

A woman with short, curly dark hair is shown from the chest up. She is wearing a bright red coat and a matching red scarf over a black turtleneck. She has a pearl earring and is wearing several bracelets on her left wrist. Her hands are raised in a gesturing motion, palms facing forward. The background is light gray with faint white diagonal lines radiating from behind her.

# Great Minds

## 2020 IMPACT REPORT EDUCATION

COLLEGE OF EDUCATION | UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

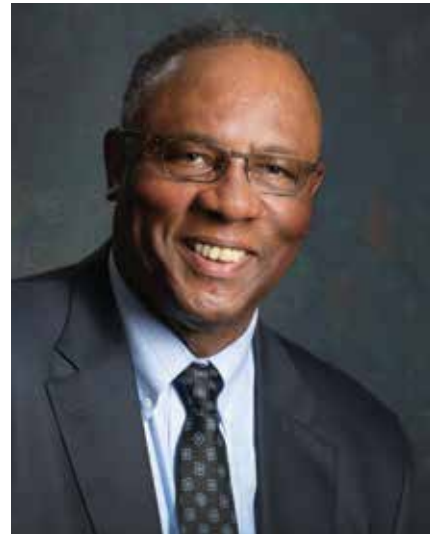


Photo by Larry Kanfer

**Great minds are those that distinguish challenges as opportunities for growth. Our faculty, staff, students, and alumni are answering the call, driving progress in all aspects of education.**

It doesn't take a scholar or historian to recognize how profoundly the field of education has been affected by the defining events of 2020. As the COVID-19 pandemic and unrest over racial injustices have spread throughout the world, education professionals, practitioners, and students have pivoted in extraordinary ways to find solutions, amid unpredictable circumstances.

The College of Education community quickly transitioned its curriculum to remote teaching and learning formats, with the undeterred goal of an excellent academic experience for our students. No doubt because of this commitment to excellence, in Fall 2020 a record number of talented first-year students have chosen to pursue their degree in education at Illinois.

To effectively lead our programs and research activities, the College has added to our faculty ranks again in 2020. More faculty means increased capacity for groundbreaking research and service, meeting the needs of Illinois students and educators alike. In the coming year, the College is poised to support educational success through additional efforts like LearnAway—our website repository of expertly-curated resources, tips, ideas, and tools for remote learning—free to all educators, everywhere.

The College's determination to secure research funding during this demanding year is also remarkable. We saw an increase in grant submissions which speaks to our faculty and staff's dedication to truly making a difference. We hosted another successful Illinois Statewide K-12 Computer Science Education Summit, and the We CU Community Engaged Scholars Program, funded through numerous campus-level awards, is a shining example of how Education's people lead the way in research and service for the public good.

Yours in Orange & Blue,

**James D. Anderson**  
Dean, College of Education  
and Edward William and Jane Marr Gutgsell Professor of Education

# 2020 GROWTH IN | RESEARCH/ENROLLMENT/ & EXPERTISE |

**UNDERGRADUATE  
ENROLLMENT**

# +11.2%

Across campus, the College of Education had the highest freshmen yield increase for Fall 2020.

**TENURE-TRACK FACULTY**

# +13%

Our College welcomed 13 new faculty across research disciplines increasing our ranks by 13%.

**RESEARCH ACTIVITY**

# +14%

Faculty increased grant submissions by 14% for 8% more funding.





# WHEN CHALLENGE CALLS— GREAT MINDS ANSWER



**College of Education**  
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN



# COLLEGE LEADERSHIP



**James D. Anderson**, Dean



**Amanda Brown**, Assistant Dean for Administration, Budget, and Resource Planning



**Gabrielle Allen**, Associate Dean for Research



**Lisa Monda-Amaya**, Associate Dean for Undergraduate Programs and Teacher Education



**Christopher Span**, Associate Dean for Graduate Programs



**Lisa Denson-Rives**, Assistant Dean for Advancement



**Michaelene Ostrosky**, Head of Special Education



**Kiel Christianson**, Chair of Educational Psychology



**Yoon Pak**, Head of Education Policy, Organization & Leadership



**Sarah McCarthy**, Head of Curriculum & Instruction



**Nancy Latham**, Executive Director of the Council on Teacher Education



**Sangeetha Gopalakrishnan**, Director of Online Programs

# WORLD-CLASS PROGRAMS

2021 *U.S. News & World Report* rankings for our departments and programs.

- #9 Special Education
- #10 Curriculum & Instruction
- #13 Educational Psychology
- #13 Elementary Teacher Education
- #14 Education Administration
- #18 Secondary Teacher Education
- #20 Higher Education Administration
- #22 Education Policy

### Curriculum & Instruction

- Curriculum, Aesthetics, & Teacher Education
- Digital Environments for Learning, Teaching, & Agency
- Early Childhood Education Plus Teaching Licensure
- Elementary Education Plus Teaching Licensure
- Language & Literacy
- Mathematics, Science, & Engineering
- Secondary Education: English Plus Teaching Licensure
- Secondary Education: Mathematics Plus Teaching Licensure
- Secondary Education: Science Plus Teaching Licensure
- Secondary Education: Social Studies Plus Teaching Licensure

### Educational Psychology

- Child Development
- Cognitive Science of Teaching & Learning
- Counseling Psychology
- Quantitative Methodology, Measurement & Evaluation

### Special Education

- Special Education
- Infancy & Early Childhood Special Education
- Learning Behavior Specialist I
- Learning & Behavior Specialist II in Multiple Disabilities

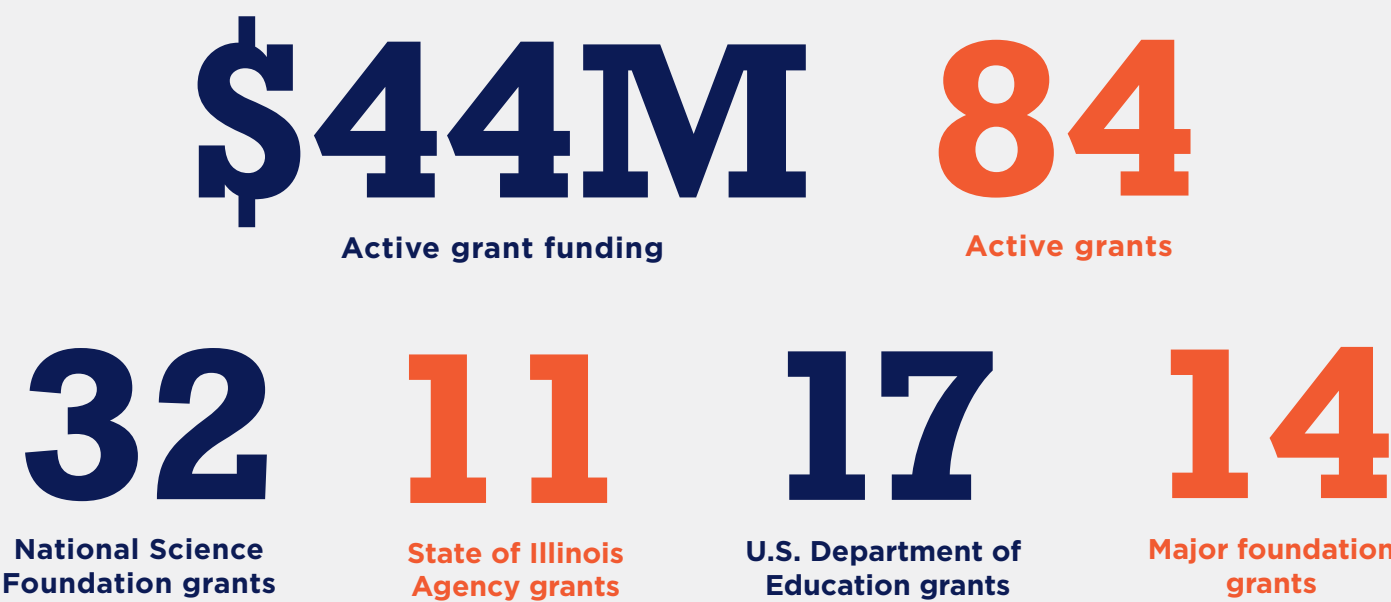
### Education Policy, Organization & Leadership

- Diversity & Equity in Education
- Educational Administration & Leadership/Principal Preparation
- Global Studies in Education
- Higher Education
- History of Education
- Human Resource Development
- Executive Human Resource Development
- Learning Design & Leadership
- Philosophy of Education
- School Executive Leadership | Superintendent Endorsement
- Social Sciences & Education Policy
- Teacher Leader Specialization

# PRIORITIES & MILESTONES

## 2019-20 RESEARCH FUNDING & GRANTS

This represents all funds awarded from sponsored activity and grants from July 1, 2019 – June 30, 2020.



## CURRICULUM & INSTRUCTION (C&I)

### 2019-20 Milestones

- Launched the online Ed.M. in C&I with two concentrations in Bilingual/Bi-Cultural and Digital Learning
- Supported bilingual faculty in Campus Board applications for ground-breaking research with diverse learners
- Received funding from the Bureau of Educational Research to conduct cutting-edge COVID-19 research
- Supported DELTA faculty in successful NSF grant applications
- Designed seven new courses for the Computer Science Education endorsement
- Implemented new course in Technology Applications for current teachers
- Designed new synchronous and asynchronous courses for online master's degree

### Priorities for 2020-21

- Increase enrollment in C&I online Ed.M. program
- Design new foundational courses for Ph.D. program
- Implement anti-racist approaches to education
- Launch Computer Science Education endorsement in summer 2021
- Support faculty in grant applications during COVID-19
- Launch Virtual Speaker Series on “Education for the Public Good”

## EDUCATIONAL PSYCHOLOGY (EPSY)

### 2019-20 Milestones

- Hired two new tenure-track faculty members in evaluation and mixed methods
- Our Counseling Psychology Program (CPP) entered its 35th year of APA accreditation and is rated fourth in the nation by CounselingPsychology.Org
- Admitted largest cohort of QUERIES student in nearly a decade

### Priorities for 2020-21

- Launch a suite of online courses in data analysis and visualization in R
- Continue to strengthen the Counseling Psychology program with new faculty hires
- Clarify and refine departmental priorities and strategic plan through the departmental review process
- Deliver high-quality instruction and mentoring remotely and in alternative formats throughout the duration of the pandemic

## SPECIAL EDUCATION (SPED)

### 2019-20 Milestones

- Hired two tenure track faculty who focus on high incidence disabilities
- Received multiple Office of Special Education Program (OSEP) leadership and preparation grants
- Faculty held key leadership positions in national organizations, received numerous awards for their research, mentoring, and public engagement, and were actively involved on state and community boards and committees

### Priorities for 2020-21

- Increase Special Education faculty's online presence
- Redesign course offerings and fieldwork to provide students with innovative online instruction that delivers high quality instruction during the pandemic
- Enable students to complete their degree requirements on schedule through flexible coursework and sustained support from department faculty
- Continue seeking external grants that position us to impact the state and nation

## EDUCATION POLICY, ORGANIZATION & LEADERSHIP (EPOL)

### 2019-20 Milestones

- Hired seven new faculty
- Formalized recognition of faculty diversity and equity work in research, teaching, and service in annual reviews
- Collaboration with the National Cancer Institute to focus on a graduate certificate of specialization in cancer care education for underrepresented populations
- Developed new graduate Certificates of Specialization in Community College Leadership and Digital Learning Systems
- Developed a graduate Certificate of Specialization in Online Teaching in Higher Education Environments for additional skill development in response to COVID-19 and ensuring quality online teaching training
- Established the Graduate Student Advisory Committee
- Aligned Ed.D. degree offerings among campus, off campus, and online programs to maximize student experience

### Priorities for 2020-21

- Restructure EPOL concentration areas to align with faculty research and teaching strengths, continuing to provide quality graduate student experiences
- Be responsive in this COVID-19 moment to research the effects of the pandemic on our society's most vulnerable populations and address systemic racism in education
- Provide effective mentoring and support for faculty and students






by Tom Hanlon

# A Brave New World: Supporting Today's Educators and Learners

When COVID-19 struck, the College of Education quickly pivoted to support college faculty, preK-12 teachers, and remote learners with the tools, resources, and guidance needed to navigate an educational world turned upside down by the pandemic.

