



COLLEGE OF EDUCATION

Illinois State University

Fiscal Year 2020
Annual Consolidated Budget Report

**College of Education
Fiscal Year 2020 Annual Consolidated Budget Report**

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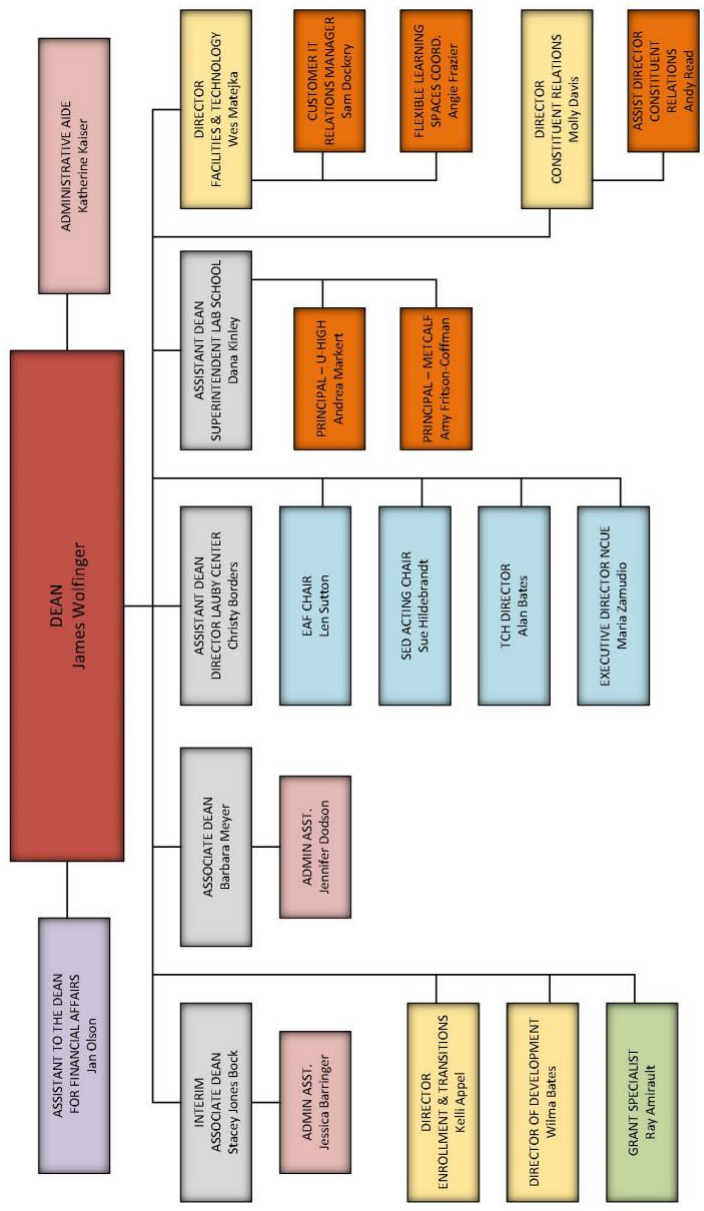
College of Education Vision

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

College of Education Mission

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

COE Organizational Chart



I. Accomplishments and Productivity for FY20

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

Faculty approved the College of Education (COE) Strategic Plan in Fall 2019; however, the COE used the College Council draft, which was ultimately approved, as a guiding document for FY20. The College of Education Strategic Plan aligns with the strategic directions, objectives, and actions identified in Educate-Connect-Elevate (ECE) 2018-2023. The College of Education goals include:

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

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

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

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

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

- Supports ECE Goals:
 - II. Foster Innovation

- IV. Enrich Engagement

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

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

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

- Supports ECE Goals:
 - IV. Enrich Engagement

B. List major accomplishments for each goal.

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

- A number of professional development activities were carried out for members of SED and other departments, including those from the School of Teaching and Learning (TCH) and the Department of Educational Administration and Foundations (EAF). The sessions offered are listed below, with numbers of attendees listed afterwards.
 - Helping Others Transform Themselves – 21 attendees
 - Culturally Responsive Training – 17 attendees
 - ISU Campus Recreation High & Low Team Building Program – 15 attendees
 - Communication that Enhances Teaching and Learning Practices – 24 attendees
 - Writing Immersion Workshop – 12 attendees
 - Teaching Immersion Workshop – 15 attendees
 - Engaging in Culturally Responsive Practices – 19 attendees
 - Re-envisioning Educator Professional Dispositions – 12 attendees
 - Accessibility of Instructional Materials – 14 attendees
- Some SED faculty members engaged in a formalized peer-to-peer mentoring program, with faculty helping one another develop their teaching skills through teaching observations and examining teaching artifacts.
- Special efforts were focused this year on the retention of students from diverse backgrounds through the creation of a Student Support / Success Team, which is composed of members of the SED leadership team. This team serves as a way to reach out to struggling students and

support them in their learning. It also brings in related stakeholders on a case-by-case basis to help students develop the necessary skills to be successful in their teacher preparation classes and clinical placements.

