



COLLEGE OF EDUCATION

Illinois State University



FY 22 Annual Report

**College of Education
Fiscal Year 2022 Annual Consolidated Budget Report**

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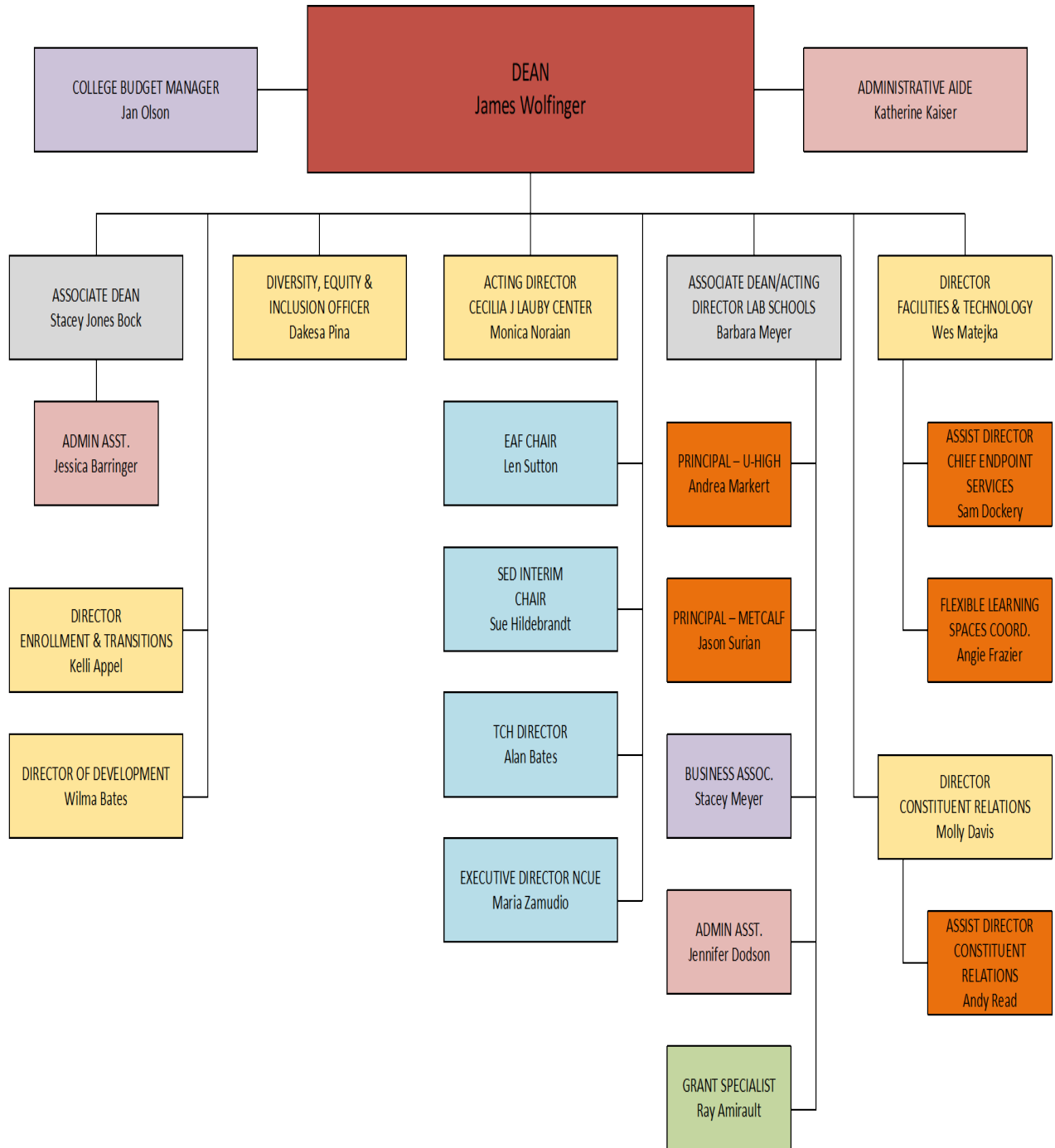
College of Education Vision

To lead the nation in advancing the teaching profession by cultivating educational leaders.

College of Education Mission

To purposefully allocate intellectual and financial resources to develop talented graduates and professionals, establish meaningful partnerships, foster innovative faculty and staff, advance academic excellence, and embrace the principles of Realizing the Democratic Ideal.

COE Organization Chart



I. Accomplishments and Productivity for FY22

A. List the unit's goals and how the goals support *Educate*Connect*Elevate*.

The College of Education Strategic Plan aligns with the strategic directions, objectives, and actions identified in *Educate*Connect*Elevate (ECE) 2018-2023*. The College of Education goals include:

Goal 1: Support, recruit, and retain educators (faculty and students) who work to eliminate systemic inequities and promote inclusion in education. Develop an intentional plan with strategies and incentives for increasing the recruitment and retention of underrepresented and historically marginalized students, faculty, and staff and establish opportunities for COE students, faculty, and staff to learn about and engage in efforts that promote equity and inclusion in education and communities that are historically marginalized.

- Supports ECE Goals:
 - I. Enhance Strength and Stability
 - III. Nurture Diversity and Inclusion

Goal 2: Develop and support innovative, exceptional, and globally-minded educators and administrators. Prepare students, faculty, and staff to utilize pedagogically-driven and culturally-responsive practices for teaching with technology; encourage teaching and research efforts that lead to effective practices in education that help schools and colleges adapt to a changing world; and increase opportunities to connect students, faculty, and staff with educators and educational institutions around the world.