**WITH THE DECLARATION** by Illinois Governor J.B. Pritzker that K-12 public schools in Illinois needed to move to remote learning effective April 1, school districts and teachers have had to scramble to get remote learning curricula, plans, and models in place. The College of Education at the University of Illinois Urbana-Champaign stepped immediately to the fore, coming to the aid of teachers with its **LearnAway** website, newsletter, and 10Talk video chats with experts.

“Our College was prepared in ways to triage this situation not only really quickly, but also to aid and assist others who needed help, like the K-12 public education system,” says **Christopher Span**, associate dean for graduate programs in the College and professor in Education Policy, Organization & Leadership. “We got the LearnAway website up so quickly because we didn’t have to triage internally.”



**The University of Illinois Urbana-Champaign has been a national leader in its response to COVID-19. Between 10,000 and 15,000 saliva-based tests are conducted daily on campus, sometimes accounting for more than 2 percent of all testing done in the U.S.**

**Even before those saliva tests began, the College of Education was hard at work, conducting research and helping educators pivot in response to the coronavirus.**

**On April 1, K-12 public schools in Illinois went to remote learning—which meant that most educators had to figure out remote instruction on the fly. The College of Education swiftly went to work to ensure that the transition for those to remote teaching and learning was as smooth and effective as possible.**

**And, with research being a perennial strength, the College provided seed funding for research projects related to the coronavirus and its effects on education and society.**

#### **Collaborating to Meet the Challenges**

“Now the question becomes how do we work in collaboration to build an epistemic community to where we are working to answer some of the grand challenges around remote learning in the state of Illinois and the nation,” he says. “Whether it’s preparation of teachers or working with parents, or it’s working with social workers and counseling psychologists around the new stresses that come with COVID-19. We’ve been handling questions now around bereavement and death in ways that we never imagined having our children think about.”

Span advocates for all three schools in the University of Illinois system—at Urbana-Champaign, Chicago, and Springfield—to work together to remedy the challenges impacting educators and stakeholders across the state.

“You need to have a small party of folks who are thinking through the day-to-day issues and making sure we’re putting out the fires,” he says. “But you equally need a small group of people thinking through, ‘Okay, what’s next, and how do we start building capacity to tend to some of the stressors that we’re seeing.’”

Conversations, Span says, are taking place among various state universities. “We’re trying to identify the people who see this as an opportunity for the professional development of teachers in the field, as an opportunity to rethink teacher education programs across the state, and as an opportunity to engage our state legislators and the Illinois State Board of Education to really understand the importance of having flexibility and adaptability

in the way we can offer learning to children,” Span says.

#### **Changing the Face of Teacher Preparation**

That need for adaptability extends beyond how learning is offered, notes **Nancy Latham**, executive director of the Council on Teacher Education for the College of Education. The COVID-19 pandemic has “forever changed the face of teacher preparation,” she says. “And not just teacher preparation, but preparation for school social workers and school psychologists. They’re all trying to figure out how to work in a remote learning environment. So, as we look at teacher preparation moving forward, we teach future educators how to plan and implement instruction, how to evaluate learners and assess instruction, how to reflect on their own practices, not just in the context of face-to-face. Everything has to be both ways. For our teacher candidates, this is a moment of great opportunity.”

Span agrees. “We need to do a better job of ensuring that we train individuals who are going to teach or be administrators to not only engage in the face-to-face, but in the remote and online as well,” he says. “So, how do we shift and adjust our teacher education programs to ensure we are educating our future teaching force so that they can reach their highest potential as educators, regardless of setting and circumstance?”

That setting for student learning, for over 300 years, has been in school buildings. Now, a teacher with 30 students is engaging those students in their dwelling places, through technology. It’s likely that no K-12

teacher ever envisioned her- or himself teaching anywhere else than a school building. Yet, most teachers have been sheltering in place since the end of March, teaching their students remotely.

“Teachers are in new territory,” Latham says. “It will be interesting to interview them after this year. I think teachers will feel that they’ve probably never known and had a relationship with a group of learners and their families as deeply as they’ve had with this group. And I’d bet most parents would reciprocate that.”

#### **Dealing With the Inequities in Education**

Still, some negatives for teachers and learners have arisen from the pandemic, as Latham is quick to point out. “This challenge is further exposing inequities that already exist—not that teachers didn’t know they existed, and didn’t deal with those inequities daily, but this has made them painfully obvious.”

One of those inequities surrounds equal access to technology. “Not all students have access to online learning,” says **Lisa Monda-Amaya**, associate dean for undergraduate programs. “There’s a concern about how teachers are going to be able to reach those students. There’s also a concern about students with disabilities, how they’re going to be able to access content. Another significant concern has to do with how students with severe disabilities are gaining access to appropriate services.”

Remote learning, says Span, “has become the great exacerbator of the inequalities we have in society.” He mentions a school district in Chicago that had to have 100,000



RAPID RESPONSE TO COVID-19



**March 17, 2020** Council on Teacher Education and the College of Education discuss the need for a website in immediate response to the COVID-19 crisis to assist educators with remote teaching and learning.

**March 31, 2020** LearnAway website launches with 450 resources, curriculum ideas, and tips for online teaching and learning.

**April 2020** 10Talk expert videos launch on YouTube.

**June 2020** LearnAway weekly newsletter is distributed.

As of September 2020, LearnAway has produced:

1746	583	19	13
Curriculum Resources	Educator Resources	10Talk Videos	LearnAway Newsletters

devices distributed to students. “There are 400,000 kids in Chicago Public Schools, and that tells me that at least 25 percent require some kind of device to aid and assist them in their learning in the wake of COVID-19.” And he points out that even if you have a device, “that doesn’t necessarily mean you have the other kinds of things that need to go with it—the connectivity to engage in remote learning, a structure to understand what it means, some type of facilitation between the teacher and the school district to enhance that learning.” Educators need to spend a lot of time around these problems, Span says, “not just in the wake of a future pandemic, but just a need to aid and facilitate education, to make sure teachers are prepared to engage students regardless of their setting—and not just the face-to-face one we have held near and dear for the past three-and-a-half centuries.”

Another challenge that Latham points out is the structure in which remote learning takes place.

“We can come up with creative remote learning strategies, but they are received very differently in various households,” she says. “You might have a household where there are two parents, and one is working and one can help with the schooling and enhance it. Or you might have two parents in the home, perhaps, but they are both working intense hours themselves and trying to figure out how to balance this. This is an ask a family has never felt before.” To try to circumvent this situation, many teachers are personalizing and customizing the learning. “If we can bring learning resources and ideas and applications together for them and at least make that part easier and let them be the experts on their learners, we can let them use their energies toward that customization,” Latham says. “That’s our goal with the LearnAway website.”

A Shift in Education

Monda-Amaya sees the pandemic causing a shift in education. For that

shift to happen in the classroom, it also has to take place in teacher education programs, she adds. “I think everybody is recognizing that there’s a need to be able to prepare teachers regarding remote instruction,” she notes. “Teachers will have to think differently about the way technology is being accessed by students in their classrooms, and how they are going to use technology to teach content—and help students access content in very different ways.” Span believes remote learning will become more prominent in the future of education “It’s unfortunate it took a pandemic for us to get to this point,” he says, “but in some ways we can see where remote learning can become the great equalizer of educational opportunities. It can give children more access to resources and to opportunities.”

130K

Approximately 130,000 teachers in the state of Illinois were moved to online teaching on April 1, 2020.

2M

Approximately two million K-12 students in the state of Illinois were moved to online learning on April 1, 2020.



# Schools After COVID-19: Seven Steps Towards a Learning Revolution

by Bill Cope and Mary Kalantzis

Professors William Cope and Mary Kalantzis have spent years building tools and researching pedagogical processes for online learning.

Here are their seven tips—what they refer to as “digital affordances”—for better learning in an online environment.



## Step 1: Turn Students into Active Learners

Position students as knowledge producers rather than simply knowledge consumers.

Discard tedious scanned textbooks and worksheets. Instead, point students to credible content available online in more engaging formats. Better still, have them find it themselves and learn to discern good sources from bad.

Sitting in classes and listening to teacher talk, in-person or now on video, has always been an absurdly low cognitive load. And more so for today's students who, on their personal devices, have become habituated to designing their own information feeds. When recording video, break it into small parts and accept that control has been ceded to students for the listening—to skip the easy bits, to play at 2x speed, or to replay the harder parts several times.

## Step 2: Harness Collaborative Intelligence

One of the classical delivery modes for online learning is to watch the video or read the text, do the activity, then take the quiz.

The lesson of social media is the powerful “stickiness” of connection and mutual recognition of each other's presence. Have students work together in shared online projects. In a time of physical distancing, social learning is more important than ever.

Get students to peer-review each other's work. Students learn by seeing strengths and weaknesses in others' works-in-progress. They learn to give constructive feedback—not “wow, that's great”, but “here's a suggestion.” They learn to respect others' perspectives and to acknowledge the contributions peers have made to their own learning.

## Step 3: Allow Learner Differences to Shine

We call the first two of our seven tips, “changing the balance of agency,” where learners take

greater responsibility for their learning and individual learning is balanced with social interaction.

One result of relaxing the constraints on learner agency is that learner differences become a visible and refreshing resource for learning—productive diversity.

Have students co-curate content. Learning about volcanoes or triangles? Have students research a volcano in favorite country or a familiar triangle-in-reality. The differences will give voice to their interests and identities. The knowledge they share will be distinctively their own. Have students give feedback on others' work. If the theory of “crowdsourcing” is correct, the sum of multiple peer reviews can be as smart, interesting, and rich as an expert review and students can progress towards “mastery” objectives at their own pace.

## Step 4: Make the Most of Digital Media

Today, in web-based work we have the resource of “multimodal meaning,” where the page can look as good as any other on the web, and where we can include digital images, videos, audio, infographics and a host of other resources, all duly cited and linked, of course.

This is the new literacy of our times. Spaces for “web writing” such as blogs and wikis are accessible to all from a range of devices. Have students use various web tools to make what we term “multimodal knowledge representations.”

## Step 5: Assess-As-You-Go

Traditional tests measure long term memory: a fact, a definition, a procedure correctly applied.

Here's a different scenario. A class of twenty eighth grade students in rural Wisconsin is studying the Comedy of Errors in our experimental CGScholar (Common Ground Scholar) platform.

By the end of their unit of work (about 3 weeks) they have interacted in online discussion and written a peer reviewed project, giving and receiving 1,172 pieces of actionable feedback and having

their results analyzed based on nearly 150,000 tiny datapoints. Each learner can see their progress towards mastery as the petals grow in the colorful flower visualization (the “aster plot”), and on three measures: the knowledge they have acquired, the effort they have put in, and their help to each other or the collaborative contributions to the class. No teacher could offer this much feedback or analyze this much data this carefully. No tests could give so much immediate feedback to every learner.

## Step 6: Have Your Learners Think about Their Thinking

One of the most powerful consequences of the five changes we have already mentioned is a phenomenon we call “metacognition”—thinking is more effective when thinkers also think about their thinking. Instead of a teacher or test-marker imposing judgement from the outside, give learners rubrics in which they can measure themselves and each other. Have learners make posts, then comment constructively on each other's posts. Have them discuss what a particular piece of learning is for, and the kind of “knowledge processes” that it requires.

## Step 7: Learn that Learning is Everywhere

Traditional educational architectures had teachers and learners confined in space and time—the four walls of the classroom and the blocks of the schedule. Now, by dint of today's terrible circumstances and for the moment at least, we've been “liberated” from the first of these confinements.

“Ubiquitous learning”—learning any time, any place—allows education to break out of institutional confinements. Not only is online discussion more inclusive of all learners, it doesn't matter whether it happens in class or as work at home. And the “flipped classroom” idea is that recorded video lessons can be quite different from and in many respects better than the teacher lecture. So, our seventh tip: we've become flexible about space; now let's become flexible about time.



