



A CHANCE TO REIMAGINE EDUCATION

College of Education



LEARNING: LIFELONG AND LIFEWIDE

College of Education

Step into the College of Education and you'll find yourself standing amidst a community of nearly 2,000 faculty, students, and staff from a range of backgrounds. It's a diversity that ignites critical thinking and scholarly debate. It's a diversity that further inspires a common passion for exploring the world of education and robust knowledge to produce learners, teachers, and educational professionals of distinction.

“The concepts of learning and teaching in this new century are being rewritten and reimagined. The world itself has become a classroom. Students can be anyone, anywhere at anytime. We have the opportunity to shape this new world of educational potential. We are reinventing what it means to be a teacher, to be a student, and to be a leader.”

MARY KALANTZIS, DEAN

We must transform ourselves.

No longer is a “college of education” simply a physical location for research, scholarship, and training. We must redefine the college as an institution—reimagine what we need to be today, tomorrow, and in the future.

Learning is no longer just about textbooks, chalkboards, and slide rulers. It no longer ends with the afternoon dismissal bell. It’s about blended learning, virtual classrooms, and Podcasts—the ever-changing influence of cutting-edge technology that has created a 24/7 learning environment.

It’s about innovation, and the College of Education leads the way.

We are the hub of a local and global network of collaborative relationships—relationships that inspire researchers, practitioners, and colleagues to work together on shared initiatives that will reinvent education and serve the public good.

It’s a shared responsibility, one that requires support from not only the nation’s professional educators, but the administrators, the policy makers, the community—and **you**.

For the past 100 years, you have empowered us to teach, conduct research, and serve our state and nation. Now we need your support to help us reimagine, reinvent, and reinvigorate education.

Brilliant Futures: the Campaign for the University of Illinois, presents us with brilliant opportunities—opportunities for you to join in our \$37 million effort to lead the way in redefining the educational experience.

The University of Illinois has a vision to become one of the nation’s preeminent public universities. To achieve that goal we will develop leadership for the 21st century, provide excellent academic programs, encourage breakthrough knowledge and innovation, create transformative learning environments, and make sure the best and brightest have access to the Illinois experience.



Above: Dean Mary Kalantzis, along with members of the management team, facilitates the creation of new partnerships and opportunities for research, teaching and learning, working within the college and across the campus and community.

Endowed chairs and professorships provide support for research activities and the recruitment and retention of top students. They allow faculty to participate in conferences and to teach across the county and internationally. Such awards not only place a spotlight on the work of an individual faculty member, but also put a positive focus on the entire college. It is a priority to increase endowed faculty positions and to build the number of scholarships and fellowships in order to attract the best and brightest minds. It is indeed about building a brilliant future. Current supporters include, among others, Sheila and Steve Miller (The Sheila M. Miller Professorship), Phil and Beverly Goldstick (The Goldstick Family Scholar) and the Ann and Richard O’Leary Endowment.



BRILLIANT FUTURES IS ABOUT OPPORTUNITY

As a product of the Chicago Public School system, **Jasmine Hicks** fully understands the challenges public school students and teachers encounter each day. More importantly, Jasmine, a 20-year-old sophomore majoring in Elementary Education, embraces an opportunity to effect change.

She also understands that her opportunity is empowered by a degree she will earn with the help of The Illinois Promise scholarship, which provides financial aid to high-achieving in-state students from low-income families.

“I wouldn’t say the children in my community are feeling hopeless, but I do feel they’re not receiving the attention and the care they need,” said Jasmine. “I would like to be a role model to them,

a person who lives a life the kids can look at and say ‘Wow, this girl lives just down the street from me, she went to college, and she’s doing well—and she’s here teaching us!’”

BRILLIANT FUTURES IS ABOUT IMPACT

Christie Gilson is a Doctoral candidate in Special Education. And she is blind.

That presents certain challenges for Christie, but she seeks no pity and requests no favors.

She does, however, humbly thank those who make the Fulbright Scholarship possible. That funding helps Christie bear the high price of assisted technology—such as the PDA with Braille, voice technology, and a GPS locator that helps her negotiate campus safely.

“The scary part of being blind is getting lost,” said Christie. “That fear is now gone.”

This technology also keeps Christie on her path toward her ultimate goal: becoming a professor who helps others better understand those who are challenged by disabilities.

“I want to help service providers and teachers learn not to be scared of people with disabilities and have high expectations of them, and learn how to treat them,” she said.

BRILLIANT FUTURES IS ABOUT TRADITION

The College of Education presented **James Anderson** with an opportunity to earn the master’s degree in education that was unavailable in his home state of Alabama because that state’s top education schools were not yet open to African Americans.

