for planning and assessment.

Action Step 1.2.5

Provide financial support for highly qualified students and initiate programs to recruit special populations such as 4+1 programs (undergraduate & graduate: 5 year programs).

Leadership responsibility: Institutional Advancement/ Development Office, Buffalo State College Administration in conjunction with SED, SUNY, & NYS Legislatures, Scholarship Office

Indicator: Scholarships awarded.

Action Step 1.2.6

Pursue grants that target the recruitment of highly qualified students.

Leadership responsibility: Teacher Education Departments Research Foundation

Indicator: Grant applications submitted.

Action Step 1.2.7

Reserve slots in the All-College Honors Program and Exchange programs for outstanding Teacher Education students.

Leadership responsibility: Honors Program, International Exchange Programs

Indicator: a) Teacher Education slots in All College Honors program filled and students maintain good standing. b) Participation in Exchange regularly reported by Teacher Education majors.

Action Step 1.2.8

Outstanding Teacher Education majors participate in leadership programs.

Leadership responsibility: Student Life, TEU faculty

Indicator: Students are nominated by TEU faculty and successfully complete Leadership training.

Action Step 1.2.9

Provide tutor training and paid opportunities for tutoring in schools.

Leadership responsibility: Center for Excellence in Rural and Urban Education, PDS, Service Learning (CDC)

Indicator: a) Number of students engaged in these opportunities. b) Success of P-12 students who are tutored. c) tutor satisfaction measures, and d) schools satisfaction measures.

Action Step 1.2.10

Expand Learning Communities for Teacher Education aspirants.

Leadership responsibility: Teacher Education programs, University College

Indicator: Regularly offered learning communities for Teacher Education aspirants.

Strategic Initiative 1.3

Develop early intervention systems to support student success while maintaining high academic standards.

Action Step 1.3.1

Establish senior mentors program.

Leadership responsibility: Teacher Education Departments, University College, Counseling Center

Indicator: a) First cohort of senior mentors trained to be mentors are paired with freshmen. b) Percentage of retention of protégés is consistently high.

Action Step 1.3.2

Promote student chapters of professional organizations.

Leadership responsibility: Teacher Education Departments

Indicator: Increased percentage of majors who join and participate with faculty on professional research and/or service projects.

Action Step 1.3.3

Establish deliberate connections with senior mentors, faculty advisors, and support services for tutoring teacher candidates, and develop supplemental instruction programs with existing support service personnel.

Leadership responsibility: Writing programs, Academic Skills Center, Graduate assistants in secondary content areas, Educational

Opportunity Programs, University College
Indicator: a) Tracking data on student GPA and graduation rates show upward trend. b) Percentage of TEU candidates dismissed or on probation declines.

Strategic Directive 2 Academic Programs and Curriculum

To design and deliver relevant, respectful, and responsive programs with high standards of academic integrity.

Strategic Initiative 2.1

Enhance the Teacher Education curriculum to promote knowledge,

skills, and dispositions of Teacher Education candidates in the areas of ethnic/racial/linguistic diversity and special needs students.

Action Step 2.1.1

Develop initiatives to promote inter-departmental team-teaching, cross registered courses and inter-departmental course development. Adjust course loads accordingly across the School of Education.

Leadership responsibility: Associate Vice President for Teacher Education, Teacher Education Council, TEU curriculum committees, TEU faculty.

Indicator: a) Increased number of interdisciplinary courses offered across TEU. b) Increased number of faculty in TEU participate in interdisciplinary programs.

Action Step 2.1.2

Expand partnerships with out-lying urban and rural schools and strengthen those where relationships currently exist.

Leadership responsibility: Associate Vice President for Teacher Education PDS, CEURE

Indicator: Map of BSC school partners expands.

Action Step 2.1.3

Develop collaborative program of events and student-led initiatives for student professional organizations on campus.

Leadership responsibility: School of Education Departments.

Indicator: a) Increased number of events and interaction between groups such as CEC and ACEL. b) Increased number of students attending professional organizations. c) Increased number of students participate at local and national professional meetings.