# COVID-19 has challenged higher education—and spurred a flurry of **research activity** in the College of Education

BY TOM HANLON

In response to the pandemic, the College has provided seed funding for **10 projects**, all related to the impacts of COVID-19 on education and society.

“We wanted to support our researchers, particularly as they think about how to transition to new modes of research,” says **Gabrielle Allen**, the College’s associate dean for research and research education. “We know there’s been a big disruption to school-based research, and we wanted to incentivize researchers to start looking at alternative data sources and collection methods.”

The hope, Allen adds, is that these activities will turn into full-blown projects that could receive larger-scale funding from major federal foundations. The projects range from studying changes in undergraduate STEM motivation due to the pandemic to developing an “interactive automatic counselor” to serve as a risk assessment tool to help people navigate

day-to-day uncertainties related to COVID-19 to adapting preschools to online learning (see COVID-19 Funded Research Projects, below, for more).

“The projects show the breadth of scholarship in the College,” Allen says. “We have to think about things more holistically, looking at the grand challenges in education that we need to address.”

No matter the area of research, the ultimate goal is societal impact, Allen says. “That’s what we’re looking at. How can we contribute to improving outcomes for our community now, while we also support our researchers in their careers, and support our students to continue their studies? This was the motivation for us in designing this solicitation.

Allen, who also oversees the **Bureau of Educational Research (BER)**, points to the importance of the BER in driving and supporting transformative research—not just in the College of Education, but across campus.



**“If we want to see real societal impact, then we absolutely need to be doing more interdisciplinary research around clusters of activities, so we can look at the grand challenges of education.”**

— Gabrielle Allen, the College’s associate dean for research and research education

## COVID-19 Seed-Funded Research Projects:

### **The Role of Online Museum Experiences in Supporting At-Home Science Learning in the Era of COVID-19**

PI: Catherine Dornfeld Tissenbaum, C&I; Co-PI: Stina Krist, C&I;  
Graduate Student: McKenna Lane, C&I

This project will study families’ interactions with online museum experiences, focusing on resources and constraints in their access and participation; science learning outcomes and connection to teacher-assigned activities; and families’ own strategies for learning.

### **The Role of Community-based Immigrant-Serving Non-Profits in Bridging Home and School during COVID-19**

PI: Liv Davila, EPOL; Graduate Student: Lucero Garcia-Villegas, EPOL;  
Graduate Student: Susan Ogwal, EPOL

COVID-19 has heightened public awareness of social inequalities that present barriers to educational success within immigrant and refugee youth and their families. This research will explore the perspectives of leaders of community-based non-profit organizations in Champaign County, IL that focus on providing social (including educational) supports to immigrant and refugee families during COVID-19.

### **Pilot Evaluation of We CU: A campus-wide program that strengthens student community engagement to meet the needs of Illinois communities during COVID-19**

PI: Chris Napolitano, EPSY; Co-PI: Emily Stone, Bureau of Educational Research;  
Co-PI: Brent Roberts, Psychology; Graduate Student: Jisoo Youn, EPSY;  
Graduate Student: Madison Sewell, EPSY

The We CU program facilitates and a student-led volunteer responses to COVID-19. This project will evaluate both the participation of student volunteers and the impact of the program, including assessing volunteers’ behavioral, emotional, and social skills like leadership, empathy, and stress resistance, and the role that We CU participation plays in their career development.

### **E-Learning During a Global Pandemic: Adapting preschool to a socially distant reality**

PI: Giselle Martinez Negrette, C&I; Co-PI: Stephanie Sanders-Smith, C&I;  
Graduate Student: Jadyn Harris, C&I; Graduate Student: Rachita Rana, EPOL

Preschools moving online during the COVID-19 pandemic have created opportunities for considering what is possible in an online preschool classroom and, further, the role of preschool in supporting culturally and linguistically diverse students. This work examines bilingual preschools that have been able to move online quickly and maintain quality educational experiences, investigating how early childhood programs have adapted preschool curricula and pedagogy to e-learning environments.

### **Do K-12 School Closures Slow the Spread of COVID-19?**

PI: Rebecca Hinze-Pifer, EPOL

Given the phenomenally high cost of school closure, along with clear indications that school closure exacerbates existing social inequalities, this study will estimate the impact of school closure on COVID-19 transmission and contribute to a growing knowledge on the role of school closure in COVID-19 control, in the face of public and scientific skepticism, providing critical guidance to allow public health officials and policymakers to build a path through the next year.

### **City Settlers: Transforming a collaborative STEM education game for COVID-19 online use**

PI: Mike Tissenbaum, C&I; External Consultant: Vikesh Kumar, University of Wisconsin; Graduate Student: Litong Zheng, C&I; Undergraduate Student: Ruby Wang, College of Engineering; Graduate Student: Taehyun Kim, C&I;  
Undergraduate Student: Zhanchen Huang, School of Information Sciences

City Settlers is a multiplayer participatory simulation where student teams collaboratively manage, grow, and sustain cities. Prior to COVID, City Settlers was to run in middle school classrooms. In response to COVID, the game will be converted into a standalone online version, enabling learners to play at a distance while still engaging in interdisciplinary STEM learning.

### **The HigherEd COVID-19 Response (HECR) Study Evaluation of Higher Education Institutional Responses during COVID-19 on Student Sociocultural Factors**

PI: Nidia Ruedas-Gracia, EPSY; Co-PI: Rodney Hopson, EDPsy; Graduate Student: Ananya Tiwari, EPSY

In light of COVID-19, universities around the world exhibited rapid shifts in the way courses were delivered for spring 2020. This study will evaluate the impact of university responses during COVID-19 on student-level sociocultural factors (e.g., sense of belonging to the university, psychological wellbeing, academic motivation to remain in their institution, etc.). This multi-phase study will be a quantitative and qualitative exploratory pilot study at a Midwest public university during summer 2020.

### **Student Experiences Amid the COVID-19 Pandemic: Examining the aspirations and beliefs of Black males who play sports in a K-12 setting**

PI: Adeyemo Adeoye, EPOL; Co-PI: Nathan Castillo, EPOL

While Black males are praised for their athletic accomplishments, they are not often expected to achieve academic success. The suspension of athletic competition due to the pandemic has raised new questions about athletic and academic aspirations and beliefs of Black males who play sports. This project will explore the impact of the suspension of athletic competition on the educational aspirations and beliefs of Black males who play sports in K-12 settings.

### **Changes in Undergraduate STEM Motivation Due to COVID-19**

PI: Jennifer Cromley, EPSY; Graduate Student: Andrea Kunze, EPSY;  
Undergraduate Student: Elizabeth Zelenka, EPSY

The pandemic has brought about a global move to online instruction. Related to this move, this project will investigate changes observed and documented at the University of Illinois in undergraduate biology students’ motivation for biology and their intention to remain in STEM.

### **COVID-19 Risk Mitigation: Interactive Automatic Counselor**

PI: Dan Morrow, EPSY; Co-PI: H. Chad Lane, EPSY; Co-PI: Suma Bhat, Electrical and Computer Engineering; Co-PI: Mark Hasegawa-Johnson, Electrical and Computer Engineering

The general public needs to make many decisions related to risk as they navigate day-to-day uncertainties related to COVID-19. This project will develop a prototype *Interactive Automatic Counselor*, an (AI) risk assessment tool that educates and helps people make these decisions.





# Fighting for Social Justice

College of Education faculty continue to apply their research to create more equitable outcomes and advocate for interventions that battle systemic racism in education and society.

The College of Education has long lived out a firm commitment to social justice. The many injustices—including killings—perpetrated this year by police officers against Black people have sparked worldwide outrage and demonstrations in support of Black Lives Matter and of social equity in general. These injustices, and the need for reform, have brought to the fore the steady work done in these areas by College faculty.

The faculty addressed anti-Black racism in a virtual Town Hall meeting in June 2020, with six nationally-recognized thought leaders speaking to how we can leverage the heightened awareness of racial inequity to bring about lasting change, how faculty need to continue to engage in research that informs and provides interventions for systemic and institutionalized racism, and how teacher education can be transformed to instill dispositions of equality and inclusivity in classrooms beginning with Pre-K.



“COVID-19 has further exposed and exacerbated the deep structural inequities and ugly uncomfortable truths that we as Americans continue to silently accept and normalize. So I ask of only one thing from those currently protesting.

Keep organizing and keep protesting. Keep demanding equality and a seat at the table. Know that if you are not at the table, you are on the menu. Keep demanding to be acknowledged, not just for George Floyd and the countless others whose lives were unnecessarily and senselessly cut short, but for yourselves, and your futures.

Don't stop short in your pursuit of happiness. Continue demanding to be seen and heard, not only in protest, but in life, politics and policy. Keep demanding something better. Keep demanding this nation be better.”

— **Christopher Span**, Associate Dean for Graduate Programs

Excerpted from Dr. Span's, *Essay: 'Protesters, Know That I Not Only See You ... I Am You,'* News-Gazette Media





Top Row, L-R: James Anderson, Christopher Span, Rochelle Gutiérrez. Bottom Row; L-R: Adrienne Dixon, Rodney Hopson, William Trent

# ADDRESSING ANTI-BLACK RACISM AND THE RISE OF GLOBAL PROTESTS: IS IT DIFFERENT THIS TIME?

by Ashley Lawrence

**Nationally-recognized thought leaders in social justice, equality, and the study of systemic racism shared their perspectives in a recent Virtual Town Hall Meeting.**

In the wake of George Floyd’s death and protests and demonstrations around the globe, graduate students within the College of Education voiced a desire to acknowledge

the unrest with a community-wide conversation. Students alerted leadership to concerns about mental, emotional, and physical health—amidst a pandemic already disproportionately impacting people of color—and a need for moving the dialogue forward in meaningful, actionable, immediate ways.

Where do we go from here? How do we move beyond the statements provided in this moment to the

structural changes needed? How do we leverage the heightened awareness, energy, and fervor around racially-motivated inequity and injustice for lasting change?

“Many Education faculty and students have been committed to research—for a very long time—in areas of social justice, equality, and the examination of systemic racism inside and outside of education,” said James D. Anderson, College

of Education Dean. “This is a great time to reflect on the work that we do and recommit ourselves to doing the kind of work to answer these important questions.”

Organized and moderated by Yoon Pak, Department Head of Education Policy, Organization and Leadership (EPOL), the virtual Town Hall Meeting was held via Zoom the afternoon of June 18, 2020. The meeting opened with a talk and challenge from Dean Anderson.

**“Whether within the university or state agencies, we need to be engaged in research activities that inform about and provide interventions for systemic racism,” Anderson said. “We will know that society is seriously interested in ending systemic and institutionalized racism when they begin to support the kinds of research that will bring about change.”**

## Roundtable Discussion Topics

**JAMES D. ANDERSON, Dean and Gutgsell Professor: “Addressing Anti-Black Racism and the Rise of Global Protests: Is it Different This Time?”**

Anderson’s scholarship focuses broadly on the history of U.S. education, with specializations in the history of African American education in the South, the history of higher education desegregation, the history of public school desegregation, and the history of African American school achievement in the 20th century.

**CHRISTOPHER SPAN, Associate Dean for Graduate Programs and Professor of EPOL: “Historical Contexts and Lessons About Racism in the U.S. that Everyone Should Know”**

Span’s research interests primarily pertain to the educational history of 19th and 20th century African Americans and his scholarship is widely recognized in varying fields in education.

**ROCHELLE GUTIÉRREZ, Professor of C&I: “How do we Transform Teacher Education? As Early as Pre-K, How Do We Instill Dispositions of Equality and Inclusivity?”**

Gutiérrez’ scholarship focuses on issues of identity and power in mathematics education, paying particular attention to how race, class, and language affect teaching and learning. Through in-depth analyses of effective teaching/ learning communities and longitudinal studies of developing and practicing teachers, her work challenges deficit views of students who are Latinx, Black, and Indigenous.