- Supports ECE Goals:
 - II. Foster Innovation
 - III. Nurture Diversity and Inclusion

Goal 3: Build partnerships that reflect a shared commitment to excellence in teacher preparation. Encourage interdisciplinary teaching and research across departments and schools; incentivize research and teaching collaborations between COE faculty and faculty associates; develop structures to involve all stakeholders (schools, colleges, private industry, professional associations, and others) in the COE including, but not limited to, periodic reviews of COE curriculum development and assessment; involve school and college leaders/educators in the education and mentoring of COE students; and initiate relationships with organizations that support underrepresented and historically marginalized communities.

- Supports ECE Goals:
 - II. Foster Innovation
 - IV. Enrich Engagement

Goal 4: Provide a supportive and engaging graduate student experience. Renovate designated classrooms and other learning spaces for the use of graduate students; provide a wider range of financial support for graduate students; facilitate faculty development emphasizing best practices in adult education, distance learning, and blended/online learning; and facilitate mentorship opportunities that will engage students in ongoing research and teaching with faculty.

- Supports ECE Goals:
 - I. Enhance Strength and Stability
 - III. Nurture Diversity and Inclusion

Goal 5: Affirm the reputation of the College of Education as the leader in educator preparation. Publicize the contributions and accomplishments of students, faculty, staff, and alumni; partner with all stakeholders (schools, colleges, private industry, professional associations, and others) to increase COE presence in statewide policy-making concerning education at all levels; and establish the COE as the state’s primary center for inquiry in educational equity.

- Supports ECE Goals:
 - IV. Enrich Engagement

B. List major accomplishments for each goal.

Goal 1: Support, recruit, and retain educators (faculty and students) who work to eliminate systemic inequities and promote inclusion in education.

- In Spring 2022, the College hired Dr. Becky Beucher to serve as the Director of the Barbara and Larry Efav Center for Educator Excellence. *
- The School of Teaching and Learning (TCH) adopted language for inclusion in clinical handbooks providing steps for students of color to take when issues arise from a student’s perspective in their clinicals. Similar language is being written to be included in all TCH course syllabi.
- The School of Teaching and Learning continued to admit international students into their Master’s programs. Even though COVID had a negative impact on students arriving on campus, their numbers remained relatively steady.
- In preparation for embedding the Culturally Responsive Teaching and Leading Standards into programs, Maurice McDavid and Lissette Jacobson, both school principals at West Chicago Elementary Schools and co-hosts of the podcast called *Black, Brown, and Bilingual*, presented to TCH faculty on the “Illinois Culturally Responsive Teaching and Leading Standards: A Review of the Creation Process and Their Current Level of Implementation.”
- The School of Teaching and Learning’s School Faculty Status Committee added a reflection question to the annual report that asked faculty to describe how Equity, Diversity, and Inclusion are addressed in their courses.
- The Department of Special Education (SED) worked to expand their pool of non-tenure-track (NTT) faculty and attract a more diverse faculty by recruiting from a broader geographic pool for potential faculty, a task made easier by online instruction.
- The Department of Special Education extended significant professional development opportunities to all tenure-track (TT) faculty members in an effort to help them develop their skill sets and encourage them to stay at ISU. Of particular note was the completion of the Faculty Success Program offered by the National Center for Faculty Development and

Diversity by several pre-tenured faculty members during Summer 2021. Additional professional development opportunities were also extended to NTTs and staff.

- GROWTH professional development moved from the Department of Special Education to the College level, and several Special Education faculty organized and participated in the College-level GROWTH professional development sessions. The department also offered faculty external opportunities to develop their teaching or research skills.
- The Department of Special Education updated common spaces in DeGarmo Hall. This promoted heightened collegiality among faculty, especially in the new SED Faculty Collaboration Space (DEG 533E). Although the pandemic limited our ability to put these spaces fully to use this academic year, we look forward to inviting faculty back to these spaces in the coming academic year.
- Construction on the Barbara and Larry Efav Center for Educator Excellence, located in DEG 18 and 19, will begin during Summer 2022.
- The College continues to make steady gains in enrolling diverse students into its programs. Undergraduate diverse enrollment is 19%, and diverse graduate student enrollment is 23%. Both undergraduate and graduate programs increased their diversity by one percentage point.
- The College GROWTH team (Drs. Stacey Jones Bock, Dakesa Piña, Kara Hirano, Miranda Lin, and Linsay DeMartino) planned three professional development workshops focused on diversity, equity, and inclusion for faculty and staff. Dr. Kathy Obear facilitated an online workshop in Fall 2021 and, in Spring 2022, engaged with students, faculty, faculty associates, and staff in several sessions offered in hybrid sessions across campus.
- The College awarded \$570,000 in recruitment and persistence scholarships aimed at unit priorities including, but not limited to, underrepresented students and under-enrolled majors.
- The Teacher Education Center gave \$50,000 in persistence scholarships for PK-12 and secondary education students.
- The Spring Career Fair brought 162 recruiters from across the country to interview our teacher education students.
- The College of Education hosted the Annual Future Teacher Conference and had 860 high school students in attendance. This year, Diversity, Equity, and Inclusion sessions were offered for both the students and their teachers.

Goal 2: Develop and support innovative, exceptional, and globally-minded educators and administrators.