Action Step 2.1.4

Establish a Taskforce to review faculty proposals for departmental or other

reorganization within the School of Education that support accomplishment of School of Education goals to reduce obstacles to collaboration and promote a consistently positive educational experience for teacher candidates. Task Force recommendations will be forwarded to the Associate Vice President for Teacher Education.

Leadership responsibility: Dean of SOE and Structural Taskforce

Indicator: a) Provost and President approve plan for departmental restructuring, and b) structural configurations of School of Education are congruent with stated goals.

Action Step 2.1.5

Expand and clarify the role of Professional Development Schools on campus and budgeting support for PDS.

Leadership responsibility: Associate Vice President for Teacher Education, Field Coordinator, PDS Director.

Indicator: Yearly PDS budget, staffing and annual report indicate institutional support and PDS strategic plan.

Action Step 2.1.6

Modify School of Education By-laws and redefine the charge of the School of Education Curriculum Committee to accomplish the strategic goals of the School of Education.

Leadership responsibility: Associate Vice President for Teacher Education, (This is a specific task of the School of Education,) Department Chairs, Department level curriculum committees

Indicator: School of Education Curriculum Committee charge reflects its role in accomplishing strategic goals.

Action Step 2.1.7

In response to feedback from the NCATE review, an NCATE Assessment Taskforce of the School of Education will review

vertical and horizontal course coherence in all Teacher Education Programs.

Leadership responsibility: Associate Vice President for Teacher Education, School of Education Assessment Taskforce

Indicator: Report recommending changes and improvements will be given to Department level curriculum committees.

Action Step 2.1.8

A comprehensive plan will be developed to reduce the number of adjuncts across the School of Education, to improve the quality of the adjuncts, and to insure the high quality of course sections taught by adjuncts.

Leadership responsibility: Provost, Dean, Department Chairs

Indicator: Reduction in the number of adjuncts in the School of Education and inclusion of adjuncts in planning and assessment efforts of the Teacher Education Unit.

Strategic Directive 3 Student Outcomes

To ensure that students graduate with the knowledge, skills and dispositions required to be effective teachers and educational leaders.

Strategic Initiative 3.1

Students have extensive experience with professional writing and oral communication.

Action Step 3.1.1

Review syllabi for Writing Intensive courses and student teaching seminar to be sure they are congruent with Writing Intensive and Oral Communication requirements.

Leadership responsibility: School of Education faculty, Student Teaching Instructors/Supervisors

Indicator: Common assignments reflect professional writings and oral communication competence of Teacher Education candidates.

Action Step 3.1.2

Review selected course artifacts in Writing Intensive and Oral Communication courses across the unit to determine where course assignments and assessments need to be revised or outcomes restated to strengthen professional communication skills.

Leadership responsibility: Associate Dean

Indicator: Course revisions improve consistency in Writing Intensive and Oral Communication courses.

Action Step 3.1.3

Strengthen deliberate connections with support services provided by the Academic Skills Center and Writing programs to assist teacher candidates to improve written and oral communication skills.

Leadership responsibility: Departments, Student Support Personnel, Academic Skills Center Personnel

Indicator: Improved student performance on writing and oral communication assignments in Teacher Education courses.

Strategic Initiative 3.2 Students perceive themselves as professionals in training.

Action Step 3.2.1

Professional Development Schools Consortium will assess Buffalo State College Teacher Education candidates' knowledge, skills, and dispositions in the area of professionalism (i.e. dress, language, content knowledge, preparation) and recommend enhancements in curriculum and assessments for field-based courses. Recommendations will be made to the School of Education.

Leadership responsibility: Professional Development Schools Consortium and/or mentoring teachers, principals, School of Education

Indicator: a) Field performance rubric will reflect PDS feedback on professionalism. B) Student satisfaction and exit surveys indicate Teacher Education candidates' strength in professional preparation.

Action Step 3.2.2

Review rubrics that are used to assess field-based courses. Review current student scores to identify weaknesses and strengths. Develop data coherence of student evaluations for field experience across the School of Education programs.

Leadership responsibility: School of Education Faculty

Indicator: a) INTASC standards-based student teacher evaluation form will be developed for use across School of Education. b) Data for student teacher evaluation will be aggregated within programs and across unit.

