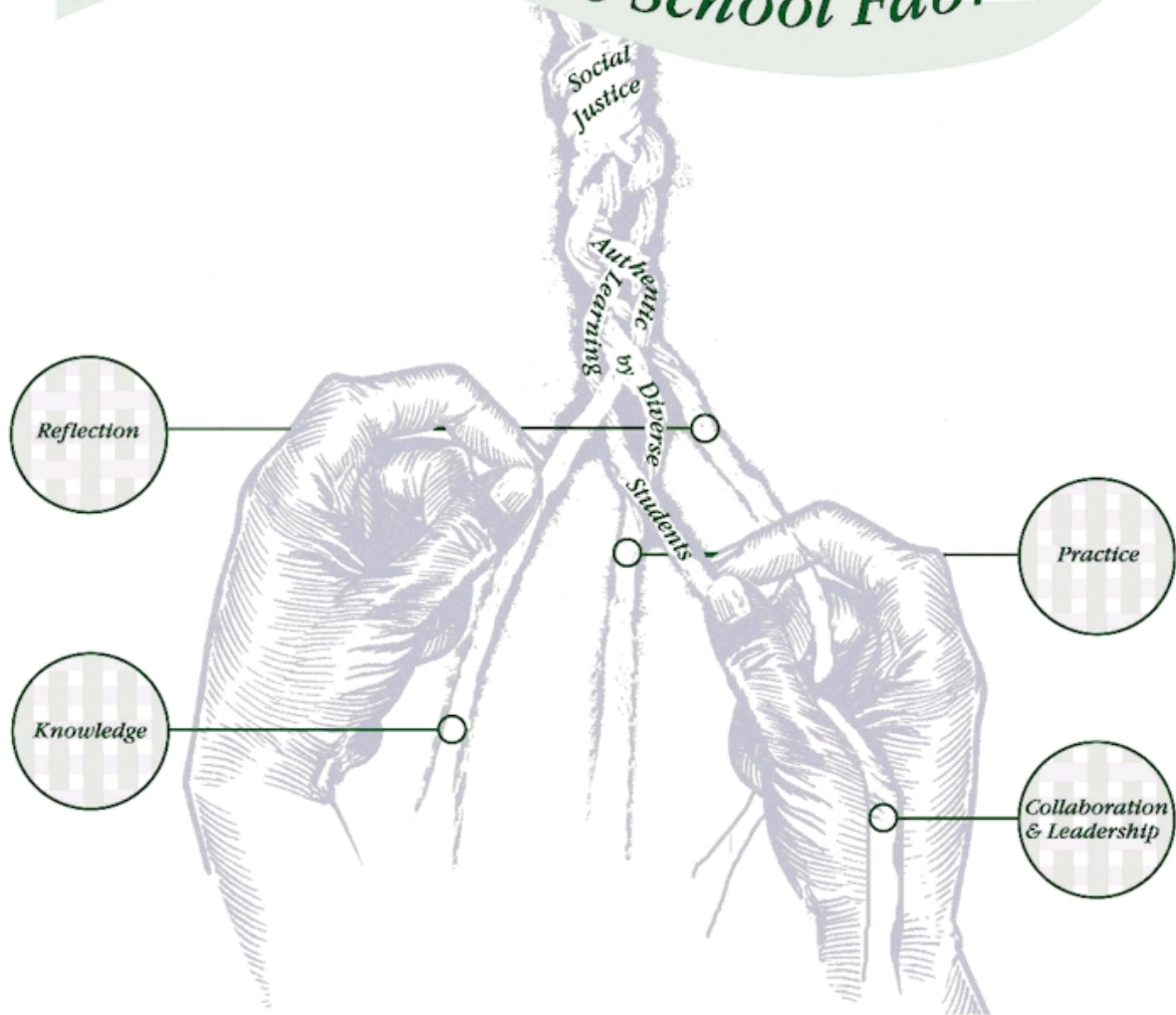


WEAVING

a Transformative School Fabric



POLICY HANDBOOK

For Faculty, Professional Staff & Candidates

School of Education
State University of New York at Oswego
July 2007



State University of New York at Oswego

SCHOOL OF EDUCATION

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July 2007

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State University of New York at Oswego

SCHOOL OF EDUCATION

Overview of SUNY Oswego & the School of Education

July 2007

Historical and Institutional Information

The State University of New York (SUNY) is a unified system of public higher education with 64 campuses that are geographically dispersed across the state. Enrolling about 400,000 students, SUNY comprises the nation's largest multi-campus higher education system. It includes a unique assemblage of community colleges, two-year colleges of technology, specialized and statutory colleges, traditional four-year colleges, research university campuses, and academic health science centers.

SUNY Oswego was founded in 1861 as the Oswego Primary Teachers Training School. Its founder, Edward Austin Sheldon, was an innovative teacher educator who promoted the object method of teaching adapted from the techniques of the Swiss educator Johann Heinrich Pestalozzi. This method formed the pedagogical foundation for what is now Technology Education, and served as the cornerstone for other Oswego programs that emphasize authentic learning and field experiences, including Childhood and Adolescence Education. Sheldon's efforts in the preparation of teachers gained international recognition.

The Oswego Primary Teachers Training School was incorporated as the Oswego State Normal and Training School in 1865. In 1938, state normal schools were converted to teachers colleges and the course of study was extended from three to four years. In 1940, Oswego granted its first Bachelor of Science in Education degrees to graduates in Industrial Arts. SUNY was formed in 1948 and Oswego became one of its inaugural 42 units. Two years later, Oswego granted its first Master of Science in Education degrees. By 1962, Oswego had changed from an institution devoted exclusively to teacher training to a comprehensive college of arts and sciences.

Today, SUNY Oswego is one of thirteen regional colleges within SUNY. Because it is part of a unified system of public higher education, teacher education programs at SUNY Oswego are governed not only by New York State Education Department (NYSED) regulations, but also by SUNY Board of Trustees mandates on such issues as general education, faculty workload and evaluation procedures, and governance and resource allocation policies.