- The School of Teaching and Learning completed writing the courses for the Early Childhood Education and Middle Level endorsements and partially completed the Elementary Education endorsement.
- The School of Teaching and Learning hosted an NTT professional development series. In Fall 2021, Dr. Allison Antink-Meyer presented *Teaching Innovations for Effective Teacher Education*, and in Spring 2022, Drs. Lara Handsfield and Becky Beucher facilitated a book study using LGBTQ literature in classrooms.
- The School of Teaching and Learning developed and implemented an NTT Summer Professional Development Opportunity. This professional development was offered in addition to TCH's new NTT orientation.
- The Department of Special Education is developing a Master's endorsement certificate for state licensure in Learning and Behavior Specialist for general education teachers that wish to be prepared to teach Special Education.

- The Department of Special Education will begin renovations to the Deaf/Hard of Hearing teaching space (Fairchild 322) in April 2022.
- The Department of Special Education welcomed its first cohort of students into the new Low Vision Blindness Master's program.
- The Department of Special Education continued implementing the Student Support Team to support students in a variety of ways, including communicating campus resources, facilitating communication between instructors and students, and problem-solving as a team to meet the needs of students. Significant staff time was devoted to reaching out to struggling students and helping them get back on track.
- The Department of Special Education is welcoming a cohort of students from the Chicago Public Schools as part of a collaboration with Chicago community colleges and the city of Chicago. These students will join ISU in Fall 2023 after completing an associate's degree in the community colleges of Chicago. <https://education.illinoisstate.edu/communiteteach/teach-chicago-tomorrow/>
- The cohort from Peoria continued taking courses in the Department of Special Education. Most of these students are currently paraprofessionals in Special Education classrooms in the Peoria and surrounding school districts. The department has been in conversation with Unit 5 school district to begin a second cohort of paraprofessionals in Fall 2022.
- The College welcomed a small cohort of students from the Chicago Public Schools into the Teach Chicago Tomorrow teacher pipeline initiative. This initiative is a collaboration with Chicago community colleges and the city of Chicago. These students will join ISU in Fall 2023 after completing an associate's degree at one of Chicago's community colleges. * <https://www.teach.cps.edu/teach-chicago-tomorrow>
- The College is coordinating the Illinois Tutoring Initiative in partnership with the Governor's Office, the Illinois State Board of Education (ISBE), the Illinois Board of Higher Education (IBHE), and the Illinois Community College Board (ICCB). The program will provide tutoring for approximately 8,500 Illinois students during the two-year period. Six institutional partners across the state including ISU, Governor's State University, Illinois Central College, Northern Illinois University, Southeastern Illinois Community College, and Southern Illinois University, manage tutoring in their area of the state. The Illinois Tutoring Initiative is designed around strategic partnerships with local school districts that were disproportionately impacted by COVID, have high percentages of students and families with low-income, and have low funding adequacy

Goal 3: Build partnerships that reflect a shared commitment to excellence in teacher preparation.

- The Borg Center, located in the School of Teaching and Learning, engaged in powerful initiatives that strengthened relationships with our community partners.
 - The Center tutored community children.
 - The Center offered seven professional learning webinars as part of the Redbird Educator Series in Spring and Fall 2021.
 - The Center offered the first "Borg Short Course" to continue to develop the professional development agenda for the Center.

- The School of Teaching and Learning collaborated with District 87 to offer courses through a cohort model to certify teachers for the English as a Second Language (ESL) endorsement.
- The School of Teaching and Learning faculty continued to collaborate with local professionals in their course work.
 - Dr. Miranda Lin worked with various organizations, both local and online, to facilitate service learning projects for TCH 110 students at each of the sites.
 - Dr. Beth White worked with the Town of Normal Children’s Museum to have TCH 210 students volunteer at the museum.
 - Dr. Erin Mikulec partnered with YouthBuild of Mclean County, where her TCH 212 students completed 20 hours of service across the semester.
 - Dr. Kristina Falbe continued her unique cohort model (lesson plan study) with area teachers in her TCH 296 course.
 - Dr. Erin Mikulec partnered with classroom teachers at Chiddix Junior High to bring the students in her TCH 321 English as a Second Language (ESL) methods course to work with ESL students in their classrooms.
 - Dr. Grace Kang continued her partnership and cohort in Champaign that focused on civic engagement.
- In addition to the course partnerships that enhance relationships with professionals and alumni, TCH continued to talk to local districts and Chicago area districts to establish additional partnerships. During the time of the pandemic, this has been difficult, but there continued to be an interest in working with the School of Teaching and Learning to establish clinical and student teaching options.
- The School of Teaching and Learning continued to work with the Dean’s Office through CommuniTeach to offer their elementary education program in Chicago (led by Dr. Elizabeth Skinner).
- The Borg Center continued its research partnership with Pontiac School District. This is a multi-year partnership in which faculty conduct research based on the district-identified needs with a goal of developing professional learning and/or instructional interventions for the district.
- The Borg Center continued to work with Metcalf on their schoolwide equity-based Multi-Tiered System of Supports (MTSS) program.
- National Center for Urban Education (NCUE) joined the Teach Chicago Tomorrow teacher pipeline initiative. They will collaborate with the community colleges, College of Education departments and schools, community organizations, and parents and guardians to provide a summer bridge program for teacher education students in Summer 2022.

Goal 4: Provide a supportive and engaging graduate student experience.