**ADRIENNE DIXSON, Professor of EPOL: “The Role of Educational Researchers in Bringing Systemic Racism to Light, and What Whites Can Do, Beyond Statements, to Move Toward Dismantling It”**

Dixon’s primary research interest focuses on how issues of race, class, and gender intersect and impact educational equity in urban schooling contexts. She locates her research within two theoretical frameworks: Critical Race Theory and Black Feminist Theories.

**RODNEY HOPSON, Professor of EPSY: “Global Awareness of Anti-Black Violence and Racism and How it’s Become a Protest Movement Worldwide”**

Hopson’s research interests lie in social politics and policies, foundations of education, sociolinguistics, ethnography, and evaluation. Relative to his research interests, Hopson raises questions that address the differential impact of education and schooling on marginalized and underrepresented groups in diverse global nation states and seek solutions to social and educational conditions in the form of alternative paradigms, epistemologies, and methods for the way the oppressed succeed and thrive despite circumstances and opportunities that suggest otherwise.

**WILLIAM TRENT, Professor of EPOL: “Impacts of Systemic Racism on Health and Within Socio-political Structures”**

Trent’s lifelong research has focused on the Sociology of Education: educational inequality; race and ethnicity; and complex organization/social change/ education policy.

“We have to work on doing the scholarship that produces the insights and the understanding that help us not harm ourselves by internalizing any of this poison, as people of color. And work on preventing the expansion of and continued embedding of negative master narratives in our schools, in our literature, and in our workplaces,” said Trent.

***View the Virtual Town Hall on the College’s YouTube channel.***



# INSIDE THE PSYCHOLOGY OF RADICAL HEALING COLLECTIVE

by Ashley Lawrence

Educational Psychology and African American Studies professor Helen A. Neville is the founder of the Psychology of Radical Healing Collective, a group of psychology scholars and practitioners who work at the intersections of social justice, culture, ethnicity, race, and healing. The Collective publishes a blog series for *Psychology Today* that speaks to timely topics, looking to share frameworks for radical healing and hope for individuals and communities dealing with racial, cultural, and ethnic traumas.

## How did the Collective come to be, as it now exists?

While I was on a Fulbright (grant) doing research in Tanzania, I had an opportunity to reflect on the profound impact that living in a racially oppressive society has on one's overall wellbeing—psychological, physical, mental. Because in Tanzania, while other social issues may exist, racism and racial oppression is not an issue.

Simultaneously, I was running for the position of president of Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race) within the American Psychological Association (APA). As president, I wanted to focus on the idea of racial healing. My emphasis was asking: what can Black, Indigenous, and People of Color (BIPOC) do to promote healing within ourselves and within our communities?

When I became president of Division 45, I chose promoting healing through social justice as my theme for the year. Next, I recruited some fabulous people to join me—the “Dream Team”—to flesh this out. This group eventually became the Psychology of Radical Healing Collective: UI Educational Psychology alumni Dr. Jioni Lewis and Dr. Bryana French; Dr. Hector Adames and Dr. Nayeli Chavez of the Chicago School of Professional Psychology; Dr. Della Mosley from the University of Florida; and Dr. Grace Chen, a practitioner in the San Francisco Bay Area.

The Collective came together and said, ‘let’s think through and develop a model for healing identity-based wounds.’ The team wrote a journal article published in *The Counseling*

*Psychologist*, proposing a **Psychological Framework of Radical Healing** in communities of color. The framework is influenced by other psychologists and educational researchers, especially the previous work of Lillian Comas-Diaz and Shawn Ginwright (author of the book *Black Youth Rising*). Later in 2019, the Collective wrote a second article on the concept of **Radical Hope in Revolting Times**, which was published in *Social and Personality Psychology Compass*.

We started blogging to more broadly disseminate information about the Psychology of Radical Healing, and potentially help more people find healing.

## When did the blog series at the Psychology Today website begin, and what has the reaction and reception been so far, overall?

Our first **Psychology Today** blog entry was in March of 2019. We’ve received lots of incredible feedback so far. Each of us shares the blog through social media, and people have responded quite well and said it’s helpful in terms of both individual and community healing. And that this idea of justice is an essential component to the healing process. To date, we have seven blog entries on the website.

The Collective’s initial blog entries generally explored radical healing and radical self-care. Other blog entries have addressed specific communities, including LGBTQ+ BIPOC, immigrants, and Arab, Middle Eastern-North African (MENA) communities, too. We invited UI graduate student Amir Maghsoodi to serve as lead author on the latter blog

entry. Since the pandemic hit, we’ve had more specific blog entries. One is this notion of radical healing at this particular time of COVID-19. Another entry, right after Breonna Taylor was killed and before a lot of attention was drawn to her story, was “#SayOurNames: Radical healing for Black women and gender expansive folx.” Healing for black women in this moment, when they’re both being killed and affected and impacted by health inequities, is very important.

Our group is a true collective and we write as a collective. What will happen is one person will say, ‘I have an idea I want to write about’ and they’ll write about it, then they’ll work with one or two others in our group to add to it, then share the whole blog entry with the entire team. We all provide feedback and go through the editorial process together. We do have differences of opinion, and we often have to talk through these differences.

## Why is the Psychology of Radical Healing Collective meaningful to you?

BIPOC need a space to unpack some of the racial trauma that they have experienced in the context of the United States. I think that is meaningful, that healing in and of itself, and creates opportunities for us to create connection. And it’s meaningful for me as a psychologist and a black studies scholar to blend my two main disciplines—my training allows me to focus on community and other systems. What’s exciting to me is the ability to focus on the importance of us intervening at the community level to promote healing.



## Using AI to improve education, impact society

The College of Education is taking part in multiple new artificial intelligence institutes to explore how AI can impact education and society.

The College of Education is involved in two of the seven new national artificial intelligence institutes, which are being funded by the **National Science Foundation** and the **U.S. Department of Agriculture's National Institute of Food and Agriculture**.

Two of those seven AI institutes are led from the University of Illinois Urbana-Champaign campus: the **Artificial Intelligence for Future Agricultural Resilience, Management, and Sustainability (AIFARMS) Institute** and the **Molecular Maker Lab Institute**. Each institute, funded for five years, involves researchers from multiple universities.

"It reflects the strength of the University of Illinois," says Gabrielle Allen, associate dean for research and research education in the College of Education. "The fact that we are leading two institutes shows the faith the NSF has in the university to be able to carry out not just the research and the science, but in our ability to bring the institutional support to execute these large and complex projects."



**Michael Tissenbaum**, assistant professor in Curriculum & Instruction, is part of the AI Institute for Student-AI Teaming, centered at the University of Colorado Boulder, which will explore the role that artificial intelligence can play in the future of education.



**Denice Hood**, teaching associate professor in Education Policy, Organization & Leadership is involved in AIFARMS.

"As program evaluator, I am affiliated with the Center for Culturally Responsive Evaluation & Assessment (CREA) at the College of Education. This

project is an excellent opportunity to support the AI institute team in determining the how the goals are accomplished and to provide technical support related to evaluation."



**Raya Hegeman-Davis**, also with AIFARMS will recruit high school teachers to go through the College's **Computer Science Teacher Endorsement Program** and then create a support and collaboration network for those newly-endorsed teachers.

"One of the really exciting things about this funding is it is allowing us to expand the work we are already doing with I-STECS," Hegeman-Davis says. (I-STECS is the Illinois Secondary Teacher Education and Computer Science initiative established to certify high school computer science teachers.)

At the AI Institute for Student-AI Teaming in Boulder, Tissenbaum will be part of a team exploring how AI can be used to help students learn and work collaboratively. "We're looking at thousands of hours of student discourse, particularly around collaboration on STEM topics," Tissenbaum says. "Can we make AI agents that are advanced enough to be a partner in those conversations, to be part of that collaborative thinking, to prompt and support them in naturalistic ways? Can we understand how students are learning and then give that information back to the students for self-reflection, and to teachers for orchestration?" AI, he adds, can help regulate learning and solve some of the big challenges in education in the 21st century.

"It's going to be transformational," Allen says. "The College of Education is uniquely positioned to think about how you use AI to improve learning and teaching. We understand how to take advantage of these new technologies. The new possibilities that research in AI and deep learning will afford us, and on how it will impact teaching and learning, is exciting."

## Studying the Challenges of Immigrant and Refugee Students



**Dr. Liv Thorstensson Davila uncovers the challenges immigrants face and the factors that can lead to a successful transition to their new country.**

"What kids all over the world right now are experiencing because of COVID-19—like not being able to go to school, or being home with parents who can't help them with remote learning—these are the kinds of things that most of the kids in my research have always faced," Davila says. She argues that COVID-19 presents unique new challenges, however, including social isolation, concerns around access to health care, and parental job insecurity.

Davila conducted a study from 2016 through 2018, funded by the **Spencer Foundation**, on adolescent English learners from the Democratic Republic of the Congo. The study focused on learners' identities and learning within linguistically diverse high school classrooms in the U.S.

"A lot was going on politically at the time," she says, referring to the U.S. presidential election and the increased negative rhetoric and action regarding immigrants. "I saw these kids negotiate the discourse that was lobbed against them. They would try to save face or keep a low profile. But sometimes they would say really candid things to each other about how immigrants should be treated."

Since Donald Trump was elected president in 2016, the topic of immigration has been much more on the surface, Davila says. "It makes this kind of research even more important, because the groups I've been working with over the last 20 or so years feel stigmatized and will always feel stigmatized, but are stigmatized in more direct ways now," she adds. "So as a researcher, I've definitely become more politicized in my thinking about my findings—about language, race, citizenship, and legal status—and even to some degree the questions I ask in my research. The topic is very sensitive, so I don't ask without paying close attention to whether it's appropriate to ask."

"How can the knowledge that I have about the populations I work with be applied in situations that most kids around the world are facing right now? At the core of all my research is this process of taking what's happening at the micro level and widening the lens to see what it means for the larger community."

## Assessment During a Crisis: Responding to a Global Pandemic

In June 2020, the **National Institute for Learning Outcomes Assessment (NILOA)** released a new report, **"Assessment During a Crisis: Responding to a Global Pandemic,"** based on a survey of more than 800 college personnel responsible for assessment.

In March 2020, institutions abruptly pivoted to remote instruction in response to COVID-19. The findings from NILOA's national survey of assessment-related changes made in Spring 2020 in response to COVID-19 coupled findings with other reports released from March through July and provide guidance in the form of "do's" and "don't's" for higher education and the field of assessment.



NILOA director **Natasha Jankowski** was appointed as the Public Member for the **Council for the**

**Advancement of Standards (CAS)** and to the **Higher Learning Commission Assessment Academy Advisory Board**.

NILOA was honored with the **2020 Contribution to Higher Education Award** at the American College Personnel Association (ACPA) Annual Convention. The award recognizes individuals and organizations that advance a broad higher education agenda through meaningful work at the institutional, regional, and national levels.





**Ron Jacobs**, professor in Education Policy, Organization & Leadership, was inducted into the **Academy of Human Resource Development (AHRD) Scholar Hall of Fame**. Jacob's research topics include knowledge work, formal learning in the work setting, employee competence, and adapting HRD practices to the societal level. He has written over 100 journal articles and book chapters and has authored or edited six books that address a broad range of topics in the human resource development field. In his 40 years serving at three universities, Jacobs has graduated more than 300 master's and 68 doctoral students, 38 of whom serve as professors around the world.



**Gloriana González**, associate professor in Curriculum & Instruction, was accepted into the **2020 New Leadership Academy Fellows Program**, a partnership between the **National Forum on Higher Education for the Public Good (National and the American Association of Hispanics in Higher Education (AAHHE))**. Additionally, she and her collaborators at the University of Puerto Rico concluded the first year of data collection for the **National Science Foundation**-funded project, *Developing technological pedagogical content knowledge of pre-service math teachers by enhancement of a methods course using instrumental orchestration and lesson study strategies*.



**Rodney Hopson**, professor in Educational Psychology, was named a PI on the **National Science Foundation INCLUDES Alliance award, Supporting Emerging Aquatic Scientists (SEAS) Islands Alliance**. INCLUDES projects develop partnerships among stakeholders across public, private, and academic sectors, share promising practices for broadening participation and other useful data, contribute to the knowledge base on broadening participation in STEM through research, and establish a framework for supporting communications and networking.



