

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

Office of the Dean
College of Education
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1310 South Sixth Street
Champaign, IL 61820-6990



April 12, 2010

Dr. Richard Wheeler
Interim Vice Chancellor for Academic Affairs
Swanlund Administration Building
MC – 304

Dear Richard,

We are writing to update you on several ongoing developments in the College of Education that were launched last September in response to concerns identified in an external review of the College of Education. Each of the four activities described below, are a direct response to concerns identified in the external review and all activities are directly linked to the College's Strategic Plan (revised 3/1/2007). I believe you will see that we are already well engaged in the kind of critical self-examination that the plan for Stewarding Excellence requires.

The attached chart provides a snapshot of our response to the External Review Team's recommendations and our accomplishments to date.

(1) Achieve integration of the Center for Education in Small Urban Communities into the College

The Center initially was launched as the home of the Chancellor's Academy, which is a concentrated, school-team orientated professional development program resulting from a partnership among the Champaign and Urbana public schools and the University of Illinois. The College of Education acts as the host and the Center for Education in Small Urban Communities serves as the coordinating unit. It has been highly successful in serving as an important resource for local teachers. This was augmented in 2007 with the start of the Teacher Collaborator Project (TCP) that provides research-based professional development partnerships with Urbana and Champaign teachers throughout the academic year. Although quite successful in these efforts, the Center has not been fully integrated as a resource into the curriculum of the College's pre-service programs that prepare teachers. Moreover, its has had a fairly narrowly circumscribed focus on improving teaching in the public schools, largely ignoring important research issues at the intersection of schools and their communities that intimately are connected to the health and success of both.

Under the new leadership of Professor Lisa Monda-Amaya (with assistance of a newly constituted advisory committee), we are working to enhance both the public presence and the activity of the Center in several ways: (1) collect and integrate research on schools and their communities that is currently being conducted elsewhere in the College as part of the Center's

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activities; thus, promoting the Center as a research operation and a site of graduate and undergraduate training in research; (2) expand outreach to other units on campus (e.g., Human and Community Development; Urban & Regional Planning) to explore joint grant-making activities that focus on the well-being of schools and their communities, (3) work with the new teacher education initiative (see 2 below) to integrate the Center's professional development activities into the curriculum for teacher education, (4) secure external funds to provide an ongoing source of support for the Center. The Center is currently working on research intended to build models of practices that can influence teaching in small urban schools across the country. The research, funded by a recent State Farm gift, will help determine critical factors in the model that make it transportable, and thus influence school/community partnerships across the state and the nation.

(2) Facilitate More Complete Integration of Pre-service Teacher Education into the College

All colleges and schools of education throughout the country grapple with the best means of integrating pre-service teacher preparation programs into their multiple missions (e.g., preparing educators for all levels of the educational system, preparing school leaders; preparing graduate students for research careers, etc.). We are addressing this ongoing concern by treating pre-service teacher education as a fifth strategic initiative of the College. Under the leadership of Chris Roegge, Executive Director of the Council for Teacher Education and Stafford Hood, Head of the Department of Curriculum and Instruction, and assisted by Dean's Fellow Professor Christopher Span, the College has developed a plan to significantly revise the content, administration, and delivery of the pre-service teacher education program with the goals of (a) aligning the curriculum with the current practical realities of teaching (e.g., the realities of public school organization and administration; the realities of teacher workload and expectations; the realities of school policies and practices as influenced by state and federal policies); (b) involving greater numbers of tenure-line faculty in the delivery of our undergraduate program, (c) integrating relevant research being conducted in the college into the curriculum; and (d) achieving greater economies and efficiencies in curriculum delivery. The College has established an ad hoc committee of faculty and academic professions from both the College of Education and Liberal Arts and Sciences to undertake this important initiative. The committee has already met and has agreed to draft a model that illustrates how the pre-service teacher education program can achieve the goals aforementioned. The timeline for submission of this model exercise is August 15, 2010.

(3) Conduct a Comprehensive Graduate Programs Review

The College has launched a comprehensive examination of the mission and size of its graduate programs relative to its undergraduate enrollment and mission. As one means of informing decisions to be made about the future of graduate programs in the college we have generated comprehensive data on faculty effort (e.g., IUs generated, faculty scholarly productivity, faculty funded research activity) as well as program performance (e.g., admission/enrollment data, graduation rates, accomplishment of graduates, etc.). The college leadership team is presently involved in examining and evaluating those data. In mid-May, we will hold a college-wide

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faculty retreat to solicit input from the college faculty on graduate program redesign. This graduate program review activity is proceeding alongside the study described in (2) above, and the results of the two studies will be examined by members of the college leadership team in July, 2010 at which time we will issue a set of recommendations relating to the restructuring, redesign, and repurposing of our graduate and undergraduate programs.