- The School of Teaching and Learning continued to work on their MAT program. All TCH courses for the program are developed, and the syllabi are completed. They also received verbal approval from all departments outside of TCH for their courses within the program.
- The Department of Education Administration and Foundations (EAF) offered support to 100% of their students who applied for a tuition waiver.
- The Department of Education Administration and Foundations began offering the P-12 doctoral cohort-only in an online format. They are continuing to evaluate the impact of this transition.

- In 2021, all of the graduates from the Master’s in Educational Administration graduated on time. Their average grade point average was 3.97, and all of the students passed the state licensure exam on the first attempt.
- In 2021, all of the College Student Personnel Administration students graduated on time. Their average grade point average was 3.84.
- In 2021, non-cohort doctoral graduates completed their programs on average in 8.75 years, whereas cohort graduates finished in 5.56 years.
- The Department of Education Administration and Foundations provided 34 graduate students financial support to participate in professional development. The students engaged in professional development offered by the following:
 - Women’s Leadership Success in Higher Education - Academic Impressions
 - Ensuring Equitable Student Success in Higher Education - Harvard University
 - Unleash Your Career ~ HERS Leadership Institute
 - UCEA Jackson Scholars
 - David L. Clark Seminar
- The Education Administration and Foundation’s 60th Anniversary campaign was funded at 146%. The funds will be used to support the Don Prince Seminar Speaker Series to enrich their doctoral studies.
- The Cecilia J. Lauby Teacher Education Center processed 183 graduate program entitlements, and filed 256 graduate program intents.

Goal 5: Affirm the reputation of the College of Education as the leader in educator preparation.

- The School of Teaching and Learning had several faculty providing service and leadership to the field as journal editors. *
 - Dr. Ellis Hurd, co-editor, *Middle School Journal*
 - Dr. Sandra Osorio, co-editor, National Council of Teachers of English (NCTE) *Language Arts Journal*
 - Dr. Allison Meyer & Ryan Brown co-editors, *Journal of STEM Teacher Education*
 - Dr. Robyn Seglem, Co-editor, *Voices from the Middle*
 - Dr. Ben Wellenreiter, co-editor of the ICSS Quarterly, *Illinois Council for the Social Studies*
 - The Department of Special Education continued to provide national leadership through its participation in the Higher Education Consortium for Special Education (HECSE). HECSE engages and discusses policy with national leaders in both houses of Congress, federal agencies, professional organizations, and advocacy groups. <https://hecse.net>
 - The College published the *Statewide Standard* Alumni magazine, college internal newsletters for faculty and staff, and the Annual Report.
 - The College hosted the virtual Teaching in the 21st Century Conference (T21CON) in Fall 2021. T21CON was developed as a hands-on, engaging learning opportunity designed for current and aspiring teachers to gain an edge in using technology in the classroom. <https://education.illinoisstate.edu/t21con/about.php>
- C. Provide specific accomplishments related to Academic program development.

- The School of Teaching and Learning completed course redesigns for the Middle Level and Early Childhood endorsements.
- The School of Teaching and Learning completed most of the course redesigns for the Elementary Education endorsement.
- The School of Teaching and Learning completed course redesigns for their MAT program.
- The School of Teaching and Learning is working on the Early Childhood Education courses for the ECE Consortium.
- Faculty in the School of Teaching and Learning held a retreat in Summer 2021 to reexamine the School Librarianship program. They plan on making changes by the end of this fiscal year.
- Faculty worked to design TCH 104 as a general education course.
- The Department of Special Education is working on their Master's endorsement certificate for state licensure in Learning and Behavior Specialist for general education teachers that wish to be prepared to teach Special Education.
- The new Low Vision Blindness master's program accepted its first cohort this academic year.
- The Department of Special Education's Teach for Tomorrow cohort from the Peoria area, which began Spring 2021 to prepare paraprofessionals to be special educators, has an anticipated graduation of August 2023.
- The Department of Special Education is beginning a cohort of Unit 5 paraprofessionals in Fall 2022, with a target of August 2025 graduation. An informational meeting was held with prospective students, and the department is optimistic that they will be able to have a cohort of 20 to 25 students.

D. Provide specific accomplishments related to Equity, Diversity, and Inclusion.

- The School of Teaching and Learning adopted language for inclusion in clinical handbooks providing steps for students of color to take when issues arise from a student's perspective in their clinicals. Similar language is being written to be included in all TCH course syllabi.
- To assist in aligning the College's EDI initiatives with those of the University, Dr. Piña was appointed to the President's Diversity and Inclusion Advisory Council.
- The School of Teaching and Learning continued to admit international students into their Master's programs. Even though COVID had a negative impact on students arriving on campus, their numbers remained relatively steady.
- Dr. Piña joined the Inclusive Community Response Team (ICRT), which serves students by fostering an open and inclusive campus and responding to instances of hate and bias. The ICRT is a cross-institutional group dedicated to advancing the values of diversity and inclusion as described in the University's strategic plan, Educate Connect Elevate: Illinois State. To provide a safe space for COE students to discuss incidents of hate and bias and decide the next steps. COE students who report hate or bias incidents are reached out to personally by the EDI Officer in the College.
- The School of Teaching and Learning's School Faculty Status Committee added a reflection question to the annual report that asked faculty to describe how Equity, Diversity, and Inclusion are addressed in their courses.
- To facilitate the reputation of EDI at the University, the College of Education, as a nationally recognized college of the University, has a greater responsibility to integrate it into its existing culture, strategies, and initiatives this charge. Upon deep reflections and deliberations, we identified the use of branded souvenirs as an all-inclusive strategy to spread the EDI plan in the College. The newly rolled-out EDI word mark, "EDI ISU," will be printed on the souvenirs, read as EDI is YOU.