**Jennifer Delaney**, associate professor in Education Policy, Organization & Leadership, was appointed by Governor J.B. Pritzker to the **Illinois Board of Higher Education**. Delaney was also awarded a **Joyce Foundation Grant** for her project titled *Effects of Direct Admission Policies for Low-Income Students and Students of Color*. Previously, she worked for the Advisory Committee on Student Financial Assistance, the National Center for Public Policy and Higher Education, and served as a consultant for the Commission on the Future of Higher Education.



**Jessica Li**, professor in Education Policy, Organization & Leadership, was selected to the Provost's **2020-21 Building Pathways for Emerging Leaders at Illinois** cohort. The Building Pathways program is for emerging leaders (senior associate professors or newly-promoted full professors) who have an interest in exploring leadership and administrative roles. Jessica is also the Chair of the Education and Workforce Development Working Group, **Discovery Partners Institute**, University of Illinois System.



**Giselle Martinez Negrette**, assistant professor in Curriculum & Instruction, was awarded a **Campus Research Board** grant to examine *Teachers' Ideologies and Attitudes Toward Sociocultural Competence in Dual Language Immersion Programs*. Martinez Negrette was also selected as part of the **2020-2022 National Council of Teachers of English (NCTE) Research Foundation's Cultivating New Voices Among Scholars of Color (CNV)** program. In addition, her dissertation was recognized with an Honorable Mention Dissertation Award from the American Educational Research Association (AERA), Latina/o/x Research Issues SIG.



**Adrienne Dixon**, professor in Education Policy, Organization & Leadership, was selected to the **Diversity Scholars Network** at the University of Michigan. Dixon is also part of a team awarded a grant from the **Spencer Foundation** for COVID-19 related research. Her project, called *Whose Home for Home School?: Black "essential worker" mothers and their experiences with distance learning during COVID-19* is one of the 20 projects selected from nearly 1,400 grant submissions. Dixon received the **2020 Scholars of Color Mid-Career Contribution Award** from the American Educational Research Association.



**Wenhao David Huang**, associate professor in Education Policy, Organization & Leadership, collaborated on the project *Identifying Depression through Early Awareness (IDEA) Women's Health Coalition*, with School of Social Work faculty and has been awarded the **Dean's Prize for Innovation and Collaboration** from Social Work Dean Steven Anderson. Huang's research is focused on implementation of interventions looking at how to optimize individuals', organizations', and communities' motivation and capabilities to engage with intended interventions for the purpose of change.



**Jessica Hardy**, assistant professor in Special Education, was awarded a **Hardie Faculty Fellow** grant to study the effects of a math intervention on the early math skills of preschoolers with disabilities. Hardy is developing an app that can be used to assess young children's math abilities and individualize instruction in target skills. She has conducted research on the use of systematic instruction to support preschool children in learning early math skills, such as counting, patterning, and classification. She also studies the use of coaching as a professional development approach to support preschool teachers' use of evidence-based practices.



**Meghan Burke**, associate professor in Special Education, was named a **2020-21 University Scholar**. The program was created to reward outstanding faculty members in the University of Illinois System. Burke was also named **Fellow of the American Association on Intellectual and Developmental Disabilities (FAAIDD)**. Individuals may be nominated after they have had at least seven years of continuous membership in AAIDD, participation in the professional and business affairs of the Association, and are judged to have made a meritorious contribution to the field of intellectual disability.



**Eboni Zamani-Gallaher**, professor in Education Policy, Organization & Leadership and director of the **Office of Community College Research and Leadership** was named executive director of the **Council for the Study of Community Colleges** which is now housed at the University of Illinois Urbana-Champaign. She received a **Strengthening Career Technical Education** grant from the **Illinois Community College Board (ICCB)** to support the improvement of career and technical education programming throughout the Illinois community college system. In June 2020 Zamani-Gallaher also received a significant **Bill & Melinda Gates Foundation Grant**.



**Rosa Milagros Santos**, professor in Special Education, was appointed by Governor J.B. Pritzker to the state-wide **Illinois Interagency Council on Early Intervention**. The council advises and assists in development, implementation, and evaluation of early intervention and education programs for children with disabilities and their families. In her particular role on the council, Santos is involved in the preparation of professional personnel to serve infants and toddlers similar to those eligible for services under the Early Intervention Services System and will serve a three-year term.



**Stacy Dymond**, professor in Special Education, was awarded **ISBE Funding for Illinois Center for Transition and Work**. Dymond and David Strauser (College of AHS: Community Health Program) will create a state-wide training and technical assistance center that specifically focuses on transition from school to work for students with significant disabilities (e.g., intellectual disability, multiple disabilities, autism). She has directed numerous grant funded projects related to service learning, access to the general curriculum, personnel preparation, and the development of leadership personnel.



**Rochelle Gutiérrez**, professor in Curriculum & Instruction, received **Spencer Foundation** funding for her proposal, *Political Conocimiento in Teaching Mathematics: Preparing Teachers to Advocate for Students*. Her scholarship focuses on issues of identity and power in mathematics education, paying particular attention to how race, class, and language affect teaching and learning. The Spencer Foundation has been a leading funder of education research since 1971 and is the only national foundation focused exclusively on supporting education research.



**Jennifer Cromley**, associate professor in Educational Psychology, was recently named the new co-editor of the journal *Applied Cognitive Psychology*, a bimonthly peer-reviewed scientific journal covering experimental research in cognitive psychology. Cromley's research focuses on two broad areas: reading comprehension of illustrated scientific text and cognitive and motivational predictors of STEM students' achievement and retention and includes both studies of basic processes and classroom interventions.



**Arlette Willis**, professor in Curriculum & Instruction, was elected into the **Reading Hall of Fame**, an independent organization that recognizes lifetime achievements in the field of reading. Six new living members and four deceased members were elected to join. Willis was also honored with the **2019 John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship** from the American Educational Research Association. Willis recently contributed to the handbook, *A Sociocultural Perspective on Readers, Reading, Reading Instruction and Assessment, Reading Policy, and Reading Research*.



# 2019-20 FACULTY BY THE NUMBERS

## 78

Tenure-track faculty

## 28%

Tenure-track faculty from underrepresented populations

## NEW SCHOLARS

The College of Education welcomes **thirteen new faculty** across multiple areas of expertise. These scholars will contribute to the College's robust research culture and develop important scholarship around learner-centered pedagogy, educational equality, clinical psychology, ESL and bilingual education, and increasing STEM educational opportunities and equity for underserved communities.



**CHERIE AVENT**

Assistant Professor, Educational Psychology

Cherie M. Avent received her Ph.D. in Educational Research, Measurement, and Evaluation from the University of North Carolina Greensboro. Prior to pursuing her doctorate, she taught at the Guilford Technical Community College in North Carolina. Cherie's research focuses on issues related to social justice and communication in program evaluation, with particular focus on STEM evaluation and contexts serving underrepresented minorities. She has evaluated multiple education projects and programs funded by organizations such as the National Science Foundation, U.S. Department of Education, and the College Foundation of North Carolina. Cherie is also co-program chair of the American Evaluation Association STEM Education and Training Topical Interest Group. Cherie believes it is important to build a strong theoretical and methodological foundation that students can use to inform their practice while also promoting equity and democracy.



**PAUL BRUNO**

Assistant Professor, Education Policy, Organization & Leadership

Paul Bruno is a doctoral candidate studying Urban Education Policy at the University of Southern California (USC), where he also earned a master's degree in Economics. His research uses quantitative methods to understand issues of school finance, resource allocation in schools, and new teacher personnel management. His work has been published in *Educational Evaluation and Policy Analysis*, *Journal of Education Finance*, *American Educational Research Journal*, and *Educational Leadership*. Prior to enrolling at USC, Paul taught middle school science in Oakland and Los Angeles, California. Before teaching, he received a master's degree in Science and Math Education and bachelor's degrees in Philosophy and Molecular Biology from the University of California, Berkeley. Paul grew up in the suburbs of Chicago, and now collaborates with his wife, a computer science education researcher.





### OSLY FLORES

**Assistant Professor, Education Policy, Organization & Leadership**

Osly J. Flores received his Ed.D. in School Leadership in the Department of Administrative and Policy Studies in the School of Education at the University of Pittsburgh in 2017. His research interests focus on investigating and furthering research and practices of school leaders who move toward fairness and justice in leadership. Particular areas of research interest include race-conscious school leadership, school leaders of color, and ethical leadership. In addition, a second area of research interest is in higher education, specifically uncovering supportive practices toward graduate students of color. Prior to coming to Illinois, Osly served as an education specialist within the state of Massachusetts' Department of Elementary and Secondary Education.



### MELISSA GOODNIGHT

**Assistant Professor, Educational Psychology**

Melissa R. Goodnight holds a Ph.D. in Comparative and International Education from the University of California Los Angeles (UCLA). Her research interests include monitoring and evaluation, qualitative and mixed methods research design, social justice theories, and writing pedagogy. Prior to UCLA, Melissa worked for the Urban Education Institute at the University of Chicago, where she managed and helped facilitate professional development programs for a network of 20 primary, middle, and secondary schools in Chicago. She is passionate about increasing educational access and quality for underserved and historically marginalized communities. Her recently published articles detail persisting social justice concerns within India's K-12 school system and their implications for evaluation and research design.



### JON HALE

**Associate Professor, Education Policy, Organization & Leadership**

Jon N. Hale earned his Ph.D. in Educational Policy Studies with a specialization in the History of Education from the University of Illinois at Urbana-Champaign in 2009. His research focuses on the history of student and teacher activism, education reform during the Civil Rights movement, and the intersection of race and progressivism in the social studies classroom. Jon's other professional interests include the history of grassroots education reform efforts, the origins of school choice and neoliberal education policy, and the implementation of the Freedom School model. He is also interested in public, local, and oral history as a means to facilitate community engagement and educational reform. Jon's research has been recognized through awards from the National Academy of Education, the Spencer Foundation, the American Educational Research Association, and the American Education Studies Association.



### HYUN-SOOK KANG

**Associate Professor, Education Policy, Organization & Leadership**

Hyun-Sook Kang joined the College of Education in Spring 2020, teaching qualitative and mixed-methods research methods and contributing to student mentoring in the Global Studies in Education and Diversity and Equity programs within the Department of EPOL. After earning her Ph.D. in Educational Linguistics from the University of Pennsylvania, she was on the faculty in the Linguistics Department at Illinois, Illinois State University, and the University of Texas at San Antonio. Hyun's research interests center on language learning and practice in relation to global mobility, such as immigration and study abroad. Her works have appeared in several international peer-reviewed journals and she is currently serving as Co-editor of *Journal of Language, Identity, and Education*.



### SAMANTHA LINDGREN

**Assistant Professor, Education Policy, Organization & Leadership**

Samantha Bonnell Lindgren received her doctorate in Agricultural and Biological Engineering from the Grainger College of Engineering at Illinois. Her research examines the role of education for sustainable development and the agentive capacity of youth in international engineering. Her current work is funded by the Link Foundation and is focused on the impact of youth-oriented sustainability education on communities in rural Namibia, and the involvement of youth in a USAID-agriculture project in Cambodia. Samantha is affiliated faculty in the College of Engineering's Technology Entrepreneurship Center where she will also be teaching. Previously, she was a secondary science teacher before joining the College of Education in 2013 as the Coordinator of STEM Teacher Development in the Office for Mathematics, Science, and Technology Education (MSTE).



### CURTIS MASON

**Teaching Associate Professor, Education Policy, Organization & Leadership**

Curtis Mason received his Ph.D. in Cultural and Educational Policy Studies at Loyola University, Chicago. Curtis received his bachelor's degree in English from Truman State University and his master's in Education from the University of Missouri-Kansas City. He worked as a high school English teacher in Excelsior Springs, Missouri, and as a middle school instructor in Raytown, Missouri. He has also taught courses at Benedictine College, University of Missouri-Kansas City, and Loyola University-Chicago. Curtis' main research areas are the history of American education and education policy. He is most interested in the rhetoric surrounding educational change, especially in early- and mid-twentieth century American educational policies.