(4) Facilitating the potential merger of three departments—Educational Organization and Leadership, Human Resources Education, and Educational Policy Studies

The External Review Team looked favorably on plans to accomplish this merger, and the College has moved with all due and deliberate speed to achieve it within the terms of procedures established by the University Senate that govern such efforts, acknowledging that several critical faculty matters related to promotion and tenure, annual review, and had to be synchronized and agreed to across the faculty in this new administrative arrangement. A proposal was prepared and sent to your office in February. The faculty involved in the merger voted favorably on the merger. The college-wide faculty vote on the merger has taken place, the Educational Policy Committee approved it at their subcommittee meeting on April 5 following the Public Hearing on March 31, and the University Senate will have it on their agenda for the final meeting of the semester on April 26.

We hope you will find this update helpful and we look forward to talking with you on April 13.

Sincerely,



Mary Kalantzis
Professor and Dean

Attachment

COE Implementation Plan and Report*
(Based on feedback from External Review Team)
 March 29, 2010

Relation to COE Strategic Plan	Identified Area of Concern	Task(s)	Action to date	Data /support materials	Due Date
<p>Goal 1. Innovating & Continuing Excellence in Core Activities--</p> <p>Objective C:</p> <p>Partnering with our community;</p> <p>Goal 3: Strategic Initiative 1</p>	<p>1. Integration into College of the Center for Education in Small Urban Communities</p> <ul style="list-style-type: none"> • Working connection to teacher education • Improve faculty involvement • Integrate undergraduates learning opportunities 	<p>Lisa Monda-Amaya will form advisory board to improve linkages with other depts. on campus. T. Schwandt will serve as CODE liaison</p>	<p>Center is also being reviewed by campus review team</p>	<p>Impact statement</p>	<p>CESUC annual report due June 30, 2010</p>
<p>Goal 4: Redevelop Intellectual Foundations--Rethink the preparation of educational professionals</p>	<p>2. Define the role of Teacher Education in a research university</p> <ul style="list-style-type: none"> • 5th Strategic initiative • Teacher credentialing and readiness issues 	<p>Ad-hoc committee of representatives from COE and LAS established March 2010 to recommend redesign to CODE</p>	<p>Committee has convened and begun its work</p>	<p>Data support from B. Geissler's office</p>	<p>August 15, 2010</p>

Relation to COE Strategic Plan	Identified Area of Concern	Task(s)	Action to Date	Data /support materials	Due Date
<p>Goal 1: Innovating & Continuing Excellence in Core Activities—Objective A: Build a stronger and more diverse research capacity;</p> <p>Goal 4: Redevelop Intellectual Foundations</p>	<p>3. Graduate Education</p> <ul style="list-style-type: none"> • Unevenness of graduate education and data related to success of programs: student mentoring, degree completion, time to degree, job placement • Patterns of funding (including assistantship compensation) 	<p>Systematic examination of graduate programs at master's and doctoral levels; including data on faculty productivity (e.g., scholarship; G&C, etc.); student demand, retention, success; unit connectivity to other college and campus units. Discussion of data analysis and evaluation to take place within CODE with input from CEC</p>	<p>CODE with input from CEC developed categories for data collection; data have been gathered; CODE has begun discussion of programs</p>	<p>Data support from B. Geissler's office</p>	<p>August 15, 2010</p>
<p>Goal 5: Organizational Renewal—Promote culture of team work and collaboration</p>	<p>4. Reorganization of EOL, HRE, and EPS into a single academic unit</p>	<p>Complete merger of policies and procedures of three depts.</p>	<p>Reorganization document prepared and submitted to University Senate; votes have been taken of faculty in departments to be merged and in the college faculty; public hearing scheduled for March 2010</p>	<p>N/A</p>	<p>July, 2010</p>

Relation to COE Strategic Plan	Identified Area of Concern	Task(s)	Action to Date	Data /support materials	Due Date
<p>Goal 1: Innovating and Continuing Excellence in Core Activities—Objective B: Strengthen capacity and reach by increasing recruitment and retention of underrepresented minority students</p>	<p>5. Manage diversity in the College</p>	<p>Identify graduates / colleagues of feeder institutions (high schools, community colleges, school districts). Get information to school counselors and follow up with them. Revisit targeted brochures and information. Partner with community colleges for IAI. Explore reasons behind significantly less diversity in online programs. Reactivate DEWG committee – Span to report back to them and ask for their input to help develop a plan.</p>	<p>Chris Span working with Mildred Trent Integrate and Advancement Office)</p>	<p>Provided as needed from SAAO</p>	<p>Ongoing</p>
<p>Goal 2: Diversifying Sources of Income</p>	<p>6. Online learning opportunities</p>	<p>Develop policies and procedures for issues related to marketing, pay for courses, financial support, etc. Coordinate online programs at college level</p>	<p>Online program steering committee formed in 2008 and developed several policies and procedures recommended to college leadership</p>	<p>Data support from the OCIO</p>	<p>Ongoing</p>

Relation to COE Strategic Plan	Identified Area of Concern	Task(s)	Action to Date	Data /support materials	Due Date
Goal 1: Innovating & Continuing Excellence in Core Activities	7. New ways of working as faculty	CODE with input from CEC to devise new faculty load document; consider most effective use of college investment fund; explore shared services; engage in joint hiring	Draft faculty load document under discussion; policies established for use of investment fund for growth of infrastructure and to grow new research; shared services being explored across depts.	Data support as needed from B. Geissler's office	Ongoing