- Efforts were made to hire diverse faculty to fill three SED tenure-line positions open this year, including advertising the job announcements in various venues with diverse readerships. These efforts were undertaken in an attempt to help diversify the faculty and allow students from diverse backgrounds to see themselves in their instructors.
- Special efforts were focused this year on the retention of students from diverse backgrounds through the creation of a Student Support / Success Team, which is composed of members of the SED leadership team. This team serves as a way to reach out to struggling students and support them in their learning. It also brings in related stakeholders on a case-by-case basis to help students develop the necessary skills to be successful in their teacher preparation classes and clinical placements.
- EAF Sponsored the attendance of 20 students at the Women in Higher Education Leadership Conferences in Denver, Colorado and Cambridge, MA.
- EAF total enrollment increased by 35% from 2019 to 2020 (248 to 335).
- Center for the Study of Education created a series of four Leadership for Equity Micro-Credentials customized to serve as professional development support for district leaders, building principals, and aspiring principals (principal preparation candidates)
- TEC increased engagement with state legislators and developed legislative memo template for communication with teacher education faculty/staff.

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

- TCH awarded five NTT professional learning awards in the amount of \$2557.
- TCH continued to work with university supervisors related to diversity initiatives. Workshops this past year centered around culturally responsive instruction and restorative practices.
- Successfully ran a new Finland spring break study abroad.
- Two Fulbright students in TCH Master's program graduating in May 2020 (one from Afghanistan and the other from Indonesia).
- Three new international students accepted in TCH Masters program - one from China and two from Ghana.
- Significant growth of the number of ESL endorsements completed by students across all three programs (192 from 155 students across all the programs).
- TCH hosted middle school students from Peoria as early recruitment for a more diverse teaching force.
- TCH supported two Student RSOs, Future Educators of Color and Queer Ed Birds.
- Established a 2nd New Leaders (CPED P-12 Doctoral) cohort based in Chicago City Schools.
- Established a 2nd Principal Preparation Cohort with Peoria Schools.
- EAF student/tenure track faculty has gone from a low of 9.09 in 2014 to a high of 18.3 in 2019
- Ninety percent of EAF graduate students (90%, 26 of 29) passed their comprehensive exam within 60 days after completing program coursework.

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

- TCH continued partnerships with Decatur (Equity and Diversity cohort) and Peoria.
- TCH developed new partnerships with Normal Community (TCH 212) and Chiddix Junior High (TCH 321) for ESL placements.
- A new initiative was established in the Department of Special Education to incentivize faculty in involving undergraduates in research. Reach-A-Redbird provides fiscal support to undergraduate students and their mentors for presenting at a conference or publishing a co-authored manuscript. It complements the other Reach-A... initiatives to support research between faculty and graduate students, between junior and senior faculty, and between on-campus and clinical faculty.
- EAF implemented an annual Summer Teaching Work Session to enhance teaching in the 6 Hour-Block for Higher Education Doctoral Weekend Cohorts.
- EAF incentivizes co-teaching and co-planning in the all-cohort delivery of its programs.
- EAF Faculty adopted a department-wide comprehensive examination for doctoral students.
- EAF Partners participated in the Principal Prep admissions process.
- Non-Tenure Track Faculty attend EAF Annual Summer Teaching Work Session

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

- TCH awarded two graduate student travel awards in the amount of \$1500.
- TCH faculty conducted two workshops for NTTs as part of our Professional Learning Initiative on Teaching in Higher Education - Reading and Using Research in Literacy Instruction and Assessment (each included an initial 3-hour workshop and 3-one hour follow up sessions).
- TCH continued development of a Master of Arts in Teaching (Elementary) program through reaching out to other departments that will need to provide courses to these students.
- TCH developed middle level and ESL sequences for existing TCH Master's program.
- TCH began discussion and completed market analysis of possible PHD in STEM education.
- TCH began offering a Master's in Reading program as a 100% online program.
- TCH assisted with recruiting students at local and national conferences.
- TCH hired new faculty for Library Information Specialist Certificate Program.
- TCH hosted recruitment events for Ed.D. program.
- SED created a new Low Vision and Blindness master's program to fill the need for professionals in the field.
- The Low Vision and Blindness program in SED is undergoing a multi-year process of examining, updating, and reimagining the curriculum, fueled by the hire of a new faculty member.
- Two SED faculty members secured a federal grant of over \$1.2 million to create a master's program to prepare early intervention specialists to work with hearing and vision impaired children and their families.
- EAF developed a deep-forensic analysis of graduate programs in a self-study submitted in Fall of 2019.
- EAF redirected faculty-student advisement to focus more heavily on doctoral candidates in the research phase of their respective programs [Cohort Leaders- for students taking courses] resulting in 18 doctoral graduates for the calendar year 2019.