**ERICA MASON**  
Assistant Professor, Special Education

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Erica N. Mason earned her Ph.D. from the University of Missouri in 2020. She completed her bachelor's degree in Communication at William Jewell College and her master's in Special Education at Loyola University, Chicago. Erica is an interdisciplinary thinker who enjoys working between the fields of special education and mathematics education. At Missouri, she had the opportunity to collaborate on an NSF-funded research project at the intersection of these two areas. Erica's work is aimed at understanding teachers' views of their students as mathematically capable, and especially how those views get translated into opportunities for students with disabilities to engage in rigorous mathematical activity.



**JENNIFER NELSON**  
Assistant Professor, Education Policy, Organization & Leadership

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Jennifer L. Nelson is an organizational sociologist who studies schools as workplaces for teachers and principals. After completing her Ph.D. in Sociology at Emory University in 2018, she worked as an IES postdoctoral fellow at Vanderbilt University's Peabody College. Jennifer uses field research methods to investigate how aspects of the organizational environment, such as demographic composition of teaching faculty, spatial arrangements in the workplace, and the principal's leadership practices shape teachers' coworker support and relationships. Her other research examines urban teachers' job reward bundles as predictors of turnover, early childhood teachers' identity strategies for safeguarding dignity at work, the role of organizational justice in predicting teacher trust, and determinants of state-level adoption of alternative teacher certification laws.



**AMBER RAY**  
Assistant Professor, Special Education

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Amber B. Ray, Ph.D., joins the Department of Special Education from the University of Hawaii. Her research interests include writing and reading interventions and instruction to help students with disabilities and diverse learning needs succeed. Her research focuses on strategy and self-regulation approaches to instruction and methods of professional development for teachers and school leaders on effective writing and reading instruction. She has experience teaching students with learning disabilities, autism, intellectual disabilities, and emotional and behavioral disorders. Amber received her doctorate in Learning, Literacies, and Technologies specializing in Special Education from Arizona State University.



**PATRICK RICE**  
Clinical Assistant Professor, Education Policy, Organization & Leadership

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Patrick L. Rice brings years of diverse administrative expertise to the Department of EPOL. He was the former Field Services/Equity Director for the Illinois Association of School Boards for almost a decade. From 2006-2010, Patrick was an adjunct professor for McKendree College in Lebanon, Illinois, and building principal for the Mount Vernon City Schools, District 80. In addition, he was a building administrator for Danville School District 118 and East St. Louis School District 189. Prior to becoming an administrator, Patrick taught U.S. History for East St. Louis District 189 and Springfield Public School District 186. He is the author of three best-selling books: *Equity, From the Boardroom to the Classroom*; *Vanishing School Boards*; and *The Essential Quick Flip Reference Guide for School Board Members*, and over 25 professional publications in the areas of school governance, equity, leadership, and parental/community involvement.



**REBECCA TAYLOR**  
Assistant Professor, Education Policy, Organization & Leadership

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Rebecca M. Taylor was an assistant professor of education at Suffolk University, where she investigated the ethics of higher education policy and practice and taught courses in higher education administration and community engagement. Previously, she was a postdoctoral fellow and director of the Ethically Engaged Leaders Program at Emory University's Center for Ethics and worked on college access for justice-involved students as a Research Associate in the Stanford Criminal Justice Center (SCJC) at Stanford Law School. Rebecca holds a doctoral degree in Education from Stanford University, a master's degree in Peace, Conflict, and Development Studies from Universitat Jaume I, and a bachelor's degree with honors in Mathematics and Philosophy from Washington University, St. Louis. Rebecca's commitment to educational justice manifests in her scholarship on ethics and justice in educational policy and practice.



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- Applied Learning Science
- Educational Equality & Cultural Understanding
- Workplace Training & Development
- Digital Environments for Learning, Teaching & Agency

## 2019 BY THE NUMBERS

589

Undergraduate students enrolled in the College

134

Education bachelor's degrees awarded

59

Secondary education minors awarded

27%

Undergraduate students from underrepresented populations

26.5

Average ACT score of our incoming freshmen



### TREY HARRIS

Middle Grades Education major

Trey Harris is a **Golden Apple Scholar** who is passionate about the world of education and teaching. Golden Apple prepares (and helps support through tuition assistance) high school seniors and first- and second-year Illinois college students who have the determination and drive to be excellent teachers.

He worked in Chicago Public Schools with their summer school programs, helping students who struggled during the school year to move forward into the next grade.

“This was such an eye-opening experience for me, seeing the many students that Chicago Public Schools serve. I enjoyed being a positive role model to look up to, and I hope they could see themselves doing some of the things I do. I want to be that mentor that shows them that it isn't always about where you start, but how you finish.”



## ANANYA TIWARI

Ph.D. candidate, Educational Psychology

Ananya Tiwari won the **2020 Illinois Innovation Prize** for her work with **SwaTaleem Foundation**, a non-profit that she co-founded. SwaTaleem, which roughly translates to mean “Owning your Education,” aims to solve challenges that schools in rural India face, such as lack of professional development and resources for teachers. It also tackles the still too common practice of child marriage by keeping girls in school and building their education and socio-emotional skills.

“As a scholar here, I’m given respect and a sense of freedom to bring in my ideas. I don’t feel limited in what I can do. I feel like I’ve been really supported by the people here, in whatever capacity they’ve met me—my adviser, the faculty members, staff—and I’m thankful.”



# GRADUATE EDUCATION

We offer Certificate of Advanced Study, Master of Education, Master of Science, Master of Arts, Doctorate of Education, and Doctorate of Philosophy degrees. Our graduate students exemplify leadership in educational research and practice across disciplines.

## OUR PROGRAMS

Graduate students apply to one of our four departments.

- Curriculum & Instruction
- Education Policy, Organization & Leadership
- Educational Psychology
- Special Education

## 2019 BY THE NUMBERS

# 487

On-campus  
graduate students

# 103

Master’s degrees awarded  
Summer 2019-Spring 2020

# 48

Doctoral degrees awarded  
Summer 2019-Spring 2020

# 16%

International student  
populations

# 29%

Graduate students from  
underrepresented populations



# ONLINE PROGRAMS

Backed by our reputation as one of the top-ranked public universities in the world, our online and Chicago-area programs offer an affordable, flexible, and valuable investment for busy professionals.

## 2019 BY THE NUMBERS

598

Online and Off-campus graduate students

28%

Graduate students from underrepresented populations

#8

Best Online Graduate Programs in the nation  
2020 U.S. News & World Report

## ONLINE & OFF-CAMPUS PROGRAMS

### Doctoral and Master's Degree Program

Concentrations in the Department of Education Policy, Organization & Leadership

- Diversity & Equity in Education
- Global Studies in Education
- Human Resource Development
- Learning Design & Leadership
- Educational Administration & Leadership

Master's Degree Program Concentrations in the Department of Curriculum & Instruction

- Bilingual/Bi-cultural Education
- Digital Learning
- Perspectives & Practices

Certificates of Specialization in the Department of Education Policy, Organization & Leadership

- Community College Leadership
- Designing Learning Systems in the Workplace
- Diversity & Equity in Education
- Foundations of eLearning Higher Education

- Global Studies in Education
- Human Resource Development
- International Education Administration & Leadership
- Learning Design & Leadership
- New Learning
- Online Teaching in Higher Education Environment
- Instructional Design Mastertrack Certificate Program
- Technology Specialist

Certificate of Specializations in the Department of Curriculum & Instruction

- Bilingual/Bi-cultural Education
- Digital Learning

### Endorsement Programs:

- Bilingual & English as a Second Language (ESL)
- Learning Design & Leadership: Technology Specialist
- Teaching Computer Science



ERIN L. GAHIMER

Ed.D., Global Studies

“The Global Studies curriculum was unique to anything I’d seen before, notably in how interdisciplinary it was. The opportunity to study everything from international development to global educational policy to human rights education was enticing.

One of my primary goals was to have an online, doctoral degree experience that was dynamic and engaging, not one that just felt like correspondence coursework. The College’s commitment to synchronous weekly class meetings, on-campus conferences, as well as virtual events that include online students have made me feel part of an academic community.”



# OUTREACH & IMPACT

Our mission extends beyond our classrooms and campus. We make a difference in people’s lives locally, nationally, and globally through invigorating outreach informed by our commitment to community and rigorous research culture.



Karla McAdam, INTC Director

Quickly pivoting to a virtual conference due to COVID-19, the **Illinois New Teacher Collaborative (INTC)** lived out its theme of resilience and compassion, shifting gears quickly to transform to a remote conference just six weeks before the conference was to be held, and offering it free this year, knowing that many districts had frozen requests for professional learning funds. As a result, the conference had more registrants than ever, as 300-plus new and preservice teachers signed up to take advantage of the free offerings.

“We want people to share what they’ve learned, to give them platforms to have that network with the hopes that it goes beyond what we provide. It’s an avenue for continued professional and personal growth for these new teachers.”



Rebecca Ginsburg, EJP Director

## EDUCATION JUSTICE PROJECT (EJP) Creates Guide For People Released from Incarceration During COVID-19

by Lee Gaines, Illinois Newsroom

Every year, **Education Justice Project** updates one reentry guide to reflect the latest information about resources available to those released from prison and returning to Illinois communities, as well as another guide for those being deported to Central American countries following their release.

This year, however, **Rebecca Ginsburg**, EJP’s director, says it became clear the group needed to create a reentry guide specific to release during the coronavirus pandemic.

The group who worked on the document “interviewed people who had been released during (the COVID-19 pandemic) to understand what the particular challenges were,

and they worked very hard to get the guide produced in one month,” Ginsburg says.

The guide advises people released from incarceration to quarantine for 14 days before interacting with their family, and it also provides guidance for what to do if they fall ill.

Linda Larsen, who co-coordinates the reentry guide project for EJP, says asking people to isolate from their loved ones can be especially difficult when they haven’t seen them in months or years. She says she’s heard from people released from prison or jail during the pandemic who have expressed a sense of despair.

“It’s hard to be coming home at this time when you think you’re going

to be able to see your friends and family and be connected to your support network and yet you feel more isolated than ever,” Larsen says. “It can feel a little bit like incarceration itself, you know, this feeling of isolation when you get home.”

Ginsburg and Larsen say the financial realities for formerly incarcerated people can also take a hit on their mental health and well being.

They plan to send thousands of copies of the guide to Illinois prisons, with the hope that anyone leaving during the pandemic will receive one. Ginsburg says the guide will be updated as circumstances and available resources change.

- Center for Education in Small Urban Communities** serves as the liaison for school-university partnerships.
- Center for Culturally Responsive Evaluation & Assessment** brings scholars and practitioners together around issues of cultural context in evaluation and assessment.
- The Early Childhood Collective** provides research and resources for educating and raising young children.
- Education Justice Project** expands higher education within American prison populations.
- Forum on the Future of Public Education** disseminates credible information on key questions facing P-20 education.

- Illinois New Teacher Collaborative** provides statewide leadership for promoting new teacher induction and mentoring programs.
- The National Institute for Learning Outcomes Assessment** surveys the national landscape of higher education learning outcomes.
- Office of Community College Research & Leadership** studies policies, programs, and practices designed to enhance outcomes for diverse youths and adults who seek to transition to and through college to employment.
- Office for Mathematics, Science & Technology Education** enhances student achievement and teaching performance in math, science, and technology.
- University Primary School** is a pre-K through fifth-grade Reggio Emilia-inspired lab school.