- Dr. Dakesa Piña began producing a monthly EDI video for distribution to faculty, staff, and students. This initiative was developed to provide a comprehensive understanding of EDI. It is intended to provide staff and faculty with an overarching sense of EDI, guide and reshape our thought, and provide effective methods to help rule out our misconceptions and barriers.
- The Innovative Network of Future Urban Special Educators faculty planned student trips to prepare teacher candidates for teaching in diverse settings. Student trips were planned for Fall 2021, but needed to be canceled after the Chicago Public Schools organized a vaccine awareness event. The trips were rescheduled for April 2022.
- Faculty in the Department of Special Education worked over Summer 2021 to create a plan to align the new Illinois State Board of Education’s Culturally Responsive Teaching and Leading Standards.
- Dr. Dakesa Piña was trained as a search advocate to assist with the hiring of diverse faculty and staff within the COE. Although it is not recommended that search advocates serve on internal search committees, Dr. Piña is able to do so when appropriate.
- Dr. Dakesa Piña presented training on the Multicultural Organization Development (MCO) model to the College Leadership Team during Summer 2021. She worked to build a cohort of Change team members within each unit/department to roll out the Multicultural Organization Development model, and created a "How To" Manual to assist in a step-by-step process for unit's departments.
- The Department of Special Education focused on embedding Culturally Responsive Teaching Practices in all of their courses.

E. Provide specific accomplishments related to Faculty Success.

- In preparation for embedding the Culturally Responsive Teaching and Leading Standards into programs, Maurice McDavid and Lissette Jacobson, both school principals at West Chicago Elementary Schools and co-hosts of the podcast called *Black, Brown, and Bilingue*, presented to TCH faculty on the “Illinois Culturally Responsive Teaching and Leading Standards: A Review of the Creation Process and Their Current Level of Implementation.”
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 - Dr. Allison Meyer & Ryan Brown co-editors, *Journal of STEM Teacher Education*
 - Dr. Robyn Seglem, Co-editor, *Voices from the Middle*
- Dr. Ben Wellenreiter, co-editor of the ICSS Quarterly, *Illinois Council for the Social Studies*
- Dr. Kristina Falbe won the 2021 College of Education Service Award.
- Dr. Lara Handsfield won the 2021 Outstanding University Research Award.
- Dr. Deborah MacPhee serves as the President of Literacies and Languages for All.
- Dr. Allison Antink Meyer was selected for the Provost’s Office Leadership Initiative.
- Dr. Do-Yong Park received his second Fulbright grant award, *Systematic STEM Education in Vietnam with Concentration on Engineering Education*.
- Dr. Steven Mertens was the College of Education nominee for the Outstanding University Researcher Award.
- Dr. Erin Quast was the College of Education 2021 Outstanding Teacher Award.
- Dr. Allison Kroesch was awarded the University Teaching Initiative Award.

- Dr. Melinda Snodgrass was awarded the University Research Initiative award.
- Faculty from the Department of Special Education continued to work on two grants of over \$1 million each that directly impact PK-12 schools and students, one from the Illinois State Board of Education to prepare teachers to work with students on the autism spectrum and another from the U.S. Department of Education to prepare future educators of infants and toddlers who are deaf or blind.
- The Department of Education Administration and Foundations worked to align faculty teaching loads. In Spring 2021, 6 of 13 active faculty members were teaching an additional course beyond their standard workload. For Fall 2021, only 2 of 13 active faculty members were on overload.
- Dr. Phyllis McCluskey-Titus won the National Association of Student Personnel Administrators' Pillar of the Profession Award.
- Dr. Ben Hubbard won the National Association of Student Personnel Administrators' Distinguished Service Award.
- Dr. Stacy Otto received the Provost's RISE to the COVID Challenge Recognition.
- Dr. Linsay DeMartino received the Education Administration and Foundations' Scholarship Productivity Award.
- Dr. John Rugutt received the Manahan Teaching Award.
- Dr. Pamela Hoff was a finalist for a Fulbright Award.

F. Provide specific accomplishments related to Student Success.

- The College supported student travel to clinical sites through gas stipend reimbursements.
- The School of Teaching and Learning adopted language for inclusion in clinical handbooks providing steps for students of color to take when issues arise from a student's perspective in their clinicals. Similar language is being written to be included in all TCH course syllabi.
- The Student Success Team, composed of faculty and staff from the Department of Special Education, collaborated with students to create success plans when they struggled and mediated conversations between students and their instructors when misunderstandings arose.
- The Coordinator for Field Experiences and Student Affairs in Special Education worked with students in clinical placements to support their academic work, and the Assistant to the Chairperson worked to support students in pre-clinical coursework. These SED staff members were also the recipients of digital notification forms filed by faculty who were concerned about students in their courses. They followed up with students and faculty and connected students to existing resources on campus (e.g., Student Counseling Services, Student Health, Dean of Students).
- In the Department of Special Education, the position of Interim Coordinator of Faculty Development and Student Support was created this year after the position of Assistant Chair was vacated and reimagined.
- The Department of Special Education faculty participated in workgroups that focused on planning for the new Culturally Responsive Teaching and Learning Standards, revising the D/deaf and Hard of Hearing program's curriculum, reimagining SED foundations courses, aligning clinical courses' learning objectives and assessments, updating the doctoral programs' expectations, and kickstarting the necessary master's program curricular changes for a new endorsement certificate.
- Renovations to Fairchild Hall 322 are scheduled to begin April 2022. Those renovations will update the classroom to be a welcoming and effective space to teach D/deaf and Hard of Hearing teacher preparation courses.