- Twenty-eight percent (28%) of EAF Doctoral graduates were students of color in FY 20.
- Enrollment of students of color in EAF doctoral programs increased by 75% in FY 20.

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

- Thirty-Four (34%) of all Principal Preparation program graduates, since state reforms in 2013, are currently working in Principal, Assistant Principal, or similar leadership roles.
- Ninety-four (94%) of EAF Principal Preparation graduates would recommend the ISU program to a colleague or a friend.
- Eighty-one (81%) of all EAF students would recommend an EAF program to a colleague or friend.
- TCH sponsored first Alumni Event in March 2019 in Chicago, IL at ASCD Conference.
- TCH held successful advisory board meeting in October 2019 with over 60 alumni and school partners in attendance. Honored alums with Hall of Fame recognitions.
- Through the Borg Center, Dr. MacPhee and Dr. Hunt supported coaching initiative in Morton, IL.
- Seventy percent of graduate education programs are housed in the Department of Educational Administration and Foundations. Collectively, these programs were elevated from 108th to 88th in the U.S. News Report National Rankings of Graduate Schools for 2020.
- Dr. Hunt provided professional development sessions for teachers in Pekin School District as well as including instructional rounds in her PDS class in Pekin where students observed and reflected on specific literacy instructional practices, such as Interactive Read Alouds, Guided Reading, Writing Mini Lessons, and Reading and Writing Conferences.
- TCH faculty and students engaged in tutoring community children through the Borg Center in conjunction with a Master's course, TCH 467.
- In February of 2019, EAF established an Academic Advisory Board.
- Total EAF Faculty Scholarship increased by 73% since 2016.
- TCH faculty conducted external professional development for Urbana, Morton, and SEAPCO and internally for America READS tutors and TCH NTTs through the Borg Center (Carolyn Hunt, Courtney Hattan, Deborah MacPhee, Alice Lee, and Erin Quast).
- TCH 205 - Dr. Kyle Miller is conducting a multi-tiered support system (MTSS) pilot study in collaboration with SED and Psychology faculty as part of a grant.
- TCH 110 - One section has partnerships with various pre-k schools in the area and professor, Dr. Lin facilitates group's service-learning projects at each of the sites.
- TCH 212 - One section partnered with YouthBuild of Mclean County and students completed 20 hours of service across the semester. Another section, taught by Dr. Erin Mikulic, partnered with Normal Community High School, and students work with second language learners.
- TCH 306 - Dr. Robyn Seglem worked with a middle school in Decatur, IL. ISU students were paired with Middle Level students and the groups exchanged visits at both sites. ISU visits the school and the ML students visit ISU's campus during the semester.
- TCH 321 – Dr. Erin Mikulec partners with classroom teachers at Chiddix Junior High to bring the students in her ESL methods to work with ESL students in their classrooms.
- College Factual Rankings
 - Top Ranked Education Programs Overall- 7 of 414
 - Highest Paid Graduates- 100 of 706
 - Special Education Programs Top Ranked- 8 of 183

- 99th Best Education School (Graduate) by U.S. News and World Report <https://www.usnews.com/best-graduate-schools/top-education-schools/edu-rankings?name=Illinois%20State%20University>
- 13th “Largest producer of SED majors” in US.
- 8th “Best college offering degrees” in education.
- 39th “Best college for education in America”.
- In FY 20, EAF Adopted and Distributes bi-annually, EMINENCE, the official Newsletter of EAF.
- In FY 20, EAF received \$676,485 in gifts (includes estate giving).
- In FY 20, EAF received and awarded \$22,500 in scholarships.
- EAF on the RED Carpet [Annual GALA] 254 Guests- Generates \$17,000 annually. This formal affair recognizes students, faculty, and staff who have demonstrated outstanding research, service, and scholarship and exemplifies the University and EAF’s commitment to the community.
- College Student Personnel and Administration Advisory Board meets annually.
- Regional Public-School partners attend monthly P-12 Area faculty meetings.