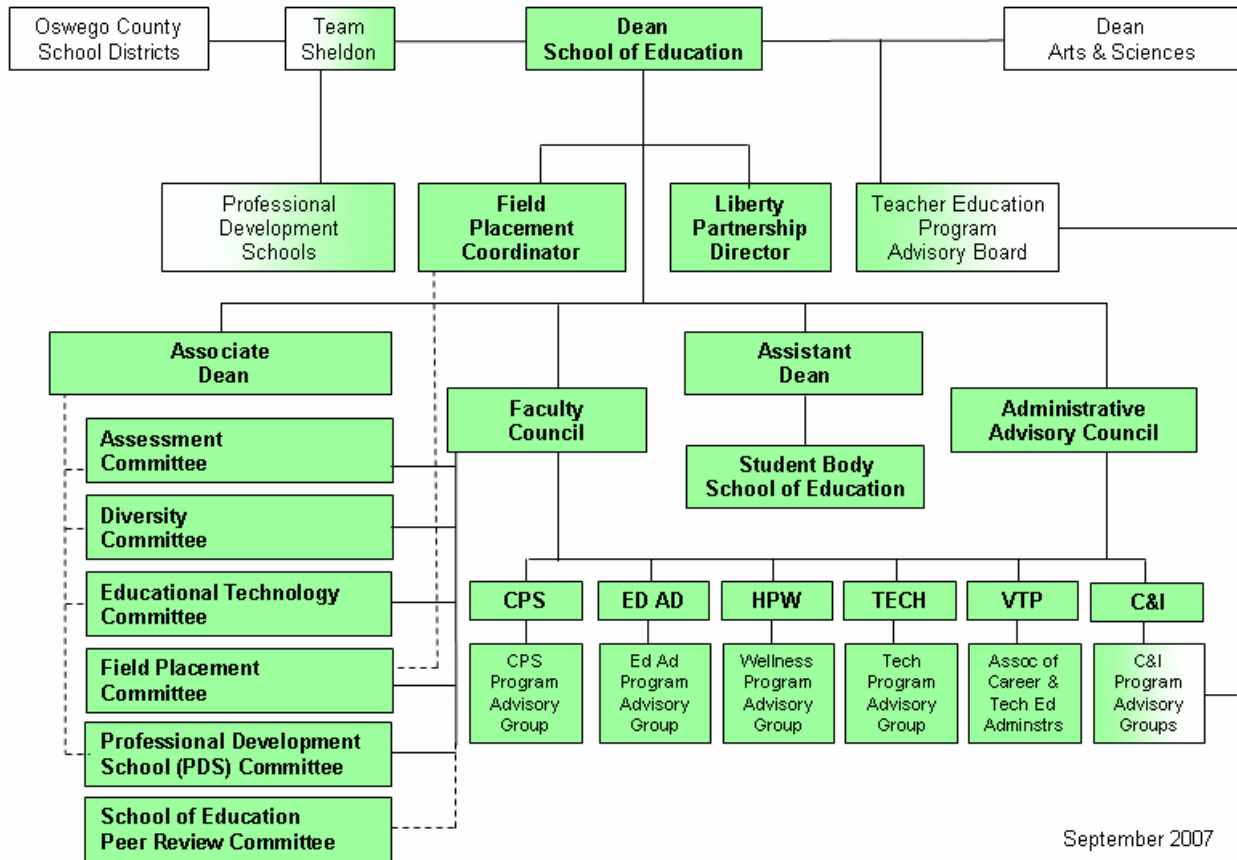
SUNY Oswego offers undergraduate and graduate programs in liberal arts, sciences, education, and business, in a small city setting about 50 and 75 miles respectively from the cities of Syracuse and Rochester. More than 300 of the nearly 400 faculty members are full-time, tenured or tenure-track employees; 75% hold a doctorate or highest terminal degree.

About 8,200 students are enrolled at SUNY Oswego, about 7,100 undergraduates and 1,100 graduate students. The undergraduate student body is generally traditional, with nearly 65% in fulltime study between the ages of 18 and 21; 97% are from New York State. In Fall 2006, entering freshmen had average SAT-Verbal scores of 542 (national average 503), average SAT-Math scores of 548 (national average 518), and high school GPAs of 88.0%. Candidates in teacher education and pupil personnel programs in the School of Education make up about 25% of the undergraduate enrollment and nearly 85% of the graduate enrollment at SUNY Oswego.

Organization of the School of Education

The **Dean of the School of Education** is responsible for the operation of all programs in professional education at SUNY Oswego. She reports to the Provost, who in turn reports to the President of SUNY Oswego. The Associate Dean, Assistant Dean, Field Placement Coordinator and the Liberty Partnership Director (a tutoring and counseling project of the School of Education) report to the Dean.

State University of New York at Oswego
**School of Education
 Organizational Chart**



September 2007

The faculty of the School of Education are organized into six departments, described in detail in the next section. Each department in the School of Education elects a chairperson (confirmed by administrative appointment) who represents the faculty of that department on the **School of Education Administrative Advisory Council (AAC)**. The Associate Dean, Assistant Dean, Field Placement Coordinator, and the chair of Faculty Council are also members of the AAC, which meets with the Dean regularly.

The faculty of each department are represented on the **Faculty Council**, along with an undergraduate, graduate student body, and professional staff representative. The Associate and Assistant Dean are *ex officio* members of Faculty Council. Faculty Council makes recommendations to the faculty and to the Dean about issues affecting the School of Education. The chairperson of Faculty Council participates on the Administrative Advisory Council as a voting member. The Administrative Advisory Council and the Faculty

Council meet together as needed to discuss and coordinate cross-cutting School of Education initiatives.

Faculty Council elects or appoints members to various standing and *ad hoc* committees to address issues of concern to the faculty of the School of Education. Current **Faculty Council standing committees** focus on Assessment, Diversity, Educational Technology, Field Placements and Professional Development School Partnerships. Each standing committee consists of a Faculty Council and Administrative Advisory Council representative in addition to interested SOE faculty, staff members, and candidates. The committees report to Faculty Council, and to the Dean through Faculty Council. The Peer Review Committee is an elected faculty group; it makes recommendations on promotion and discretionary salary increases.

Each department has at least one associated **Program Advisory Group (PAG)**, which are advisory boards consisting of School of Education, Arts & Sciences (or

School of Business) faculty as appropriate; school practitioners; and candidates. The Program Advisory Groups are organized in each department to meet the unique needs of candidates in each program. The Program Advisory Groups consult to make recommendations about program changes and improvements.

The **Teacher Education Program Advisory Board (TEPAB)** has representation from the Department of Curriculum & Instruction and the departments and interdisciplinary groups in the College of Arts & Sciences that contribute to the content majors associated with the childhood, adolescence, and art education programs (Anthropology, Art, Biology, Chemistry, Earth Science, Economics, English, History, Linguistics, Mathematics, Modern Languages & Literatures, Political Science, Physics, Sociology, Women's Studies). TEPAB is co-chaired by the deans of the School of Education and the College of Arts & Sciences. It makes recommendations to the deans, the provost, and the appropriate departments about issues of common interest to both Arts & Sciences and School of Education faculty. TEPAB also provides coordination for the various program advisory groups (PAGs) organized for each certification content area (Art, English, Foreign Languages, Mathematics, the Sciences, Social Studies, TESOL, and Women's Studies).

Team Sheldon is a partnership among the Oswego County public schools, the Oswego County Board of Cooperative Educational Services (BOCES), and the School of Education. Its members include the school superintendents; the Dean & Associate Dean; and representative faculty and department chairs from the School of Education. The group collaborates on issues of mutual interest, such as field placements and needs assessments for new programs. It also supports various projects, including the Oswego County Professional Development Schools initiative and Sheldon Institute (a grade 2-12 summer educational enrichment program).

Programs & Departments in the School of Education

The **Counseling & Psychological Services (CPS) Department** offers three graduate degree programs. The Counseling Services program has four options designed to prepare school and higher education counselors. The School Psychology program is designed to prepare psychologists for the schools. Finally, the non-certification Human Services/Counseling program prepares counselors to work with a wide range of developmental concerns and employment issues. A special track permits candidates to fulfill requirements

for the Credentialed Alcohol & Substance Abuse Counselor (CASAC). The CPS Department offers a non-degree certificate Play Therapy program, which qualifies candidates as Credentialed Play Therapists.

The **Curriculum & Instruction (C&I) Department** is the largest department in the School of Education. It offers programs leading to initial certification in Childhood Education Grades 1-6 BS/MSED, Adolescence Education Grades 7-12 (Biology, Chemistry, Earth Science, English, French, German, Mathematics, Physics, Social Studies and Spanish) BS/MAT/MSED; Teaching English to Speakers of Other Languages (TESOL) All Grades BS; and Art Education MSED. C&I also offers advanced graduate programs for initial certification in Literacy Birth-Grade 6 and Grades 5-12; and Childhood Special Education Grades 1-6. Finally, C&I offers an advanced Curriculum & Instruction MSED program that leads to professional certification for candidates with initial certification in a variety of content areas in early childhood, childhood, middle childhood and adolescence regular and special education. A proposal for an undergraduate program in Early Childhood Education Birth-Grade 2 is under development.