- The Department of Special Education is revising their ReInvent Your Readiness modules that were created several years ago to help students develop organizational skills to be successful learners in the university setting.
- In 2021, all of the graduates from the Master’s in Educational Administration graduated on time. Their average grade point average was 3.97, and all of the students passed the state licensure exam on the first attempt.
- In 2021, all of the College Student Personnel Administration students graduated on time. Their average grade point average was 3.84.
- In 2021, doctoral cohort graduates in Education Administration and Foundations finished in 5.56 years.
- Dr. Becky Beucher, Director of the Barbara and Larry Efaw Center for Educator Excellence, worked during Spring 2022 to outline the foundational services the Center will provide starting in Fall 2022. Those foundational services include peer tutoring and mentoring programs, a collaboration with the Social Work Master’s program to provide mental health and wraparound services, and office hours for the Miner Subject Librarians, the Career Center, and the Independence Service Dogs Registered Student Organization.
- The Department of Education Administration and Foundations provided 34 graduate students financial support to participate in professional development. The students engaged in professional development offered by the following:
 - Women’s Leadership Success in Higher Education - Academic Impressions
 - Ensuring Equitable Student Success in Higher Education - Harvard University
 - Unleash Your Career ~ HERS Leadership Institute
 - UCEA Jackson Scholars

Measures of Productivity

Enrollment (fall census)

Undergraduate	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Early Childhood Education	338	343	331	333	354
Elementary Education	852	978	1,020	1,109	1,113
Bilingual	71	58	59	67	59
Middle Level Teacher Education	197	213	211	204	199
Learning Behavioral Specialist 1	663	676	638	622	580
Deaf & Hard of Hearing	83	87	88	87	88
Low Vision & Blindness	20	21	22	22	18
TOTAL	2,224	2,376	2,369	2,444	2,411

Master's	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Teaching and Learning	132	150	141	121	110
Reading	29	26	29	39	55
Educational Administration	45	39	59	61	61
College Student Personnel	42	49	43	46	40
Special Education	66	74	69	89	76
TOTAL	314	338	341	356	342

Doctoral	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Teaching and Learning	45	44	30	37	46
Educational Administration	174	158	214	227	213
Special Education	29	21	20	26	21
TOTAL	248	223	264	290	280

TOTAL ENROLLMENT	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
	2,786	2,937	2,974	3,090	3,033

Underrepresented Student Enrollment (fall census)

Undergraduate	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Early Childhood Education	75	86	84	88	108
Elementary Education/Bilingual	151	150	164	182	189
Middle Level Teacher Education	32	41	46	47	42
Special Education	124	145	134	130	125
TOTAL	382	422	428	447	464

Master's	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Teaching and Learning	4	8	8	6	10
Reading	2	3	2	3	3
Educational Administration	5	5	8	7	9
College Student Personnel	17	18	13	13	15
Special Education	6	4	4	5	3
TOTAL	34	38	35	34	40

Doctoral	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Teaching and Learning	1	2	0	1	1
Educational Administration	68	65	103	108	103
Special Education	4	3	4	8	5
TOTAL	73	70	107	117	109

TOTAL UNDERREPRESENTED STUDENT ENROLLMENT	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
	489	530	570	598	613

Degrees Conferred (fiscal year)

Undergraduate	FY17	FY18	FY19	FY20	FY21
Early Childhood Education	69	72	86	63	94
Elementary Education	234	144	199	237	242
Bilingual	69	22	11	18	6
Middle Level Teacher Education	62	36	50	55	64
Learning Behavior Specialist 1	130	119	132	135	135
Deaf & Hard of Hearing	13	12	10	15	17
Low Vision & Blindness	5	5	6	4	6
TOTAL	582	410	494	527	564

Master's	FY17	FY18	FY19	FY20	FY21
Teaching and Learning	20	34	64	(67)	50
Reading	33	17	9	(4)	6
Educational Administration	6	16	13	(14)	12
College Student Personnel	20	15	21	(21)	17
Special Education	8	11	24	19	22
TOTAL	87	93	131	125*	107

Doctoral	FY17	FY18	FY19	FY20	FY21
Teaching and Learning	8	7	12	8	1
Educational Administration	15	9	11	18	16
Special Education	7	2	6	2	4
TOTAL	30	18	29	28*	21

TOTAL DEGREES CONFERRED	FY17	FY18	FY19	FY20	FY21
	699	521	654	680*	692

* Graduate Degrees Conferred in the COE Academic Profile = 182. The correct counts are not showing up in the individual graduate program academic profiles. Total degrees conferred = 709.

Credit Hours Generated (fiscal year)

Unit	FY17	FY18	FY19	FY20	FY21
Educational Administration & Foundations	5,075	5,175	5,080	5,389	5,750
Special Education	13,452	13,627	13,310	12,475	13,244
Teaching and Learning	20,244	21,949	23,484	25,157	25,945
TOTAL*	48,502	48,575	50,129	52,731	55,224

* Per PRPA, total reflects “unduplicated college total” and clinical hours not attributed to the Departments/School.