Action Step 3.2.3

Review course syllabi of field based courses for evidence that professionalism is addressed and recommend curricular change.

Leadership responsibility: School of Education field-based faculty, Departmental curriculum committees

Indicator: Field-based course syllabi will reflect outcomes, content and assessments that address teacher candidates' professional conduct.

Action Step 3.2.4

Survey students on undergraduate and graduate levels to obtain candidates' perceptions about their learning relating to professionalism.

Leadership responsibility: School of Education Faculty

Indicator: Student perception/satisfaction surveys report high degree of candidate satisfaction with professionalism content in their respective programs.

Action Step 3.2.5

Develop a policy for assessing dispositions in the School of Education

Leadership responsibility: School of Education Faculty,

Indicator: Data on candidate dispositions will be available for action by departments and Dean.

Strategic Initiative 3.3

Students have in-class and in-field experiences practicing research-based, validated best practices.

Action Step 3.3.1

Review common assignments in pedagogical core for evidence of candidate performance in the use of research based practices and recommend curriculum revisions.

Leadership responsibility: School of Education Faculty, Curriculum and Assessment committees in departments

Indicator: Taskstream data from common assignments, rubrics for field placements, and course syllabi reflect consistent candidate performance of best practices in instruction.

Action Step 3.3.2

Review field based evaluation forms for evidence that research based practices are evaluated in performance.

Leadership responsibility: School of Education field-based faculty, Professional Development Schools, Assessment Committees

Indicator: Field evaluation data will reflect satisfactory performance.

Action Step 3.3.3

Examine the course syllabi to determine their congruence with course proposals. Recommend enhancements to syllabi and course revisions.

Leadership responsibility: Department level curriculum committees

Indicator: Syllabi are congruent with course proposals.

Action Step 3.3.4

Develop mechanism for reporting field-based evaluation through Taskstream.

Leadership responsibility: Taskstream Coordinator, Student Teaching Coordinators

Indicator: Field evaluation data will be available across Teacher Education Units.

Strategic Initiative 3.4

Students participate in reflective teaching and assessment for continuous improvement.

Action Step 3.4.1

Review course syllabi and performance assessments on common assignments for inclusion of reflection with evidence of assessment and improvement.

Leadership responsibility: School of Education Faculty

Indicator: Student performance rubrics and other assessment data show candidate development.

Action Step 3.4.2

Review student data on assessments. Identify weaknesses and suggest revisions and potential improvements to syllabi, assignments, and assessments across programs in the School of Education.

Leadership responsibility: School of Education faculty, Department Chairs, Department assessment committees

Indicator: Review of semesters' data included in Annual Reports with suggested goals for next year.

Strategic Initiative 3.5 Students reach program benchmarks.

Action Step 3.5.1 Monitor grade point average program minimums and provide data on candidate performance to Chairs to suggest consistent thresholds across the School of Education based on candidate performance data and success rates.

Leadership responsibility: Departments, Registrar, Dean's Office

Indicator: a) GPA thresholds may be adjusted. b) Number of students below required minimum each semester will decrease.

Action Step 3.5.2

Monitor number of students on probation and establish common thresholds for dismissal.

Leadership responsibility: Departments, Assistant to Dean, Chairs

Indicator: Number of majors and premajors with GPA below 2.5 will decrease.

Action Step 3.5.3

Monitor students below 2.5 for one semester or more and refer to student support services (see 3.1.3).

Leadership responsibility: Departments, Assistant to Dean, Department Advisors

Indicator: Number of students in majors and premajors with GPA below 2.5 will decrease.

Strategic Initiative 3.6

Students complete all courses necessary for certification.

Action Step 3.6.1

Track candidate progress toward certification requirements.

Leadership responsibility: Departments, Teacher Certification Office, Department Chairs

Indicator: Data from NYSTCE licensure exams will be made available to Chairs and program directors.

Action Step 3.6.2

Provide accurate and regular advisement.

Leadership responsibility: Departments

Indicator: Percentage of students who attend advisement will steadily increase.

Action Step 3.6.3

Perform graduation checkups.

Leadership responsibility: Departments

Indicator: Number of deficiencies will decline.

Action Step 3.6.4

Review undergraduate and graduate advisement plans for each department.