The **Department of Educational Administration** (EAD) currently offers two Certificate of Advanced Study (CAS) programs leading to School Building Leader (SBL) and District Leader (SDL) certification. A proposal to offer a combined program leading to both certifications (a configuration now common across the state) has been submitted to the New York State Education Department (NYSED) for Fall 2007 implementation for all current candidates. The department offers a non-degree Superintendent Development Program in various locations around the state in response to a statewide need to increase the pool of high-quality potential school superintendents.

The **Department of Health Promotion & Wellness** (HPW) currently offers an undergraduate major in Wellness Management, and minors in Athletic Coaching and Health Sciences. Courses in the Athletic Coaching minor lead to New York State certification as a coach.

The **Department of Technology** (TEC) has the oldest and one of the largest baccalaureate degree Technology Education programs in the country. It is one of only three in New York State and currently enrolls nearly 300 undergraduate majors. The department offers the Master of Science in Technology Education for teachers who hold an initial certificate. For both programs, courses in technology content areas are taught in applied

technology laboratories to educate technology teachers for public schools, trainers for business and industry, and personnel for related fields of human development. The department has hosted a Fall Technology Conference for nearly 70 years, which is attended by hundreds of preservice and inservice technology teachers (many of whom are alumni), college faculty, school administrators, and technology education vendors from all over the northeast. The department also offers the Bachelor of Science in Technology Management jointly with the School of Business.

The **Vocational Teacher Preparation Department** (VTP) produces the vast majority of the vocational teachers in New York State. The department offers a variety of non-degree, undergraduate degree, and graduate degree programs in 7-12 Agriculture, Business & Marketing, Family & Consumer Science, Health Careers, Technical, and Trade Education. The department also offers All Grades BS and MSED programs in Agriculture, Business & Marketing, and an All Grades MSED program in Family & Consumer Science. VTP programs are delivered on campus and at multiple sites across upstate New York. In addition, most required courses except for student teaching are offered via distance learning technologies. (Distance learning methods courses require a one-week intensive workshop on campus in the summer.) VTP programs are primarily designed for transfer students who have an Associate in Applied Science (AAS) or Associate of Occupational Studies (AOS) degree, or working adults with a minimum of four years of professional experience in an occupational specialty; the Business & Marketing BS is the only program that accepts freshmen.

Service Region for School of Education Programs

The eleven-county region shaded on the map below represents the area where about 55% of SUNY Oswego undergraduates and about 85% of SUNY Oswego graduate students permanently reside. This area overlaps the service regions of several other SUNY units offering teacher education programs, but it encompassed 88% of the School of Education field placements in 2006-07.

Our vocational education and educational administration programs are an exception to the School of Education's regional service profile. Courses in the Vocational Teacher Preparation (VTP) programs are offered online, in Oswego and in several other locations serving the majority of the state, except for four counties in the west and New York City and Long Island in the southeast. Courses are usually taught in the late afternoon or evening at vocational schools associated with the regional network of Boards of Cooperative Educational Services (BOCES). Likewise, courses in the Educational Administration Department (EAD) are taught in the late afternoon in classrooms at regional schools or more centrally-located community college campuses. However, for programs in both departments, the full-time VTP and EAD faculty coordinate and deliver all student services – admissions, course registration, advisement, and field placements – by telephone, email, internet or in person.



Unique Features of the School of Education

Many community, regional and international partnerships distinguish the School of Education, emphasizing authentic learning in diverse, urban, and/or high needs school settings. Among them are:

- ◆ The **Center for Urban Schools** in the School of Education is a resource center for communication among students, staff, faculty, and others who are interested in urban education issues (http://www.oswego.edu/~prusso1/center_for_urban_schoolsatoswego.htm). Its initiatives support the School of Education's goal to provide every graduate a field experience in an urban high needs school setting. The Center seeks to focus resources to support urban schools by:
 - Increasing the number of urban students in education programs;
 - Increasing urban field placements for pre-teachers;
 - Increasing the numbers of graduates who take positions in urban schools;
 - Supporting urban teachers and agencies via partnership arrangements;
 - Supporting faculty in their study and urban partnership work; and
 - Seeking funding to support urban education initiatives.
- ◆ The **Today's Students Tomorrow's Teachers** (TSTT) project represents a major commitment by SUNY Oswego and the School of Education to increasing the diversity of the teacher workforce in Central New York and across the state. The program will provide scholarships and sustained mentoring for high school students of color who enter SUNY Oswego with the intention of teaching in urban environments. A Memorandum of Agreement is currently under review by representatives from both SUNY Oswego and TSTT's administration.
- ◆ The Counseling and Psychological Services (CPS) Department sponsors all day professional development workshops each semester for up to 150 participants per event, many of whom are school counselors and psychologists who practice within the central New York region. The **CPS Spring Seminar** has been organized by the department for more than 20 years; the **CPS Professional Development Initiative Workshop** is a similar fall event. Both are scheduled on regional superintendent's days and feature topics of interest to school counselors and psychologists (e.g., autism, school violence, adolescent sexuality, media influences on the sexual behavior of youth; and understanding trans-gendered youth). CPS also hosts an annual all day **Play Therapy Workshop** in the summer to provide sustained professional development for regional professionals.
- ◆ The **SUNY FIPSE Teacher Education Program Assessment Project** is supported by a 4-year, \$703,000 grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE P116B030099) to enhance program assessment at all sixteen SUNY teacher education institutions (<http://www.oswego.edu/~educate/fipse/>). Oswego's Associate Dean is the project director. The initiative has sponsored a SUNY-wide professional development conference each year, and organized annual statewide collaborative events with the New York Association of Colleges of Teacher Education (NYACTE) and the New York State Association of Teacher Educators (NYSATE).
- ◆ The **Journal of Authentic Learning** (ISSN 1558-7320) is an online peer-reviewed research journal (<http://www.oswego.edu/jal>). It is published by the Department of Curriculum & Instruction; Dr. Audrey Rule is the editor. It provides a forum for dissemination of original ideas in research, practice, and theory of authentic learning and teaching in a wide variety of contexts. (Authentic learning involves real-world problems that engage learners in the work of professionals; inquiry activities that practice thinking skills and metacognition; discourse among a community of learners; and student empowerment through choice.) Articles describe education research that addresses these components in some way. It often features collaborative work by graduate students and their faculty mentors.
- ◆ The **Liberty Partnership Program**, in operation for more than a decade, is among a very few rural programs of its kind in New York State. It links School of Education candidates to middle and high school students at risk of dropping out of school. The program provides academic and social supportive services to support youth in completing secondary school and prepare those students for successful transition into postsecondary education and entry level careers. The program is a partnership among the School of Education, and the Central Square, Hannibal, and Mexico School Districts in Oswego County.