C. Indicate measure of productivity by which the unit's successes can be illustrated.

Enrollment (fall census)

Undergraduate	Fall 16	Fall 17	Fall 18	Fall 19
Early Childhood Education	321	338	343	331
Elementary Education	867	852	978	1,020
Bilingual	153	71	58	59
Middle Level Teacher Education	202	197	213	211
Learning Behavioral Specialist 1	671	663	676	638
Deaf & Hard of Hearing	99	83	87	88
Low Vision & Blindness	26	20	21	22
TOTAL	2,339	2,224	2,376	2,369

Master's	Fall 16	Fall 17	Fall 18	Fall 19
Teaching and Learning	71	132	150	141
Reading	35	29	26	29
Educational Administration	38	45	39	59
College Student Personnel	41	42	49	43
Special Education	55	66	74	69
TOTAL	240	314	338	341

Doctoral	Fall 16	Fall 17	Fall 18	Fall 19
Teaching and Learning	35	45	44	30
Educational Administration	181	174	158	214
Special Education	41	29	21	20
TOTAL	257	248	223	264

TOTAL ENROLLMENT	Fall 16	Fall 17	Fall 18	Fall 19
	2,836	2,786	2,937	2,974

Underrepresented Student Enrollment (fall census)

Undergraduate	Fall 16	Fall 17	Fall 18	Fall 19
Early Childhood Education	76	75	86	84
Elementary Education/Bilingual	205	151	150	164
Middle Level Teacher Education	31	32	41	46
SED	101	124	145	134
TOTAL	413	382	422	428

Master's	Fall 16	Fall 17	Fall 18	Fall 19
Teaching and Learning	2	4	8	8
Reading	3	2	3	2
Educational Administration	3	5	5	8
College Student Personnel	13	17	18	13
Special Education	5	6	4	4
TOTAL	26	34	38	35

Doctoral	Fall 16	Fall 17	Fall 18	Fall 19
Teaching and Learning	1	1	2	0
Educational Administration	73	68	65	103
Special Education	7	4	3	4
TOTAL	81	73	70	107

TOTAL UNDERREPRESENTED STUDENT ENROLLMENT	Fall 16	Fall 17	Fall 18	Fall 19
	520	489	530	570

Degrees Conferred (fiscal year)

Undergraduate	FY16	FY17	FY18	FY19
Early Childhood Education	62	69	72	86
Elementary Education	222	234	144	199
Bilingual	25	69	22	11
Middle Level Teacher Education	47	62	36	50
Learning Behavior Specialist 1	136	130	119	132
Deaf & Hard of Hearing	24	13	12	10
Low Vision & Blindness	6	5	5	6
TOTAL	522	582	410	494

Master's	FY16	FY17	FY18	FY19
Teaching and Learning	38	20	34	64
Reading	13	33	17	9
Educational Administration	7	6	16	13
College Student Personnel	26	20	15	21
Special Education	15	8	11	24
TOTAL	99	87	93	131

Doctoral	FY16	FY17	FY18	FY19
Teaching and Learning	6	8	7	12
Educational Administration	17	15	9	11
Special Education	5	7	2	6
TOTAL	28	30	18	29

TOTAL DEGREES CONFERRED	FY16	FY17	FY18	FY19
	649	699	521	654

Credit Hours Generated (fiscal year)

Unit	FY16	FY17	FY18	FY19
Educational Administration & Foundations	4,269	5,075	5175	7,124
Special Education	14,180	13,452	13,627	14,361
Teaching and Learning	17,198	20,244	21,949	25,858
TOTAL*	44,956	48,502	48,575	56,097

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

National Center for Urban Education

- 560 ISU teacher candidates recruited and received clinical experiences through NCUE.
- 95 campus-wide courses have been re-designed with urban focus at ISU since the program's inception, with two redesigned courses in FY20.
- Approximately 381 graduates placed in urban/high-need schools.
- 94 teachers were involved in induction and mentoring activities.
- 284 ISU alumni teaching in Chicago Public Schools.

Lauby Teacher Education Center clinical and student teaching demographics

- Pre-STT Clinical Experiences
 - Students = 2,511
 - Placements = 8,848
 - Sites = 601
- Student Teaching Placements
 - 752 student teachers
 - 958 placements
 - 949 cooperating teachers
 - 525 schools
 - 285 districts/organizations
- Initial Teacher Licensure = 734
- Graduate Program Entitlements = 103
- Graduate Program Intents Filed = 99
- Tracked and communicated legislative bills filed
 - 66 House Bills
 - 31 Senate Bills
 - 9 Resolutions
- Provided testimony for both the edTPA subject matter hearing and several committee meetings related to HB 256.