Leadership responsibility: Departments

Indicator: Update and report on advisement plans in annual reports.

Strategic Initiative 3.7

Students pass certification examinations and complete all required seminars.

Action Step 3.7.1

Departments and Teacher Certification Office provide all candidates with timely information regarding certification exams and seminars – website, class announcements, flyers, discussion in students teaching orientation and seminars.

Leadership responsibility: Departments, Teacher Certification Office, Student Teaching Coordinators

Indicator: All eligible teacher education candidates will be recommended for appropriate certification.

Action Step 3.7.2

Teacher Certification Office distributes data on candidate performance on certification exams to TEU departments, provides workshops for teacher candidates

on the certification process, and expedites certification process upon candidates' graduation.

Leadership responsibility: Departments, Teacher Certification Office, Office of Continuing Education

Indicator: a) Departments will have regularly updated information on candidates' performance on certification exams. b) All eligible TEU candidates will be recommended for appropriate certification.

Strategic Directive 4 Diversity and Social Justice

Promote democratic education by unraveling social injustice through diverse, inclusive and effective educational experiences and practices.

**Strategic Initiative 4.1
Develop candidate's understanding of critical education in democratic society by becoming agents of continuing renewal and change for equitable education.**

Action Step 4.1.1

Map curricula in all Education programs to assure that all programs have elements of critical education and democratic schooling perspectives and practices.

*Leadership responsibility: Social Justice Task Force
Indicator: All teacher education candidates have experience in critical education and democratic schooling.*

Action Step 4.1.2

Develop and train faculty to use common tools across education courses to ensure consistency of implementation of critical

education and democratic schooling perspectives and practices (i.e. standards, rubrics, course evaluations)

Leadership responsibility: Social Justice Task Force, Departments

Indicator: a) Syllabi and student assignments demonstrate critical pedagogies and democratic schooling. b) Faculty skilled in diversity education are nominated for the Equity and Diversity awards.

Action Step 4.1.3

Review syllabi of required courses to assure that key components of the conceptual framework with regards to diversity and social justice are addressed as appropriate to content of course.

Leadership responsibility: Curriculum Committees of Departments, NCATE Coordinator

Indicator: Syllabi in the School of Education demonstrate clear connections to the conceptual framework.

Action Step 4.1.4

Develop a model statement that faculty can use to include in syllabi that reflect this goal.

*Leadership responsibility: Social Justice Task Force
Indicator: Syllabi contain a statement about the connection of the course to the social justice goal.*

Action Step 4.1.5

Provide multiple opportunities in varied settings for candidates to learn about the communities in which students and their families live.

*Leadership responsibility: Social Justice Task Force, Service Learning Center, Center for Excellence in Rural and Urban Education.
Indicator: High rate of participation of teacher candidates in service learning and community events.*

Action Step 4.1.6

Create a section in the curriculum library for social justice materials.

Leadership responsibility: Library Administration, Social Justice Task Force
Indicator: Materials recommended will be made available to students and faculty.

Action Step 4.1.7

Identify a recommended reading list of materials on critical education in democratic society for faculty to use as references in their courses.

Leadership responsibility: Social Justice Task Force, Library staff
Indicator: Distribution of the reading list to TEU faculty.

Action Step 4.1.8

Identify candidates, faculty, and programs that demonstrate an understanding of critical education in democratic society to serve as facilitators of discussion groups for the School of Education and nominate outstanding candidates for Diversity awards on campus.

Leadership responsibility: Associate Vice President for Teacher Education, Department Chairs, SOE students

Indicator: a) Discussion groups for the School of Education will be scheduled each semester. b) Faculty and students from the department will be represented among Diversity award recipients.

Strategic Initiative 4.2

Enhance and increase the integration of multiple perspectives on diversity within the School of Education through the purposeful selection of personnel and candidates.

Action Step 4.2.1

Recruit and retain personnel and faculty from diverse backgrounds that reflect our candidates and the students we serve.

Leadership responsibility: Associate Vice President for Teacher Education, Personnel Committees of the Departments, Department Chairs, Office for Equity & Campus Diversity

Indicator: Recruitment practices and results reflect aggressive practices of recruiting within guidelines of Office for Equity & Campus Diversity.