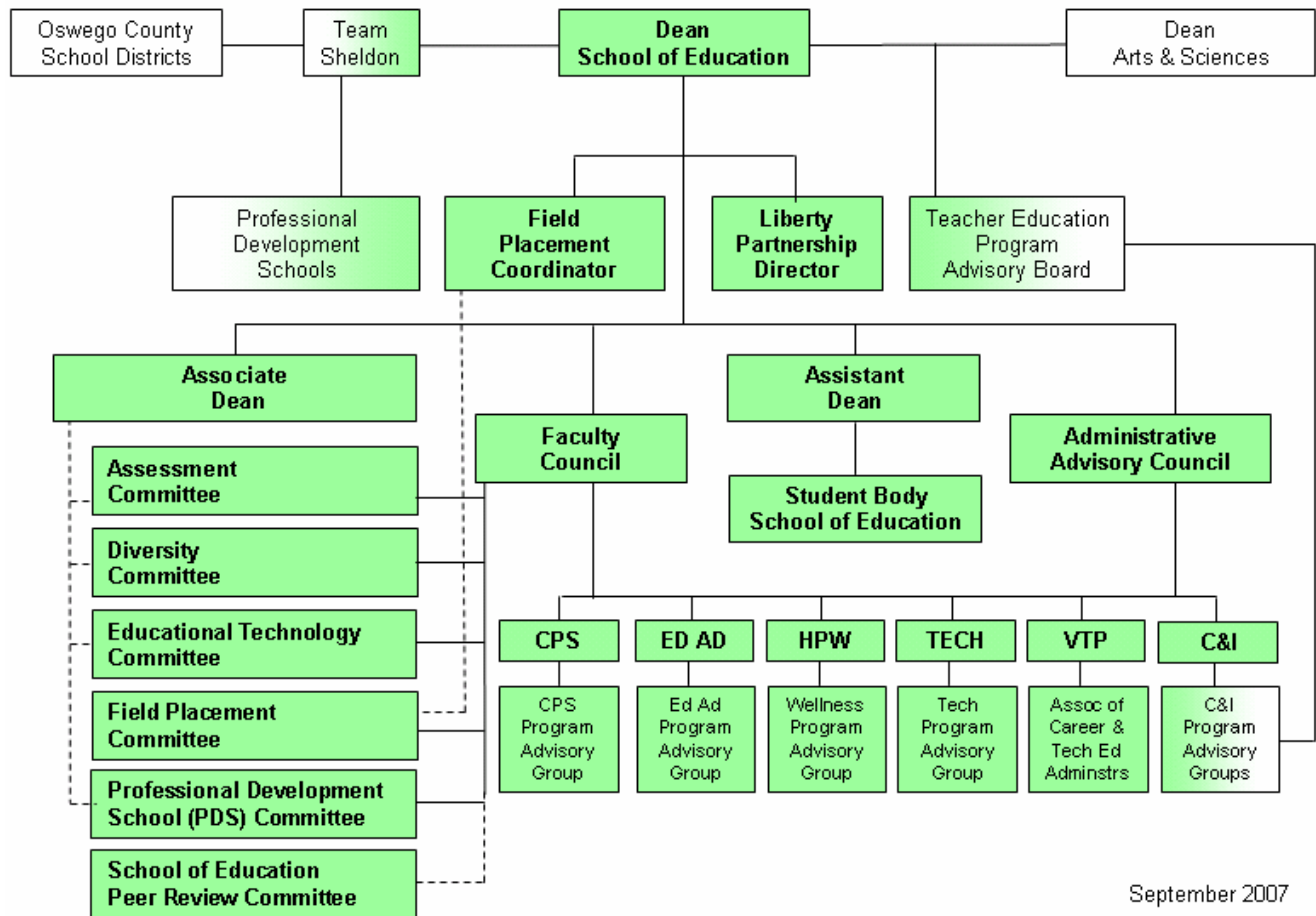
- ◆ The **Onondaga Nation Partnership** in Lafayette NY developed as the result of networking between School of Education faculty, the Oswego State Native American Advisory Council, and members of various Native American communities. Dr. Jennifer Kagan supervises literacy graduate students who provide tutoring in reading, writing, and oral language to Native American students. She works with the entire faculty on literacy instruction, responds to questions they raise, visits their classrooms, and conducts teacher study groups which meet weekly. Kagan also facilitates interactions with area writers, who have conducted writing workshops with elementary teachers on a regular basis. Along with these literacy activities, Kagan is organizing a new after-school tennis program funded by the Junior Tennis Foundation will promote physical fitness and provide K-6 Native American children access to a new sport.
- ◆ **Project CLIMB (Collaborative Link for Instructor Mentoring in Benin)** involves seven professors from the School of Education who are collaborating with school inspectors and educational leaders in the West African nation of Benin to improve the educational system. The project provides support for curriculum development; professional development for Beninese teachers and school administrators; and has a major focus on encouraging girls to enter and remain in school. The team is led by Alfred Frederick, professor of Curriculum & Instruction and Fulbright Lecturer/Visiting Specialist in Benin.
- ◆ **Project SMART** is a school/business/university partnership among the Oswego County Schools and Teacher Center, the Syracuse City School District, several New York City school districts, several regional business and community organizations, and SUNY Oswego (http://www.oswego.edu/academics/colleges_and_departments/departments/curriculum_and_instruction/project_smart/). For twenty years it has provided high-quality and sustained professional development for inservice and preservice teachers during an annual summer institute, followed by implementation and assessment activities with participants during the academic year. Project SMART's purpose is the improvement of P-12 teaching through an inquiry-based approach that emphasizes how schoolwork is connected to learning in the real world of work. In addition, Project SMART has increasingly focused on promoting professional development school and other partnership activities in diverse urban school environments, receiving significant new funding for this enhanced programmatic emphasis in recent years. Project SMART has also begun to support the work of the **Project CLIMB** initiative by hosting a team from Benin in the 2007 summer professional development institute.
- ◆ During the summer and academic year, graduate students in the MSED-Literacy Education program participated in a semester-long, after school **SUNY Oswego Reading Clinics** in collaboration with the Oswego City and Baldwinsville Central School Districts. Teacher candidates provide individualized instruction for students experiencing special problems in reading and/or writing. They diagnose and tutor approximately 100 at-risk students per year under the supervision of the C&I literacy faculty.



State University of New York at Oswego
SCHOOL OF EDUCATION

Organizational Chart
 July 2007

State University of New York at Oswego
School of Education
Organizational Chart



September 2007



State University of New York at Oswego
SCHOOL OF EDUCATION

Conceptual Framework
 December 1998

WEAVING

a Transformative School Fabric

AUTHENTIC LEARNING
 Educators provide meaningful opportunities and appropriate support for all students to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world and creative contexts.

SOCIAL JUSTICE
 Educators who graduate from Oswego State are socially conscious catalysts for change who promote authentic learning by all students.



Educators continually assess and reflect upon their professional practice in order to change and grow as life-long learners.

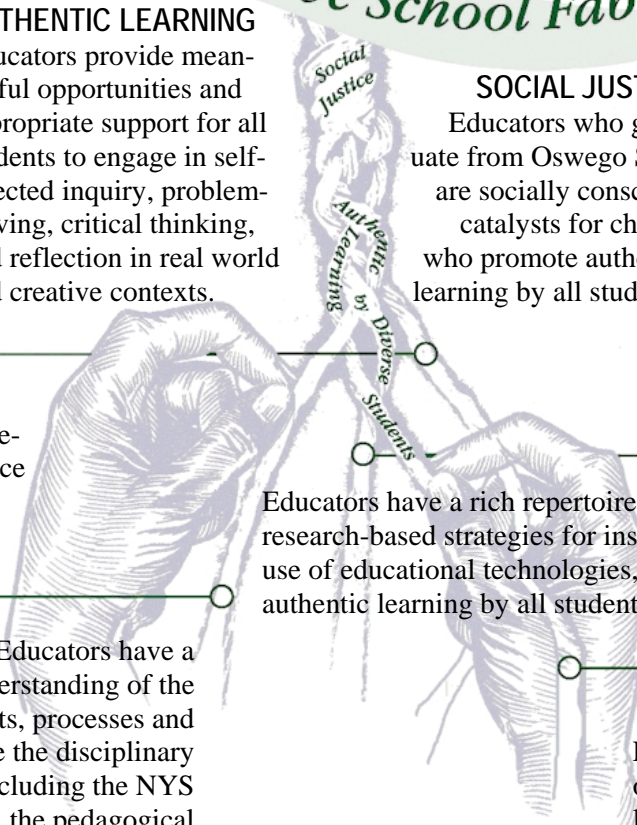


Educators have a deep understanding of the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base (including the NYS Learning Standards), the pedagogical knowledge base, and the pedagogical content knowledge base.