Pictures:

top left: Jasmine Hicks

top right: Bob Henderson

bottom left: Christie Gilson

bottom right: James Anderson

“(Illinois) was a strange environment,” said Professor Anderson, who had earned a B.A. in Sociology in 1966 at Stillman College, a college in Tuscaloosa, Alabama. “But the faculty was very supportive and I saw that this was a place I could develop and grow.”

Professor Anderson earned his M.Ed in History and Social Studies Education in 1966 and a Ph.D. in History of Education in 1973. After a brief stint as an associate professor at Indiana University, he returned to Illinois for good in 1974.

“I’ve had all kinds of opportunities to work elsewhere, but the more I worked here, the more I realized this was the only place I wanted to work,” said Professor Anderson, Head/Professor of Educational Policy Studies. “It’s just truly a special place, and the challenge

now is to keep that quality, to keep that tradition alive and well, and keep Illinois the great place it has always been.”

BRILLIANT FUTURES IS ABOUT LEGACY

Bob Henderson is a Marine Corps veteran of two wars, yet he’s probably best recognized for the 50 years he has spent fighting to change the way we view disabilities.

As Professor Emeritus of Special Education, the 82-year-old Henderson is even known to jog to his campus office, stopping to retrieve aluminum cans along the way.

That act—recognizing a resource that others so willingly discard—is similar to what he discovered in his first classroom in 1947. Educators were quick to reject those with mental disabilities, ushering

them into institutions much like an aluminum can is kicked toward a curb.

Not anymore—thanks to Bob Henderson’s world-renowned work in the field.

And not any time in the future — thanks to the 6-figure Robert and June Henderson Professorship, which will provide research and teaching support to faculty members in the Department of Special Education.

“It just makes good sense for me to do something for the department that has been so good to me over the years,” said Professor Henderson, who earned his Ph.D. here in 1956. “I had a chance to visit programs all over the U.S. and I always came back glad I was here at Illinois. This was the best place in 1964 and I still believe it’s the best place today.”



SEYMOUR STISS FELLOWSHIP

For all the preparation, passion, and innovation involved with instruction, quality social studies education often comes down to the skills of the instructor standing in front of the class.

That’s how Seymour Stiss saw it in the classroom 50 years ago, and that’s how he sees it today. That’s why he established the Seymour B. Stiss Fellowship, an endowment fund that helps graduate students and faculty members in the Department of Curriculum and Instruction develop new knowledge, practices, and theories related to the education and learning of children, youth, and adults.

“I found that the right kind of teacher with the right kind of background can give kids an understanding of the world they’re living in and have some sort of vision for improving it for the future,” said the 82-year-old Stiss, who earned his Master of Arts degree here in 1950 and worked nearly 40 years in the Arlington (Va.) School District. “I wanted to do something to give other people a chance to improve teaching and learning.”



CAMPAIGN FUNDING PRIORITIES

Leadership for the 21st Century (\$4M) means our undergraduate and graduate programs must be recognized as leaders in producing students who approach local policies and practices from a global perspective. Our faculty, staff and students will be prepared to live, work and teach in a truly global community.

Academic Excellence (\$5M) means excellence and innovation in our core activities—research, teaching and community practice. They have been our hallmarks for more than 100 years and they will be the critical foundation for the programs and people who enter the institution for the next century. Your support will fuel the continued preeminence of our six academic

departments—Curriculum and Instruction, Educational Organization and Leadership, Educational Policy Studies, Educational Psychology, Human Resource Education, and Special Education.

Breakthrough Knowledge and Innovation (\$7.5M) means support for the following:

- **The Center for Education in Small Urban Communities**—the premier center for educational scholarship and practice in the small urban communities that comprise 10,000 of the nation’s 14,000 school districts.
- **The Forum on the Future of Public Education**, a guiding, national voice in decisions of public policy and practice in both K-12 and Higher Education.
- **The Ubiquitous Learning Institute**, the leading force in developing the practices and generating the basic

understanding of learning and teaching in a world where technology has outpaced the models of the previous century.

- **The Science, Technology, Engineering and Mathematics (STEM) Teaching and Learning Initiative**, whereby the college will bring together university, public and corporate partners to build new systems of engaging the next generation of students in STEM disciplines to create a better educated, better prepared and a more globally competitive population.

Transformational Learning Environment (\$20M) means the Education Building will be reimagined and expanded to become a more energy efficient physical home for the science of learning and the practice of global education for the 21st century.

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