Action Step 4.2.2

Provide meaningful institutionalized support for faculty and staff from diverse backgrounds to ensure retention.

Leadership responsibility: Associate Vice President for Teacher Education, Department Chairs, Department Faculty, Office of Equity & Diversity
Indicator: School of Education faculty numbers demonstrate increased retention of diverse faculty.

Action Step 4.2.3

Provide information to faculty, staff and candidates across campus about opportunities for scholarly engagement in the communities we serve.

Leadership responsibility: Associate Vice President for Teacher Education, TEU faculty, Office of Service Learning, Dean's Office, Office of Community Partnerships

Indicator: A regular listing of events that inform participants on such opportunities will be posted and updated on the School of Education website.

Strategic Initiative 4.3

Create an institutional climate that promotes the well-being of multiple perspectives and practices on diversity within the School of Education.

Action Step 4.3.1

Recruit faculty and students to present projects and research that address issues of social justice.

Leadership responsibility: Woods-Beals Endowed Chair, Office for Undergraduate Research, Graduate Office

Indicator: Consistent representation from SOE students/faculty, feedback on presentations, and number of faculty participating will show positive results.

Action Step 4.3.2

Establish a faculty and student forum to discuss literature and research in the area of social justice and democratic education.

Leadership responsibility: Center for Excellence in Rural and Urban Education

Indicator: Attendance, feedback from participants, and the number of presentations will show positive results.

Action Step 4.3.3

Include a book review in Buffalo State's online *Journal of Inquiry and Action* targeting books on social justice and democratic education.

Leadership responsibility: Woods-Beals Endowed Chair

Indicator: Number of published reviews will indicate consistent participation of faculty.

Action Step 4.3.4

Develop a clear, coherent definition of social justice to be posted on the School of Education website.

Leadership responsibility: Social Justice Task Force

Indicator: Definition posted on website.

Action Step 4.3.5

Institute periodic entries devoted to social justice and democratic education in campus-based publications.

Leadership responsibility: College Relations, President's Council on Equity and Diversity, Social Justice Task Force, Woods-Beals Endowed Chair

Indicator: Number of published entries in appropriate campus-based publications will increase.

Strategic Initiative 4.4

Enhance partnerships among the multiple communities and the School of Education through meaningful engagement.

Action Step 4.4.1

Develop a comprehensive plan of formal relationships between the School of Education and the extended multiple communities with which we actively partner.

Leadership responsibility: Social Justice Task Force, Office for Community Partnerships

Indicator: a) The completed plan will suggest projects and timelines for college/community activities. b) The completed plan will articulate effective processes to mobilize community resources.

Strategic Initiative 4.5

Improve the responsiveness and outreach of the School of Education, resulting in positive impact on schools and other organizations locally and regionally serve by our educational programs.

Action Step 4.5.1

Expand the Professional Development Schools as suggested by external report on PDS

Leadership responsibility: Associate Vice President of Teacher Education, Professional Development Schools Director/Field Coordinator, School of Education Departments

Indicator: Structure, budget, and personnel of Professional Development Schools reflect Teacher Education Unit expansion.

Action Step 4.5.2

Select a cadre of teachers and administrators from schools/districts that are reflective of the diversity of race, ethnicity, gender, geographical location, etc., named "Scholars in Residence" who

will collaborate with specific faculty/departments in selected projects, including team-teaching of selected courses.

Leadership responsibility: Associate Vice President for Teacher Education, Department Chairs, Personnel Committees, School of Education faculty, CEURE
Indicator: "Scholars in Residence" teach and consult for School of Education programs.

Action Step 4.5.3

Create a clearinghouse of human and material resources within the School of Education that will identify specific personnel and their expertise, as well as resources that may be used in assisting both the School of Education and P-12 school districts in issues relating to policy and practices.

Leadership responsibility: Associate Vice President for Teacher Education, Department Faculty, Woods-Beals Endowed Chair, Dean of SOE
Indicator: The publication of a list on School of Education website.