Educators have a rich repertoire of research-based strategies for instruction, assessment, and use of educational technologies, focused on promoting authentic learning by all students.



Educators continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility and leadership.



The faculty of the School of Education at Oswego State believes that the role of schools is to promote authentic learning by all students. The role of educators in meeting that goal is to function as socially conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes.

The act of weaving a braid is a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of knowledge, practice, reflection, collaboration and leadership, thus creating a complex braided school fabric in which authentic learning is an everyday reality for diverse students. Concern for social justice anchors the educational process; it is the knot at the top of the braid.



State University of New York at Oswego
SCHOOL OF EDUCATION

Mission Statement
Spring 1993

The faculty of the School of Education, working in partnership with citizens of the world, supports and promotes extraordinary educators and learners.

Building on the wisdom of the past, the realities of the present, and the promise of the future, innovative educational programs will prepare individuals who will continually strive for personal growth and become socially conscious catalysts for change.

We will instruct, involve, challenge and care for all learners, children and adults, in the legacy of Edward Austin Sheldon.



State University of New York at Oswego
SCHOOL OF EDUCATION

Vision Statement
May 2000; Revised May 2003

SUNY Oswego has an exemplary School of Education (SOE) that maintains NCATE accreditation status and is characterized by:

- ◆ **Diverse graduates who are responsive to changing instructional settings and stakeholder expectations** as a result of meeting rigorous SOE and national standards, receiving timely and effective individualized assessments, and experiencing excellent instruction with integrated field placements in programs that are regularly assessed and improved;
- ◆ **An exceptional and diverse faculty of teacher-scholars** who exhibit an esprit de corps as they collaborate with their extensive professional community; and
- ◆ **Communication and collaboration** promoted by cross-departmental and cross-institutional organizational structures that advocate for autonomy, optimal allocation of resources, and state-of-the-art facilities and physical space.



State University of New York at Oswego
SCHOOL OF EDUCATION

Professional Dispositions

April 2004

Section 1. Professional Dispositions & the Conceptual Framework.

- A. Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego. The conceptual framework uses weaving a braid as a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of KNOWLEDGE, PRACTICE, REFLECTION, COLLABORATION and LEADERSHIP, thus creating a complex braided school fabric in which AUTHENTIC LEARNING is an everyday reality for diverse students. Concern for SOCIAL JUSTICE anchors the educational process; it is the knot at the top of the braid.
- B. Educators must express professional values, commitments and ethics in order to promote authentic learning by *all students** in socially just school environments. We expect the potential for these dispositions to be exhibited by candidates at entrance to all programs. Faculty, administrators, teachers and other school personnel associated with programs in the School of Education support the development of candidates' understanding and practice of these professional dispositions within a socio-cultural perspective. Our goal is to prepare educators to function effectively as socially conscious catalysts for change, who create and sustain school environments where excellence is cherished and social justice flourishes.
- B. **Advocacy** – Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that *all students** can learn authentically at high levels in socially just schools.
- C. **Critical reflection** – Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from *others** to improve their own practice.
- D. **Integrity** – Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of *all students** and *others** in the learning community.
- E. **Socially-conscious respect** – Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand *others**; and believe *all students** can learn authentically at high levels.
- F. **Socially-conscious responsibility** – Educators hold themselves accountable for authentic learning by *all students*; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for *all students** and *others** in the learning community.
- G. **Collaboration** – Educators listen, communicate, and work effectively with *others** from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

* The phrase “*all students*” and “*others*” always includes people of all races/ethnicities, genders, ages, abilities/disabilities, languages, religious beliefs, sexual preferences, family types, socio-economic classes, etc

Section 2. The School of Education's Professional Dispositions.

- A. **Commitment to authentic learning and teaching** – Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for *all students** to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.



State University of New York at Oswego
SCHOOL OF EDUCATION

Faculty Council Bylaws

February 1994; Revised December 2000, March 2001, May 2007

PREAMBLE

The *Policies of the Board of Trustees of the State University of New York* state that “the faculty of each college shall have the obligation to participate significantly in the initiation, development and implementation of the education process” (Article X, Paragraph 4). Furthermore, the *State University College at Oswego Faculty Bylaws* (Article IV) define the right of departments to organize themselves, by majority vote, for consultation under the *Policies of the Board of Trustees*. Therefore, the faculty of the School of Education at the State University College at Oswego hereby set forth the following *Faculty Council Bylaws* to insure faculty participation in the governance of the School of Education.

ARTICLE I—GOVERNANCE ROLE

Section 1. Purpose & Functions.

- A. The Faculty Council of the School of Education shall provide leadership on behalf of, and represent, the faculty in:
 1. identifying short and long term goals and implementing related plans consistent with the mission statement and conceptual framework of the School of Education;
 2. developing, implementing, assessing, revising, and maintaining school-wide policies; and
 3. reviewing and recommending department curriculum and program initiatives to the Dean and faculty governance.
- B. The Faculty Council shall serve in an advisory and communication capacity on behalf of the faculty with respect to the administration of the School of Education.
- C. The Faculty Council shall be responsible for responding to institutional needs for School of Education faculty representation.

ARTICLE II—PARTICIPATION

Section 2. Membership & Terms of Office.

- A. The membership of the Faculty Council shall be as follows:
 1. one voting faculty or professional staff (with term or permanent appointment) representative, and one alternate, elected from and by each of the following departments: Counseling & Psychological Services; Curriculum & Instruction; Educational Administration; Health Promotion & Wellness; Technology; and Vocational Teacher Preparation.
 2. one person elected from and by the School civil service staff; and
 3. one undergraduate and one graduate student representative.
- B. Representatives shall not have an administrative distribution-of-effort appointment exceeding 1/2, and shall not hold an appointment as Dean, Associate Dean, or Assistant Dean.
- C. Each faculty, staff, and student representative shall serve a three-year term.
- D. Members who serve two consecutive three-year terms shall not be eligible for Council membership for a period of one year following completion of their terms. Exceptions to this policy may be made by a majority vote at a School of Education Faculty meeting upon recommendation by the Faculty Council.

Section 3. Election of Members.

- A. Departmental elections shall be held at the end of the spring semester to fill any representative and alternate vacancies that exist on the Faculty Council.
- B. In the event that a member’s position on the Faculty Council is vacated before the term is completed, a special election shall be held to select the new representative, and alternate, to complete the term.

Section 4. Officers. The officers of the Faculty Council and their duties shall be:

- A. A Chairperson elected by the Faculty Council annually with the following duties:
 - 1. chair all Faculty Council and School of Education Faculty meetings;
 - 2. develop the agenda and schedule for School of Education Faculty meetings in consultation with the Dean (see Section 6B);
 - 3. serve as liaison to the School of Education Administrative Advisory Council;
 - 4. convene an organizational meeting of the School of Education Peer Review Committee before the end of the spring semester (see Section 9C); and
 - 5. make periodic reports to the faculty and professional staff of the School of Education.
- B. A Vice-Chairperson elected by the Faculty Council annually with the duty to serve in the absence of the Chair.
- C. A Secretary elected by the Faculty Council annually with the following duties:
 - 1. distribute reports to the faculty and professional staff of the School of Education; and
 - 2. maintain the records of the Faculty Council and School of Education Faculty meetings.