Lauby Teacher Education Center

Clinical, Student Teaching, and Licensure Demographics

Pre-STT clinical experience	AY 18-19	AY 19-20	AY20-21
Students	2,493	2,624	2,615
Placements	8,848	7,161	7,227
Sites	601	497	308
STT Placements			
Student Teachers	752	822	871
Placements	959	1,041	1,115
Cooperating Teachers	938	1,009	1,075
Schools	452	492	483
Districts/Organizations	217	222	223
STT Financial Support			
Graduate Tuition Waivers and Stipends Issued	4,526	3,643	1,400
Teacher Licensure			
Initial Teacher Licensure	734	814	837
Graduate Program Entitlements	103	104	183
Graduate Program Intents Filed	99	100	256

Faculty Scholarly Production (calendar year)

Accomplishment	CY19	CY20	CY21
Journal Articles	98	75	73
Books/Book Chapters	35	26	29
Conference Papers/ Presentations	216	135	99
School Consultation/Collaboration		33	17
Other Scholarship	9	4	17
TOTAL	358	273	235

External Submissions and Awards (calendar year)

Unit	Number of Submissions	Grant Submission Amounts	Number of Awards Received	Awards Received \$
Dean's Office	3	\$25,270,978	1	\$63,273
TCH	16	\$1,514,986	2	\$415,000
EAF	21	\$7,187,324	15	\$4,417,279
SED	7	\$2,786,242	2	\$699,777
Lab Schools	2	\$154,621	2	\$154,621
COE Total	39	\$36,914,151	22	\$5,749,950
ISU Total	194	\$55,594,048	86	\$25,851,033

* Note: some awards received were part of ongoing grants

Fundraising Under Dr. Wolfinger's Leadership (fiscal year)

Year	Total Gift Production
FY20	\$2,214,369
FY21	\$3,011,000
FY22 YTD	\$7,711,276
Grand Total	\$12,936,645

II. Internal Reallocations and Reorganizations in FY22

A. Describe any reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, or reallocation of personnel or operating funds.

- Amy Tellor's position was re-classified from Office Administrator to Administrative Aide.
- Amanda Parrot's AP non-continuous position was not continued effective July 1, 2021. Funds were used to support extra help positions to allow time to re-analyze School's needs
- Tracy Burgess was hired in Fall 2021 as extra help position to assist the Clinical Coordinator and Graduate Coordinator.
- The position of SED Coordinator for Field Experiences and Student Affairs was updated to include the supervision of 21 SED clinical faculty.
- Upon the departure of the previous Assistant Chair in Special Education in July, the department divided that position in two, with Dr. Kara Hirano assuming the position of Interim Coordinator of Faculty Development and Student Support and Dr. Yun-Ching Chung assuming the position of Interim Coordinator of Undergraduate Programs.
- Tommy Navickas was upgraded from Communication Strategist to Marketing Associate.
- The College of Education created a new position, Director of the Barbara and Larry Efav Center for Educator Excellence.

B. Describe how the unit used additional funds from the Provost Office to enhance accomplishments and productivity. Additional Provost Office funds could include funding sources such as: Instructional Capacity funds, Summer Session funding, Academic Enhancement Funds, or variance dollars.

- The College used Instructional Capacity to supplement NTT instruction and overload assignments.
- The School of Teaching and Learning used RERIP funds to support faculty to develop new courses and redesign existing courses for new programs in Central Illinois and Chicago, as well as their Master of Arts in Teaching.
- The School of Teaching and Learning used some RERIP and FCR funds for the NTT Professional Development Fund and to support professional development workshops (support for NTTs to attend and TTs to facilitate the sessions).
- In the Department of Special Education, Academic Enhancement Funds supported technology for the labs in Deaf/Hard of Hearing and Low/Vision Blindness and new furniture and a mini-maker space in Studio Teach.
- In addition to the Summer Session funds, the School of Teaching and Learning used variance dollars and RERIP funds to assist with funding of summer courses.
- In the School of Teaching and Learning, EDEP funds were used to cover the second of three years for three faculty members: Drs. Andrea Jamison, Evelyn Baca, and Vivian Presiado.

- Academic Enhancement Funds were used to update the Department of Special Education’s collection of assistive technology tools and supported efforts to digitally supervise teacher candidates by financing Vosaic video-editing software.
 - All Instructional Capacity funds were used for instruction, and there were no variance dollars. All summer session funding has been recently centralized at the College level.
 - Summer session funding and Instructional Capacity funds have helped our students stay on track for graduation, which has been particularly important as some students have struggled with coursework during the pandemic.
- C. Describe how the unit used additional funds from College/Department/School/Unit to enhance accomplishments and productivity. Additional College/Department/School/Unit funds could include such as: external funding, Foundation funds, variance dollars (note: this does not include variance dollars from AIF), or external contracts.
- Foundation funding was used to support student scholarships and awards and support graduate student participation in conferences.
 - Funds for contract courses offered at District 87 were used to support instruction.
 - The College of Education contributed \$50,000 to renovate an SED teaching space, Fairchild Hall 322, to be a welcoming and effective space to teach D/deaf and Hard of Hearing teacher preparation courses. These renovations are scheduled to begin in April 2022 and be completed by the end of May 2022.

Additional funds from College/Department/School/Unit to enhance accomplishments and productivity.