Action Step 4.5.4

Collaborate with various agencies in the provision of an annual forum which will bring together teachers, administrators, and staff of P-12 schools and districts and the faculty of Buffalo State College to discuss issues of policy and practices in schooling, with a primary focus on issues of culturally relevant pedagogy and cultural diversity issues that affect schooling.

Leadership responsibility: Associate Vice President for Teacher Education, President's Council for Equity and Diversity, CEURE, Woods-Beals Endowed Chair
Indicator: Forum will be conducted.

Strategic Initiative 4.6

Critically impact educational policy at the local, state and federal levels, particularly with respect to the promotion and practices of democratic education and social justice.

Action Step 4.6.1

The Social Justice Task Force will connect with the Office of Government Relations to identify legislation and policy initiatives that affect schools and educational agencies and the preparation of teachers at the local, state, and federal levels.

Leadership responsibility: Social Justice Task Force, Office of Government Relations
Indicator: Publish pertinent legislative actions and events in School of Education newsletter and/or website.

Action Step 4.6.2

Establish formal and informal links between faculty and students in the School of Education programs with legislators, teacher organizations (including unions), professional organizations, and NGO's at the local, state and federal levels.

Leadership responsibility: Associate Vice President for Teacher Education, Department Chairs, faculty and student organizations
Indicator: Annual reports from departments will document the commitment of faculty and students to influencing political actions affecting schools and teacher education programs.

Action Step 4.6.3

Organize, support and promote the production of "Whitepapers" on issues of schooling and professional teacher preparation that have implications for legislation and policy initiatives that affects schooling and the preparation of teachers at the local, state and federal levels.

Leadership responsibility: Center for Excellence in Rural and Urban Education, Woods-Beals Endowed Chair

Indicator: A collection of "Whitepapers" will be published in the online Journal of Inquiry and Action.

Strategic Directive 5 Respected Scholars and Teachers

Enhance faculty research and scholarship, advance the scholarship of teaching and learning and position teacher education faculty as leaders in pedagogy.

Action Step 5.1.1

Clarify, expand, and publicize the School of Education Professional Development and Scholarship Incentive Grants.

Leadership responsibility: School of Education Research and Scholarship Committee

Indicator: Record and document publicizing efforts, meeting announcements, newsletters, website, and email announcements.

Action Step 5.1.2

Develop an information clearinghouse, providing faculty with information on campus-based resources available for support of scholarship and research.

Leadership responsibility: Campus agencies, Website manager

Indicator: File documentation related to clearinghouse efforts and publish on School of Education website.

Action Step 5.1.3

Make the writing retreat a yearly event to support faculty publication. Expand projects to research partnerships and interdisciplinary or cross-rank teams. Track and assess progress of projects engendered.

Leadership responsibility: Woods-Beals Endowed Chair, tenured faculty.

Indicator: Annual reports from departments will reflect consistent faculty participation and resultant publications.

Action Step 5.1.4

Develop a phased plan for training faculty in mentorship of undergraduate and graduate research in collaboration with the School of Education faculty. Develop a School of Education award for outstanding mentorship that will identify faculty who are most active in mentorship. These nominees will then be eligible for an annual nomination of faculty members from School of Education for campus-based undergraduate research mentoring award. Strengthen inclusion of collaborative research in School of Education, Teacher Education Unit, and other disciplines.

Leadership responsibility: School of Education Faculty, Department Chairs

Indicator: a) Department chairs make note of progress in annual reports. b) Awards are given annually. c) Nomination for campus award results in successful candidates from School of Education faculty.

Action Step 5.1.5

Establish and support the online *Journal of Inquiry in Action*. Provide editorial board with training on "best practices." Develop template for submitting action-based research to the journal that can be shared among Professional Development School partners and the Teacher Education Unit.

Leadership responsibility: Woods-Beals Endowed Chair, Review Board.

Indicator: Website documentation of journal production and growth.

Action Step 5.1.6

Provide opportunities for collaborative scholarship in cross-curricular projects and develop school improvement and/or

action-based research reams across the Teacher Education Unit.

Leadership responsibility: School of Education Department Chairs, Scholarships and Research Committee, Deans of all Teacher Education Programs in the Teacher Education Unit.