ARTICLE III—MEETINGS

Section 5. Faculty Council Meetings.

- A. The Faculty Council shall meet on a regular basis during the academic year.
- B. Special meetings of the Faculty Council may be called by the Chairperson or by petition of four Faculty Council members.
- C. Meetings shall be open to all persons holding faculty, staff, or student rank in the School of Education.

Section 6. School of Education Faculty Meetings.

- A. The purpose for School of Education Faculty Meetings include:
 - 1. improving awareness of and communication among the various departments within the School;
 - 2. discussion and decision-making relative to issues that are pertinent to all School of Education faculty and professional staff; and
 - 3. dissemination of information from the Dean and other invited guests.

- B. The School of Education Faculty shall meet at least once per semester. The meeting schedule and agenda(s) shall be developed by the Chair of Faculty Council in consultation with the Dean (see Section 4A).
- C. The voting faculty of the School of Education shall be composed of the members of the academic staff having academic rank and term or continuing appointments in the departments of the School of Education.
- D. Professional staff with term or permanent appointments in the School of Education and qualified voting faculty in the School of Education may vote at School of Education Faculty Meetings, except for amendments to the Faculty Council Bylaws (see Section 11).
- E. Special meetings of the School of Education Faculty may be called by the Dean, or Faculty Council, or by petition to the Dean or Chair of Faculty Council submitted by six School of Education voting faculty and/or professional staff members with term or permanent appointment.
- F. The quorum for a School of Education Faculty meeting shall be one-third of the School of Education voting faculty and/or professional staff members with term or permanent appointment, in at least four departments.

ARTICLE IV—COMMITTEE STRUCTURE & FUNCTIONS

Section 7. Rules of Conduct Governing Committees.

- A. All committees report to the Faculty Council.
- B. Each committee shall be responsible for forwarding actions to the Faculty Council for its approval and/or recommendation to the Dean.
- C. Membership on standing committees is defined by Section 2. Because the function of each committee is advisory, Faculty Council or the elected members of each committee may recruit additional members from among the School of Education voting faculty, qualified voting faculty, professional staff with term or permanent appointments, or the student body. However, the majority of each committee must be School of Education voting faculty or professional staff members with term or permanent appointments.
- D. *Ad hoc* committees may be created by the Faculty Council and charged to consider specific tasks over a specific time frame. Committee members may be elected or appointed by Faculty Council as appropriate.

Section 8. Standing Committees.

A. The **Assessment Committee** is responsible for:

1. Developing recommendations on policies, procedures, and priorities to implement and enhance the Unit Assessment System, which produces data on candidate performance, program quality, and unit operations that are used to improve the School of Education and its programs;
2. Reviewing data on the quality of programs and unit operations generated by the Unit Assessment System; and reviewing program assessment plans and annual program assessment reports generated by the program faculty within departments; in order to coordinate collaborative efforts across departments to improve program and unit operations; and monitor the implementation of program and operational improvements; and
3. Coordinating professional development activities that will support faculty, administrators and staff in each department and program in implementing the School of Education's assessment goals.

B. The **Diversity Committee** is responsible for:

1. Developing recommendations on policies, procedures, and actions to address the School of Education's goals to increase:
 - a. Student body diversity,
 - b. Faculty diversity,
 - c. Field placement diversity; and
 - d. Attention to diversity issues in the curriculum, professional development, campus culture, and the larger community;
2. Coordinating professional development activities that will support faculty in each department and program in implementing the School of Education's diversity goals.

C. The **Educational Technology Committee** is responsible for:

1. Developing recommendations on policies, procedures, and actions to insure that
 - a. Candidates are prepared to use information technology as a tool to engage all students in authentic learning;
 - b. Faculty model best information technology practice in School of Education programs;
 - c. Appropriate current information technology is utilized in the unit assessment system to evaluate and improve the unit and its programs; and
 - d. Office and instructional facilities available to the School of Education feature current information technologies that allow faculty

to model effective technology use and candidates to practice technology use in instruction.

2. Coordinating professional development activities that will support faculty and candidates in the use of current information technologies.

D. The **Field Placement Committee** is responsible for:

1. Serving in an advisory capacity to support the efforts of the Field Placement Office to establish collaborative relationships with school partners to:
 - a. Increase the number of high quality placements for candidates:
 - i. With field-based supervisors who are appropriately certified and tenured; and model best practice instructional strategies, including the use of technology, to promote authentic learning by all P-12 students to meet the New York State Learning Standards.
 - ii. In urban and rural school settings that provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities;
 - b. Prepare every teacher or school professional graduating from Oswego's programs for a successful field placement and potential career in an urban or high needs school setting; and
 - c. Increase the quality of field placement operations within departments and in the Field Placement Office with regard to efficiency, effectiveness, and service satisfaction.
2. Developing recommendations on policies, procedures, and implementation plans to accomplish these goals in each department and program; and
3. Working with the Field Placement Office to provide professional development activities that support faculty in each department and program in their efforts to accomplish these goals.

E. The **Professional Development School Committee** is responsible for:

1. Promoting efforts to create and sustain collaborative professional development partnership schools (PDPSs) and professional development schools (PDSs) that
 - a. Promote authentic learning by all P-12 students to meet the New York State Learning Standards;
 - b. Prepare preservice candidates to be socially-conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes, as described by the School of Education's Conceptual Framework;
 - c. Provide sustained professional development opportunities for school and university-based educators to enhance their knowledge, practice, and skills in reflection, collaboration, and leadership to promote authentic learning for all students; and
 - d. Use a process of joint inquiry to identify and address the diverse learning needs of all P-12 students, candidates, and school and university-based faculty.
2. Developing recommendations on policies, procedures, implementation plans, and assessments to accomplish these goals;
3. Coordinating professional development activities that will support faculty in each department and program in their efforts to accomplish these goals; and
4. Serving as an advisory group to the Dean, Associate Dean, and others charged with coordinating the PDS/PDPS activities of the School of Education.

Section 9. School of Education Peer Review Committee.

- A. The membership and functions of the **Peer Review Committee** are defined by Appendix D of the *State University College at Oswego Faculty Bylaws*.
- B. Each department in the School of Education shall elect a representative to the Peer Review Committee in the spring of the current academic year. Department chairpersons shall forward the names of the elected representatives to the Faculty Council Chairperson by April 1 of the current academic year.
- C. The Faculty Council Chairperson, supported by the Dean's Office staff, shall be responsible for convening an organizational meeting of the Peer Review Committee before the end of the spring semester (see Section 4A).

ARTICLE V—PROTOCOLS

Section 10. Precedence of Bylaws. No part of the Faculty Council Bylaws is intended to infringe upon the governing policies and procedures of the *State University College at Oswego Faculty Bylaws* or the *Policies of the Board of Trustees of the State University of New York*. If contradictions occur, the superior document takes precedence.

Section 11. Amendments to Bylaws.

- A. Amendments to these Bylaws may be proposed in writing to the Faculty Council by any member of the School of Education voting faculty or professional staff with term or permanent appointment. Upon favorable action by a two-thirds majority of the Faculty Council, or if a petition for such amendment is presented to the Chair of the Faculty Council signed by twelve School of Education voting faculty and/or professional staff with term or permanent appointment, they shall be presented at the next School Faculty meeting for adoption or rejection without amendment from the floor.
- B. Adoption of amendments to these Bylaws shall require the affirmative action of a majority of the School of Education voting faculty present and voting at a meeting duly called for that purpose. All amendments shall be distributed to the School of Education voting faculty in writing at least two weeks prior to the meeting called to discuss them.