Julia Poel, sophomore,  
Elementary Education



## EMPOWERING STUDENTS, STRENGTHENING COMMUNITY

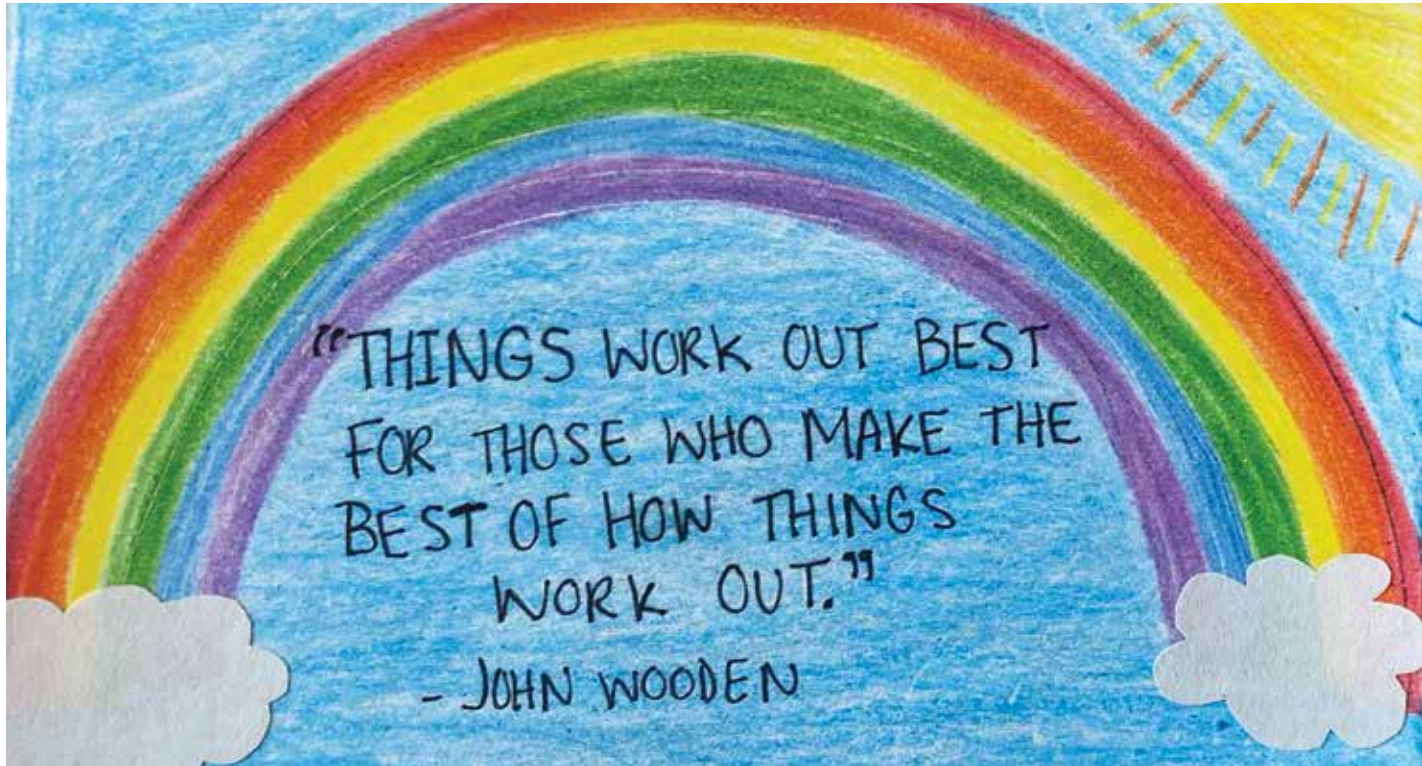
by Ashley Lawrence

**We CU** is a service-centered public engagement program designed to support transformative learning experiences for University of Illinois students by empowering them to meet the needs of the local community. It brings together the university community and people within the surrounding communities.

Julia Poel, sophomore in Elementary Education, worked with the Serve Illinois Commission on a project called **Letters Against Isolation**. The project involved writing and sending letters to self-isolating seniors in nursing homes and care centers in the community, with the goal of brightening their day and mitigating feelings of loneliness and depression during the COVID-19 health crisis' restrictions on visitors.

She describes the project as a fulfilling experience. "It is rewarding to know that my work on these letters will help someone else have a good day during this time of isolation," Julia says. "By combatting loneliness, I am helping my community care for our seniors' mental and physical health."





Julia Poel worked with the Serve Illinois Commission on a project called Letters Against Isolation.

We CU has been supported at the outset by the Office of the Chancellor, Center for Social and Behavioral Science (CSBS), Interdisciplinary Health Sciences Institute (IHSI), School of Social Work, Siebel Center for Design, and the College of Education. New campus sponsors include the Humanities Research Institute, College of Liberal Arts and Sciences, and the University of Illinois Alumni Association.

The initiative was conceptualized in response to priorities identified during the university's "The Next 150" strategic planning process—specifically, that public engagement become a formalized part of the Illinois student experience. The program's goal is to develop Illinois students to be future leaders who grasp the unique commitments, traditions, and challenges of distinct communities by facilitating service learning and volunteering opportunities with campus and off-campus organizations.

With its deep understanding of community engagement at the local

level, the College of Education was well-positioned to lead this charge.

"For years there have been various efforts and discussions across campus regarding the need to grow, organize, and measure our impact with community organizations since public engagement is significant to our university's land grant mission," says Dean James Anderson, a member of the Public Engagement subcommittee for the Strategic Plan.

**"Our College is committed to a culture of community engagement, and the larger idea of being an engaged university rather than a university that also does engagement. Through our College's investment in We CU, we are underscoring service as one of our core values and leading the way for a meaningful, rewarding experience for everyone."**

**Emily Stone**, research development manager for the College of Education and IHSI, together with Katie Shumway in the School of Social Work, are co-directors of We CU

and are the driving force behind the public engagement program. Emily also credits **Erin Budesheim**, **Gabby Drong**, and **Ananya Tiwari** (winner of the 2020 Illinois Innovation Prize) all Educational Psychology graduate students, for providing key leadership and student support as the program came together.

"Seeing the passion and excitement of students to volunteer and meet community needs inspires me," says Stone. "We anticipated running a pilot of We CU with about 100 students this summer, but when 450 signed up for our information sessions we knew the program would be much larger."

**Pilot Program Focused on Pandemic**  
The onset of the pandemic created urgent needs for community organizations, as well as a heightened desire for connection and purpose for many students—accelerating the We CU program's launch timeline and participation numbers.

On June 1, 2020, We CU officially launched a 10-week summer pilot program to address local community

needs during the COVID-19 pandemic. Some 232 students representing 12 colleges from across the Urbana-Champaign campus became the inaugural cohort of We CU Community Engaged Scholars. Using GivePulse, an online platform that lists volunteer opportunities and tracks service hours, We CU students were matched with one or more of the nearly 50 volunteer projects—all of which could be completed 100% remotely—submitted by 34 local organizations. Scholars received online training and were able to apply for "mini-grants" to offset costs associated with service activities.

We CU students logged a combined 4,504 hours of community outreach during the pilot.

COVID-19 related service projects included developing contact tracing methods, sewing re-usable face masks, helping organizations move their in-person activities to virtual platforms, and more.

"We saw an opportunity to create community for students as they work

together on these projects, and to provide support for organizations who needed rapid help moving things online that were never online before," says Stone.

Students who completed at least 40 hours of service during the 10-week pilot program were recognized during the virtual We CU Scholar Recognition Ceremony on August 13.

**Future Directions**  
Consistent evaluation and revision of the program is essential to its future success, says **Christopher Napolitano**, Educational Psychology faculty member and part of a research team assessing We CU. With the success of the 10-week pilot program, there is plenty of participation data to measure impact and help shape an improved future experience. **Madison Sewell**, doctoral student in EPSY's Developmental Sciences and part of the research team, is currently analyzing data from the pilot program to provide insights for publications and program adjustments.

Additionally, Stone, along with the Chancellor's Office, is working to leverage the summer pilot program's success to secure additional funding to support a full four-year We CU Community Engaged Scholars framework for all incoming students. The full program will honor students at graduation who have completed 300-400 hours of service during their academic career.

Stone says the group plans to continue to host service challenges, similar to the 10-week focus on COVID-19 projects, providing more chances for students to make a difference in the community.

"We've heard from our students how deeply impacted they are by the murders of George Floyd, Breonna Taylor, and others, and by our country's broader systemic racism," says Stone. "We are looking to develop more opportunities for students to support causes connected to social and racial justice."

## Community engagement is more important than ever, as organizations across our community are facing unprecedented challenges resulting from the COVID-19 pandemic.

The We CU 10-week summer scholars program empowered students to respond to these challenges. Scholars were matched with community-based projects that could be completed remotely. Participating students could also apply for mini grants to offset costs associated with service activities. Students who completed at least 40 hours of service during the 10-week summer program were recognized with a We CU honor ceremony and certificate of completion.

232

Total number of students who participated in We CU.

4,504

Total number of service hours performed during the 10-week summer pilot program.



# 10 ways the University of Illinois at Urbana-Champaign is helping kids and families across the state

By ALLISON VANCE

- 1

Illinois operates a **network to help military families** whose kids have or are at-risk for disabilities and developmental delays. The university provides, support, training and web-based workshops and other resources.
- 2

Illinois leads the **Office of Community College Research and Leadership**, a program that supports and assists community colleges across the state.
- 3

The **Illinois Early Learning Project** offers online information and resources that improve school readiness. Resources like lists of benchmarks by age, tip sheets, project suggestions, instructional videos and examples of learning and development standards are available to families, childcare providers, teachers and early childhood professionals across the state.
- 4

The **Illinois Early Intervention Clearinghouse (EIC)** is a free, state-funded lending library that identifies and collects research-based and best-practice early intervention and early childhood information, including resources
- 5

The **Illinois New Teacher Collaborative (INTC)** provides free and low-cost services to assist districts and induction programs across Illinois.
- 6

The **Illinois Children and Family Research Center (CFRC)** monitors the safety and well-being of children and families who are involved with the Illinois Department of Children and Family Services due to abuse or neglect and reports their findings to the Governor, the legislature and the public.
- 7

The **Illinois Early Intervention Training Program (EITP)** provides professional development opportunities for all early intervention professionals in Illinois, and is funded by the Illinois Department of Human Services Bureau.
- 8

Illinois houses the **National Institute for Learning Outcomes Assessment (NILOA)**, a research and resource-development organization dedicated to documenting, advocating, and facilitating
- 9

the systematic use of learning outcomes assessment to improve student learning. NILOA supports institutions in designing learning experiences and assessment approaches that strengthen the experience of diverse learners within a variety of institutional contexts.
- 10

Illinois operates the **Foster Care Utilization Review Program (FCURP)** at the **Children & Family Research Center**. The program works in close partnership with the Illinois Department of Children and Family Services (IDCFS) Division of Quality Assurance(DQA) to prepare for, conduct, and respond to the Federal Child and Family Services Review (CFSR). FCURP has played a vital role in building and maintaining a viable public-private framework for supporting ongoing efforts to enhance child welfare outcomes in Illinois at the state and local levels.
- 10

The **Illinois Center for Education in small Urban Communities** works collaboratively with local education agencies to create improvement in education. The core focus of the Center is to plan and run long-term, job-embedded professional learning experiences for teachers.







Jennifer and Jarvis with their young son. Jarvis honored his late wife with a scholarship in her name.

# DONOR & ALUMNI IMPACT

Educators were asked to go above and beyond this year. We are proud and grateful to our alumni and donors for their dedication to education and the University of Illinois.

Our alumni and donors are committed to shaping the future of education. Thanks to their generosity, the next generation of education leaders can afford a world-class education at Illinois.

## Jennifer Jones Alexander Scholarship Honors Legacy of Giving

In her too-short life, **Jennifer Jones Alexander** had a big impact on her high school students in Chicago Public Schools. Jennifer's widower, University of Illinois graduate **Jarvis Alexander** (B.S. in Math, '05) set up a five-year pledge through the College of Education in honor of his late wife, who graduated from the College in 2005 and died in 2016 at age 33 of breast cancer.

"We met as freshmen at the University of Illinois," Jarvis says. "She told me she wanted to be a high school English teacher in Chicago Public Schools. She said 'I've been to private schools all my life; I just want to give back. I want to teach kids who don't have a lot of advantages or resources.'"