Indicator: a) Published works or national presentations will result. b) Nominations for research awards at campus level and Chancellor's level will reflect interdisciplinary team participation.

Action Step 5.1.7

Strengthen mini-grants for action-based research; provide more money, required evaluation and dissemination; maintain statistician and/or data analysis expert in the Center for Excellence in Rural and Urban Education.

Leadership responsibility: Center for Excellence in Rural and Urban Education, Professional Development Schools, Statistical Analyst

Indicator: Action research minigrant awardees will present results at annual PDS retreat.

Action Step 5.1.8

Investigate faculty load to “make room” for scholarship; Provide research incentives of time releases such as a “partial sabbatical,” especially for untenured faculty. Develop training for untenured faculty on effective use of time, awareness of how to limit committee work appropriately and other ways to manage the tripartite role of a faculty member. Partner untenured faculty with productive scholars.

Leadership responsibility: Provost, Associate Vice President for Teacher Education, Department Chairs, Personnel Committees, Woods-Beals Endowed Chair

Indicator: Increased retention and promotion of untenured School of Education faculty.

Action Step 5.1.9

Develop scholarly mentoring role of tenured faculty. Create a detailed plan for systematic mentoring program for new faculty including expectations for mentors/protégés, explicit opportunities for professional development, outlets for scholarships, and financial and collegial resource support.

Leadership responsibility: Tenured faculty, Department Chairs, Personnel Committees, Woods-Beals Endowed Chair

Indicator: a) Annual reports document faculty efforts related to mentoring. b) Increased number of successful applications for promotion and tenure.

Action Step 5.1.10

Support conference/publication cycle with travel funds. Showcase School of Education faculty efforts. Publicize and encourage presentations at state and national professional conferences and collaborative partnerships within the teacher education unit.

Leadership responsibility: Associate Vice President for Teacher Education, Provost, Department Chairs

Indicator: a) Associate Vice President for Teacher Education publicizes support for “presentation to publication” efforts. b) Research “teams” present at annual Scholarship and Creativity Day. c) Consistent evidence of faculty presentations and publications in departmental annual reports.

Action Step 5.1.11

Adjust statements of scholarship and review for promotion and tenure to reflect the college's valuing of the submission of a Specialized Professional Association (SPA) or NCATE report as a refereed publication that is respected for scholarship and service.

Leadership responsibility: Associate Vice President for Teacher Education, Deans, Department Chairs, Provost

Indicator: Shared Statement of policy related to NCATE document preparation will be shared in College Bulletin.

Action Step 5.1.12

Review and revise the statement of scholarly expectation for the School of Education that represents scholarship in the constituent disciplines, articulates the steps and guidelines for the pre-tenure process and clarifies expectations for promotion beyond tenure.

Leadership responsibility: Associate Vice President for Teacher Education, Deans, Department Chairs, Provost, non-tenured faculty group, Personnel Committees, Woods-Beals Endowed Chair

Indicator: Final statement recorded and publicized via announcements, newsletters, and website. Guidelines for School of Education are applied consistently in rulings on tenure and promotion for teacher education faculty across decanal areas.

Action Step 5.1.13

Investigate the formation of a School of Education level personnel review body to assist the Associate Vice President for Teacher Education. Re-define the parameters of the process of personnel review for all ranks and appointments.

Leadership responsibility: School of Education Faculty, Associate Vice President for Teacher Education

Indicator: Faculty will submit recommendation to the Dean.

NOTE: This is a suggestion that we *research* this practice and delineate the parameters of its operation. It does not suggest that such a group be formed. There was significant disagreement among faculty

regarding the establishment of this type of review body.

Action Step 5.1.14

Continue the support group for untenured faculty under the direction of the Woods-Beals Endowed Chair.

Leadership responsibility: Untenured Faculty, Woods-Beals Endowed Chair

Indicator: Annual report of meetings will document participation and regularity.

Action Step 5.1.15

Clearly define the process of evaluation and re-appointment of term lecturers and adjunct faculty, particularly with regard to teaching effectiveness and service.

Leadership responsibility: Associate Vice President for Teacher Education, Department Chairs, Personnel Committees

Indicator: Guidelines will be published and used for decisions on re-appointment in School of Education.