State University of New York at Oswego
SCHOOL OF EDUCATION

Diversity Policy

May 1999; Revised November 2000, May 2007

ARTICLE I—VISION & SCOPE OF CONCERN

Section 1. Vision.

The faculty of the School of Education envision and are deeply committed to the creation of a fair and equitable society. The School of Education seeks to realize this ideal through the preparation of professional educators who can function as socially conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes. Such educators value differences in their classrooms, seeing them as positive and desirable; they employ both pedagogy and curricula that promote social justice and address social justice issues. Social justice is a foundational principle in the School's Conceptual Framework.

Our society is diverse, and we honor and see strength in that diversity. In our efforts to create a truly just society, we must conceptualize diversity as broad, inclusive, and amenable to evolving definitions. The definition of diversity at a minimum addresses the issues of age, ethnicity, race, gender, religion, sexual orientation, socioeconomic status, and the issues of persons with disabilities. In addition, it is recognized that people also experience injustices for many other reasons (i.e., marital status, military experience, parental status). While the primary intention in defining diversity is ultimately to create a fair and equitable society, it is also to provide redress to persons who are members of groups that have traditionally experienced overt and institutional discrimination. Injustices may be reflected in the policies, procedures, and activities of organizations at SUNY Oswego. The faculty and staff will strive to change any such policies, procedures, and activities that are discriminatory or unjust.

Discrimination manifests in explicit behaviors carried out intentionally and unwittingly by persons in the course of everyday life. Our commitment to social justice means that we will work for the elimination of all behaviors that systematically have an adverse impact on any members of our learning community. The School of Education will strive to provide all members of the community with a safe environment that protects individuals from the effects of past discrimination manifesting in the present. Further, we will strive to create an environment where everyone is treated justly and rewarded on the basis of their individual accomplishments.

Section 2. Scope of Concern. The School of Education's efforts to foster diversity focus on, but are not limited to, the following areas of concern:

- ◆ Candidate Recruitment, Admission, and Retention
- ◆ Candidate Performance and Assessment
- ◆ Faculty Recruitment, Appointment, Retention, and Evaluation
- ◆ Professional Development of Faculty, Staff, and Community Members
- ◆ Curriculum, Programs, and Field Placements
- ◆ Campus Culture and Climate
- ◆ Service to Diverse Populations in the Community

ARTICLE II—COMMITMENT TO DIVERSITY INITIATIVES

Section 3. Implementation Responsibilities.

- A. In order to realize these diversity goals, the School of Education places a charge on all faculty, administrators, staff, and students to strive to create a fair and just learning environment.
1. The Dean, his/her Administrative Advisory Council, and the Faculty Council of the School of Education are jointly responsible for providing leadership that results in implementing the School's diversity goals.

2. The **Diversity Committee** of the Faculty Council is responsible for:
 - a. Developing recommendations on policies, procedures, and actions to address the School of Education's goals to increase:
 - ◆ Student body diversity,
 - ◆ Faculty diversity,
 - ◆ Field placement diversity; and
 - ◆ Attention to diversity issues in the curriculum, professional development, campus culture, and the larger community;
 - b. Coordinating professional development activities that will support faculty in each department and program in implementing the School of Education's diversity goals.

2. The School of Education's **Diversity Coordinator**:
 - a. Is a faculty member who is appointed by the Dean in consultation with the Diversity Committee;
 - b. Is responsible for:
 - ◆ Coordinating efforts to promote the School of Education's candidate diversity goals through recruitment, scholarships, mentoring, professional development, and community relations initiatives;
 - ◆ Working with the Diversity Committee to coordinate efforts to promote the School of Education's diversity goals with respect to faculty, curriculum/program, field placement and the community.
 - c. Fulfills his/her responsibilities by identifying and developing opportunities for action; coordinating faculty participation; coordinating School of Education efforts with institutional efforts; facilitating public relations efforts; developing grant/philanthropic support; and evaluating the success of various initiatives in terms of diversity outcomes.
 - d. Has appropriate assigned time to fulfill his/her priority responsibilities.

3. The identification of issues, the setting of diversity goals, and the implementation of interventions are to be a collaborative process between all of the above-mentioned parties.

Section 4. Diversity Review and Framework for Initiatives. Any member of the College or School of Education community can bring equity concerns to any member of the School's administrative team, the Faculty Council, or the Diversity Committee to initiate a review by the Diversity Committee. Every effort shall be made to take a bottom-up or inclusive approach that includes students and staff as well as faculty and administration in the promotion of equity within the School of Education. When the Diversity Committee recommends action based on such a review, the description of the initiative shall:

- A. State the goals of the initiative;
- B. Describe an explicit set of strategies and interventions, identifying how, when, and who is responsible for implementing each strategy or intervention; and
- C. Provide specific assessment and attainment criteria for each goal.

ARTICLE III—HIRING & RETENTION OF DIVERSE FACULTY

Section 5. Faculty Diversity Goals.

- A. The School of Education seeks a diverse faculty that mirrors the richness of the population of New York State. We seek to recruit and retain faculty from traditionally underrepresented populations. While the recruitment and retention of underrepresented faculty is recognized to be an ongoing and continuous process, the ideal minimum representation of underrepresented groups would correspond to the proportion of those groups within the population of New York State.
- B. Specific goals for faculty recruitment and retention are:
 1. To recruit and hire more faculty from underrepresented populations.
 2. To retain faculty from underrepresented populations.

Section 6. Implementation of Faculty Diversity Goals. To realize these goals the following policies and procedures will be followed:

- A. In searching faculty lines, the School of Education shall follow the general procedures explicated in Oswego State University's *Affirmative Action/Hiring Guidelines for Professional Staff Recruitment* (1993), Oswego State University's *Faculty Bylaws*, and the State University of New York's *Policies of the Board of Trustees*.

- B. Each faculty search committee shall consult with the Affirmative Action Officer at its first business meeting to review affirmative action guidelines; discuss search and interview procedures; review School of Education, departmental, and institutional action goals; agree on specific efforts to achieve these goals; and address other affirmative action questions. The services provided by the Affirmative Action Office shall be used throughout the search process to identify appropriate publications and additional resources to consult in the furtherance of our affirmative actions goals.
- C. Each faculty search committee shall designate a member to serve as affirmative action liaison. The affirmative action liaison shall ensure that the search process follows the letter and spirit of the affirmative action procedures and maximizes the opportunities to meet the goals set in the search. The affirmative action liaison shall serve as the information conduit between the committee and the Affirmative Action Officer and/or the Dean of Education, should the need arise.
- D. Once the advertisement for the position has been formulated, each faculty search committee shall enlist the support of the School of Education faculty (through the School of Education listserv, as well as Arts & Sciences and the School of Business faculty (especially the appropriate program advisory group members), in its efforts to secure a large, representative pool of qualified candidates. The faculty shall be requested to forward application information to candidates and professional groups with whom they are familiar, giving special attention to persons from underrepresented groups who may be interested in submitting their credentials.
- E. During the academic year, the School of Education Faculty Council shall plan events and professional development activities to promote cohesiveness among new faculty and networking among diverse faculty. Strategies to retain faculty from underrepresented populations may include but not be limited to:
1. Regular discussion forums focusing on issues of interest to new and diverse faculty;
 2. New faculty orientation activities;
 3. Mentoring from more senior faculty;
 4. Resources for research and professional development opportunities; and
 5. Teaching assignments that do not interfere with progress towards tenure.
- F. Search committee chairs shall be responsible for:
1. Ensuring that recruitment and hiring procedures are in conformity with Oswego State University's *Affirmative Action/Hiring Guidelines for Professional Staff Recruitment* (1993), Oswego State University's *Faculty Bylaws*, and the State University of New York's *Policies of the Board of Trustees*;
 2. Arranging for the Affirmative Action Officer's briefing of the search committee before recruitment activities get underway; and
 3. Ensuring that the committee designates an affirmative action liaison during the first meeting of the committee.
- G. Each member of the search committee shall be responsible for actively recruiting with other Oswego State University faculty, through various professional groups and learned societies and through their informal network of professional contacts, to identify promising candidates from underrepresented populations.
- H. The Faculty Council, primarily through the activities of its Diversity Committee, shall each year conduct activities and programs to promote the retention of faculty from underrepresented populations.
- Section 7. Evaluation of Faculty Diversity Efforts.**
The combined effectiveness of all of the above strategies in realizing the School of Education diversity goals of increased recruitment and retention of diverse faculty will be evaluated in the actions listed below.
- A. In their annual reports, departments within the School of Education shall report current faculty diversity data (with special attention to race and gender as required by NCATE reporting requirements), retention efforts, and achievement of diversity goals in hiring, including a summary of positions searched and filled, as well as a description of the applicant pool for each position. The Dean of the School of Education shall summarize faculty diversity data in these areas in historical context in the Annual Report submitted for the School of Education.