- Units in the College of Education SBC’d funds:
 - COE Diverse Student Recruitment and Support - \$13,400
 - Equity-focused Doctoral Teaching Fellow Pilot - \$25,000
 - Substantial Professional Development - \$26,938
 - Summer Curricular Work - \$56,000
 - INFUSE Faculty Immersion Trip - \$11,800
 - INFUSE Student Trips - \$9,900
 - Communiteach - \$18,000
 - Student Recruitment and Retention Events - \$10,000
 - Principal Leadership Academy - \$7,500
 - Don Prince Seminar Series - \$10,050

III. Major Objectives for FY23

- A. Describe the unit’s most important forward-looking objectives related to academic program development, Equity, Diversity, and Inclusion, Faculty Success, and Student Success. Outline how the objectives support the mission/goals of the Unit/Department/School, College, and *Educate•Connect•Elevate*.

Academic Program Development

- We will continue to focus on developing strong graduate and undergraduate programs as well as partnerships. With these efforts, we can attract and retain both faculty and students while focusing on diversity. Also, offering endorsement tracks in Early Childhood Education, Elementary Education, and Middle Level and the Special Education Master's endorsement certificate will increase credit hour production from our current students and attract new students.
- The Early Childhood Education Online Workforce Program is developed and will start in Fall 2022. The online program was built for professionals working in settings with children ages birth through five to obtain a bachelor's degree and a Professional Educator License. Many of the students entering the program in the Fall will be funded through the State of Illinois' Early Childhood Access Consortium for Equity. The College received \$1.8 million from the State to support this initiative.
- Investment in additional curricular workgroups during Summer 2022 for Special Education faculty will kickstart curricular work in D/deaf and Hard of Hearing, doctoral, and master's programs, as well as the ReInvent Your Readiness modules and clinical course assignment alignment.
- Curriculum work in Education Administration and Foundations will focus on developing new certificate programs focused on Enrollment Management, Community College Leadership, Graduate Research, and a Higher Education Teaching Certificate. These offerings will increase enrollment and address critical areas of need in the field.
- Education Administration and Foundations will rebrand and establish a new focus for the Center for the Study of Education Policy. This will allow the Director of the Center to apply for new grants to support the faculty's work and increase the visibility of the Center.

Equity, Diversity, and Inclusion

- Our new programs will attract students and assist in providing teachers during a time when there is a teacher shortage. These programs such as the CommuniTeach partnerships in Chicago, the Early Childhood Education Consortium, as well as the MAT program will attract students we typically do not attract to our program. The Chicago cohort will also bring diversity to our student population.
- The College will focus on supporting students and faculty from diverse backgrounds. Faculty do an excellent job of addressing diversity in their courses, and many of the outreach initiatives and partnerships they established are aimed at EDI work; however, it is important to provide funds to move their work and the work of the College forward.
- Teacher education programs throughout the College will work to align courses in all programs to the ISBE Culturally Responsive Teaching and Learning Standards.
- Dr. Dakesa Piña was trained as a search advocate to assist with the hiring of diverse faculty and staff within the COE. Although it is not recommended that search advocates serve on internal search committees, Dr. Piña is able to do so when appropriate.
- Dr. Dakesa Piña presented training on the Multicultural Organization Development (MCOOD) model to the College Leadership Team during Summer 2021. She worked

- to build a cohort of Change team members within each unit/department to roll out the Multicultural Organization Development model, and created a "How To" Manual to assist in a step-by-step process for unit's departments.
- Dr. Dakesa Piña began producing a monthly EDI video for distribution to faculty, staff, and students. This initiative was developed to provide a comprehensive understanding of EDI. It is intended to provide staff and faculty with an overarching sense of EDI, guide and reshape our thought, and provide effective methods to help rule out our misconceptions and barriers.
 - Dr. Piña joined the Inclusive Community Response Team (ICRT), which serves students by fostering an open and inclusive campus and responding to instances of hate and bias. The ICRT is a cross-institutional group dedicated to advancing the values of diversity and inclusion as described in the University's strategic plan, Educate Connect Elevate: Illinois State. To provide a safe space for COE students to discuss incidents of hate and bias and decide the next steps. COE students who report hate or bias incidents are reached out to personally by the EDI Officer in the College.
 - To assist in aligning the College's EDI initiatives with those of the University, Dr. Piña was appointed to the President's Diversity and Inclusion Advisory Council.

Faculty Success

- The College will focus on offering additional professional development opportunities with the Faculty Success Program or the Post-Tenure Pathfinders, offered by National Center for Faculty Development and Diversity (NCFDD).
- The Department of Education Administration and Foundations will focus on research-publishing partnerships with faculty. This will ensure that faculty, especially pre-tenured faculty, have the opportunity and time to work collaboratively with colleagues from across the College.
- The Cecilia J. Lauby Teacher Education Center will work to engage faculty in legislative advocacy.

Student Success

- The Barbara and Larry Efav Center for Educator Excellence will open its doors in Fall 2022 and begin offering services aimed at student success for undergraduate and graduate students.
- The Department of Special Education will focus financial resources on renovations to Fairchild Hall 323 to make it a more welcoming and effective space to teach Low Vision and Blindness classes.
- The Department of Education Administration and Foundations will work on redesigning the cognates for Leadership, Equity, & Inquiry sequence.
- The Cecilia J. Lauby Teacher Education Center will focus its efforts on developing a systematic process mapping for student teaching placements and district contracts and reorganizing the system of applications and placements for clinical experiences across the teacher education programs.