When Jennifer passed away, Jarvis recalls, there were a lot of former students at her funeral, including many from her first year of teaching. "They were coming up to me, telling me how she'd changed their lives," he says.

The inner-city school she taught at was predominantly Hispanic and Black. I wanted the scholarship to be for somebody who could have been in her classroom and been accepted at the University of Illinois but didn't know how to pay for it."

"The College handles everything. The process was easy on my end," he says. "The biggest parameter I had was

to focus on kids who Jennifer would have taught.

The Jennifer Jones Alexander Scholarship was first awarded in 2018. Jarvis, who is a principal risk specialist for FINRA, a financial self-regulatory organization authorized by Congress, has had the pleasure of meeting the first two students who received the scholarship. "They give me hope for the future," he says. "They are some of the smartest and most focused students I've met, and they were so thankful for the scholarship."



**Alexis Luz Martinez, Jennifer Jones Alexander Scholarship Recipient**

Alexis is a sophomore majoring in History and minoring in Secondary Education, Political Science, and Spanish. In high school, Alexis volunteered as a Religious

Education Teacher as well as at The Field Museum. She loves seeing the smile on a child's face when they learn something new and helping them discover the world around them. Upon graduation, her goal is to teach American History at the high school level. She hopes to empower students to believe in themselves and help them connect with their own love of learning.





## Paving the Way to Education at Illinois

**James Gallaher** and **Eboni Zamani-Gallaher** well know the value of a community college education. James, executive director of strategic initiatives, Illinois Human Resources, and a clinical assistant professor in the College of Education at the University of Illinois Urbana-Champaign, went through the Community College of the Air Force while serving in the military; Eboni, a professor in the College's Education Policy, Organization & Leadership department, is director of the Office of Community College Research and Leadership and executive director of the Council for the Study of Community Colleges.

"We both value how community colleges can create a pipeline to further education and greater mobility," Eboni says. "When I dug into looking at the number of community college transfer students in the College, I knew we had to do something, given how few there were. Especially when there's a need to have more diversity in our preservice teacher pool. Community colleges enroll a critical mass of first-generation students of color."

The Gallahers created an endowed scholarship specifically for community college students transferring into the College of Education—the **Gallaher Transfer Gateways Scholarship**. They paid one-fourth of the total gift in a lump sum, with the rest made each year by monthly payroll deduction through 2024.

"It struck me that somebody who wasn't a gazillionaire could still make room in their finances that helped me out while I was in school," James says. "So, I thought we could do the same. Our scholarship is a way to give back to students who are coming into the College of Education."

## Investing in Education Scholars

For **John** and **Judy Hathaway**, the decision to set up a scholarship through the College of Education was an easy one.

"We both feel strongly about education," says John, a 1967 University of Illinois graduate in political science, with minors in education and history. "My mom got two degrees at the U of I, including a master's degree in education through the College of Education, and we set up the scholarship as a memorial to her."

The **Marian Van Gerpen Hathaway Scholarship** goes to one Education student per academic year. "Education remains a core ingredient for a more peaceful and equitable society, and for more meaningful and prosperous lives," he adds. "I'm sure we were helped here and there by people as we went along, so if we can give back, particularly with students at the University of Illinois, and help them continue toward their goals, that's great."



**Morgan Gill, Marian Van Gerpen Hathaway Scholarship Recipient**

Morgan has been a resident of Illinois her whole life and attending the University of Illinois has always been a dream of hers. She is a sophomore majoring in Special Education. In addition to her coursework, she is involved in Greek life and plans to volunteer with special needs children at a local gymnastics company. "Thank you for creating a lasting impact on college students like me through your financial support. It means so much to attend the College of Education at the University of Illinois."



## Keeping a Long-Held Promise

**Pam Hove (MS, Human Resource Development, 2008) made a vow long ago that she has fulfilled with the help of the University of Illinois Foundation.**

Pam Hove is a woman of her word. Her parents paid for her college education, and told her when she had children, she could do the same. She never had children, but still wanted to meet that commitment. Enter Lissa May Mudrick, who at the time (2010) was senior director of development for the University of Illinois Foundation. Lissa met with Pam in Grand Rapids, Michigan where Pam works and lives.

"Lissa and I have become great friends over the past 10 years," Pam says. "I told her back then I'd love to give a gift to the University of Illinois... someday, when I had a lot of money."

Lissa explained that you don't need a lot of money to give, and helped Pam set up an estate gift in 2011. Pam also donated funds to the William Chandler Bagley Scholarship, named in honor of a former professor and director of the School of Education, and in 2012, when Pam increased her giving, the Foundation suggested a named gift.

Thus, the **Thelma (Jamie) and Orin Hove Scholarship** was born, named in honor of Pam's parents, "because they gave me the love of learning," she says. After Pam had the estate gift set up, she decided she wanted to give more, so she had the Foundation set up an annual "current use" gift, to be used at the College of Education's discretion for a student in need. "I just leave it in the College's capable hands," she says. "They make it incredibly easy."





# An Affordable Way to Support Gifted Scholars

In 1988, the College of Education established the merit-based **William Chandler Bagley Scholars Program** to support students who demonstrate intellectual excellence and are committed to providing learning opportunities for an increasingly diverse student population. Sponsoring a Bagley Scholar requires a minimum gift of **\$1,000**. William Chandler Bagley (1874-1946) came to the University of Illinois at Urbana-Champaign in 1908 as a professor of Education and became director of the School of Education in 1909. In his nine years at Illinois, he developed the School of Education into one of the leading institutions of its kind.



**Jennifer Rodriguez-Gomez, Elementary Education major**  
Jennifer plans on obtaining Bilingual and ESL endorsements. Her experiences in college, summer institutes with Golden Apple Scholars, co-teaching, and being a research assistant taught her that there are many skilled teachers who not only can teach a subject, but are able to take into context a student's background and culture. She is thankful for the William Chandler Bagley Scholarship donors' dedication to helping students accomplish their goals.

**“ I am beyond thankful for the William Chandler Bagley Scholarship. Because of your generous support, I am the first in my family to attend college. Thank you for enabling me to reach my fullest professional potential.”**



**Krystal E. Andrews, Doctoral Student, Education Policy, Organization & Leadership**  
Krystal is a third-year doctoral student and is a research assistant in the Office of Community College Research and Leadership. Her research interests include Black women college student experiences at HBCUs and women in executive leadership positions. A native of Newport News, Virginia, Krystal is a two-time graduate of Old Dominion University. As a current student, she serves as the secretary for the Higher Education Student Association and as a mentor with the Illinois Promise scholar program.

**“ Thank you for your financial support. The William Chandler Bagley Scholarship assists me in furthering my research interests and public scholarship at Illinois.”**



## MARISOL JIMENEZ

Ed.D., Global Studies

Marisol is the recipient of the **Russell E. and Janet M. Zwoyer Scholarship**.

Her lifelong passion for equity in education started during her first year at Illinois, when she worked on a committee to create the Alternative Learning Opportunities Program at her high school to give students additional supports and services. She is continuing her education in hopes of completing a doctoral degree to improve education reforms in urban areas.





## Meet Our Newest Team Member, Ashley Souk!

In December 2019, **Ashley Souk** joined the Office of Advancement as Assistant Director. Born and raised in Champaign, Illinois, Ashley earned her bachelor's degree in Organizational and Leadership Communication and Political Science from Illinois State University.

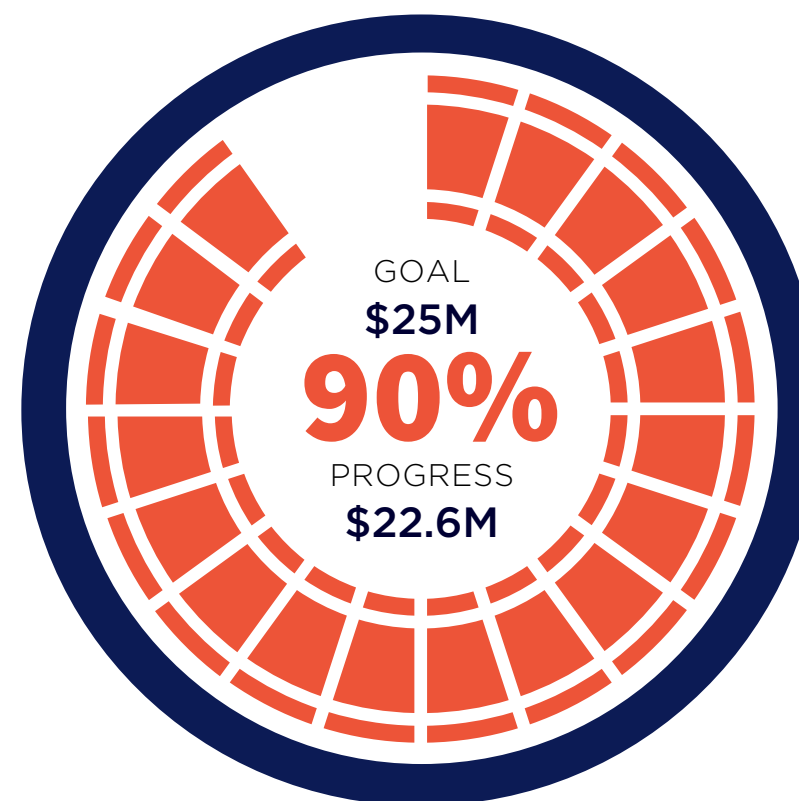
Prior to coming on board at the College, she worked at Home Sweet Home Ministries in Bloomington, Illinois as a donor relations coordinator raising funds in a variety of ways for people experiencing homelessness.

"Scholarships have the ability to change the trajectory of a young person's life, and I can't wait to be a (very) small part of helping students achieve an Illinois education. Being raised by a single teenage mom, graduating from a four-year university was not just a goal, it was my dream."

**“A well-designed gift plan helps ensure each donor is maximizing the philanthropic impact of their gifts while also ensuring their financial needs are considered. The University of Illinois Foundation Office of Gift Planning and Trust Services’ primary mission is to support each university in working with donors and their advisors to align their philanthropic interests with their personal financial objectives. We seek to provide donors with critical information to help them in evaluating the many assets and giving alternatives that can be utilized to structure a charitable gift to support the College of Education.”**

—Meg Cline, Vice President for Gift Planning and Trust Services, University of Illinois Foundation

Our final push during the **With Illinois** campaign is to raise 60 new undergraduate scholarships and 4 new graduate fellowships in the next 24 months.



**38%**

In 2018-19, 38% of undergraduate students enrolled in the College of Education had **unmet financial need** totaling over **\$1,600,000**.

**21%**

In 2018-19, there were 608 undergraduate and 499 graduate students enrolled in the College. Of those, **21% received scholarship support**. With your help, we can increase the number of students who receive scholarship support in the College of Education.



## How to Invest in College of Education Students

### Individual Retirement Account Required Minimum Distribution (RMD)

At age 72, owners of qualified retirement accounts are required to take an RMD from their retirement funds. Donors can transfer to a qualified charity, such as the College of Education, up to \$100,000 annually.

### Charitable Remainder Unitrust (CRUT)

A CRUT is a giving vehicle that provides a donor with an income tax deduction as well as provides income to named beneficiary(ies) for their lifetime or a term of years. After the terms of the trust expire, the remainder value can benefit the College of Education.

A **Pledge** is a promise to pay a specified amount over a set period. For example, a donor might pledge \$25,000 to create a scholarship in the College of Education to be paid over five years, by installments.

**Estate Gifts** These gifts are popular as they ensure you have the resources you need during your lifetime and then afterwards provides a meaningful gift for the benefit of the College of Education. These gifts can be setup through a will, living trust or a beneficiary designation.

**Payroll Deduction** Many donors choose to give to their charity of choice through a payroll deduction. A charitable payroll deduction allows a donor to “spread” their gift out over the course of several years.



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EDUCATION AT ILLINOIS  
GREAT MINDS  
**THINK  
ILLINOIS**

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## College of Education

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**#GREATMINDS**

10.15.2020