- B. On an annual basis, the Dean and Faculty Council shall review faculty diversity data (with special attention to race and gender as required by NCATE reporting requirements), identify areas for change and improvement in future searches, and submit such initiatives to the School of Education faculty in each academic year for discussion, modification, and approval.
- C. The Affirmative Action Officer shall be invited to attend the School of Education's Diversity Committee on a regular basis in an *ex officio* role in order to provide updated information on relevant changes in the law or policies relating to affirmative action hiring procedures; provide updated information about resources that may assist us in our efforts to recruit and hire persons from underrepresented groups; respond to queries from members of the School; and offer guidance on procedural matters that may result in increased faculty diversity.

ARTICLE IV—RECRUITMENT, ADMISSION & RETENTION OF A DIVERSE STUDENT BODY

Section 8. Student Body Diversity Goals.

- A. The School of Education seeks to admit and retain more students from historically underrepresented groups at both the undergraduate and graduate levels. SUNY Oswego's institutional mission and vision statements highlight the importance of a diverse student body in creating an educational community where the ideals of global understanding, respect for human diversity and awareness of social responsibility prepare students to live and work in a culturally diverse world of changing opportunities.
- B. The School of Education shares the goals of SUNY Oswego to sustain and increase diversity of the student body:
 - 1. To recruit, admit, and enroll more students from underrepresented populations (African-American, Latino/a, Native American, women, etc.) in the School of Education.
 - 2. To retain students from underrepresented populations currently enrolled in the School of Education.
 - 3. To become more accessible to students with disabilities.
 - 4. To increase numbers of international students.

- 5. To increase the number of nontraditional students (i.e., displaced workers, dislocated homemakers, workers with limited English proficiency, etc.).

Section 9. Implementation of Student Body Diversity Goals.

- A. The School of Education Diversity Committee and the Diversity Coordinator shall formulate a candidate diversity plan that outlines specific goals and strategies for the recruitment of underrepresented and nontraditional student populations. The Diversity Committee and Coordinator will report on its plan, activities, and progress on a regular basis Faculty Council, the Administrative Advisory Council, and the School of Education Faculty.
- B. The School of Education Diversity Committee shall invite undergraduate and graduate admissions representatives to discuss recruitment efforts for underrepresented and nontraditional student populations. Likewise, the Diversity Committee shall invite diverse undergraduate and graduate candidates to evaluate recruitment and mentoring efforts. At this time, recommendations for the refinement of existing recruitment strategies may be proposed and discussed, and new goals and strategies may be formulated.

Section 10. Evaluation of Student Body Diversity Efforts.

- A. Each department shall annually review the School of Education's report that summarizes the enrollment and graduation trends for underrepresented and nontraditional populations. Department Chairs shall also summarize any candidate recruitment activities conducted by the department. This summary should be submitted at the end of spring semester as part of the annual reporting process, covering activities of the entire academic year.
- B. On an annual basis, the School of Education Diversity Committee shall review and summarize the previous year's diversity statistics and recruitment activities at a School of Education General Faculty Meeting. At this time, the Diversity Committee shall report on the effectiveness of current efforts, suggest refinements for the existing candidate diversity plan, and/or suggest new goals and strategies.

ARTICLE V—CURRICULUM & FIELD EXPERIENCES THAT SUPPORT DIVERSITY GOALS IN TEACHING AND LEARNING

The Conceptual Framework states that graduates from all programs in the School of Education are expected to exhibit the knowledge, skills and professional dispositions to promote authentic learning by all students; and to function as socially-conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes. The curriculum and field experiences in all School of Education programs are expected to support this mission as follows:

Section 11. Curriculum.

- A. Departments, Faculty Council and the Dean are responsible for ensuring through the School of Education course and program review process that:
 - 1. Official course outlines are aligned with applicable national and state professional performance standards, and the goals of the School of Education’s Conceptual Framework, including those related to authentic learning and social justice;
 - 2. Candidate performance objectives for each program are aligned with applicable national and state professional performance standards, and the goals of the School of Education’s Conceptual Framework, including those related to authentic learning and social justice;
 - 3. Assessments associated with courses and programs are fair, consistent, accurate and free from bias; and are aligned with applicable national and state professional performance standards, and the goals of the School of Education’s Conceptual Framework, including those related to authentic learning and social justice.
- B. Department Chairs, Peer Review Committee(s), and the Dean are responsible for ensuring that faculty professional performance meets applicable national and state professional standards, and is congruent with the principles of the School of Education’s Conceptual Framework, including those related to authentic learning and social justice, through:
 - 1. Professional development that sensitizes faculty and staff to diversity issues and assists faculty with infusion of diversity elements into the curriculum; and

- 2. The personnel decision process defined by the *Policies of the Board of Trustees*.

Section 12. Field Experiences. Field experiences in the School of Education are designed to maximize candidates’ opportunities to develop and practice their professional knowledge, skills, and dispositions in a variety of communities, in high-need schools, and across the range of student developmental levels; with students of different genders and racial/ethnic backgrounds; and with socio-economically disadvantaged students, students who are English language learners, and students with disabilities. To accomplish this goal:

- A. The Field Placement Office and department program placement coordinators strive to ensure that all candidates in all programs have at least one significant urban field placement; and
- B. The Center for Urban Schools and the Field Placement Office work continuously to increase the quantity and quality of placements in urban and other high needs schools.

ARTICLE VI—SERVICE TO DIVERSE POPULATIONS IN THE COMMUNITY

Section 13. Diversity Service.

- A. Many individuals are members of groups that are not served or inadequately served by existing educational and other community services. School of Education faculty and candidates in response to these needs often provide direct services to underserved but needy populations. Faculty and candidates should provide such direct services for the benefit of the poor, people of color, and other underserved populations (e.g., persons with disabilities, gay/lesbian, dislocated workers, displaced homemakers). These efforts are summarized by Department Chairs as part of the annual report process in the School of Education.
- B. On an annual basis, the School of Education Diversity Committee shall:
 - 1. Review and summarize the previous year’s diversity services activities as reported in departmental annual reports; and
 - 2. Assess the effectiveness of current efforts, suggest refinements for existing strategies, and/or suggest new goals and strategies.