Faculty Scholarly Production (calendar year 2019)

Accomplishment	CY19
Journal Articles	98
Books/Book Chapters	35
Conference Papers/ Presentations	216
Other Scholarship	9
TOTAL	358

External Submissions and Awards (calendar year 2019)

Unit	Number of Submissions	Grant Submission Amounts	Number of Awards Received	Awards Received \$
Dean's Office	0	\$0.00	1*	\$2,425,797.00
TCH	5	\$1,277,658.00	1	\$330,000.00
EAF	15	\$4,528,965.00	16*	\$8,655,578.00
SED	6	\$4,736,496.00	2	\$2,232,334.00
Lab Schools	1	\$750.00	0	\$0.00
COE Total	27	\$10,543,869.00	20	\$13,643,709.00
ISU Total	171	\$44,856,650.00	143	\$28,536,307.00

*Note: some awards received were part of ongoing grants

Community Engagement (fiscal year)

Type	Tenure Track Faculty	Staff	Community Partners
Non-credit Instruction	0	1	1
Publications	6	0	4
Presentations	1	0	0
Contracts, Grants, Fellowships	1		1
University Service	2	0	2
Professional Service	1	1	2
Public Service	2	0	2
Totals	13	2	12

Global Initiatives (fiscal year)

COE Study abroad programs offered	9
COE majors enrolled in College study abroad program	86
Number of COE study abroad scholarships awarded	19
Scholarship dollars awarded	\$17,000

Fundraising (fiscal year)

Year	Total Gift Production
FY18	\$2,967,765.71
FY19	\$3,303,883.01
FY20 YTD	\$1,645,117.33
Grand Total	\$7,916,766.05

II. Internal Reallocations and Reorganizations in FY20

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

New Hires

- James Wolfinger- Dean
- Susan Hildebrandt- Acting Department Chairperson for SED
- Tara Kaczorowski- New Assistant Chair position for SED
- Erin Edwards- Office Manager
- Jeongae Kang- SED TT faculty member
- Natalie Shaheen- SED TT faculty member
- Allison Kroesch- SED TT faculty member
- Kate Peeples- SED TT faculty member
- Xiaoying Zhao- TCH faculty member
- Christie Angleton- TCH faculty member
- Stacey Jones Bock- Interim Associate Dean
- Christy Borders- Director, Cecilia J. Lauby Teacher Education Center
- Molly Turner- SED permanent NTT position
- Allyson Manion- SED permanent NTT position
- Jan Olson- College Business Manager
- Jessica Barringer- Dean's Office Administrative Assistant
- Laurie Sexton- Teacher Education Assessment Coordinator
- Jill Janes- Assistant to the Director, TEC
- Chandler Kaiden- Coordinator of Academic Knowledge Management
- Linsay DeMartino- EAF TT faculty member

Upgrade of positions

- Susan Connor- Administrative Aide, TEC
- Jena Hobbs- Assistant to the Associate Director, TEC

Reorganizations

- Barbara Meyer- 75% TCH faculty member and 25% Associate Dean
- Megan Baxter- SED Advisor moved from 11-month to 10-month position
- Janet Caldwell- SED Advisor moved from a 10-month to 11-month position
- TEC Receptionist is now two graduate assistants

- B. Describe how the unit used additional funds from the Provost Office to enhance accomplishments and productivity. Additional Provost Office funds could include funding

sources such as: Enhancement funds, Instructional Capacity funds, Summer Session funding, or variance dollars from buyouts or sabbaticals.

- TCH used, RERIP, FCR funding, and Variance dollars from one AP line were used to supplement Instructional Capacity allocations to pay for non-tenure track full-time and part-time faculty.
- TCH utilized variance dollars and FCR funds to assist with funding of summer courses.
- EDEP funds were awarded for one year to Dr. Shamaine Bertrand.
- In TCH, FCR funding was used for the NTT Professional Development Fund, professional development and travel for staff, travel for staff and faculty to promote graduate programs, additional software purchases for faculty to support research and teaching, and ergonomic upgrades for faculty/staff.
- In SED, travel enhancement funds covered all Clinical Supervision travel, instructional capacity supplemented non-tenure track instruction, Summer Session funding covered 89% of summer instructional needs.
- SED had buyouts from grants (El Vista, Limitless, and NCUE) that supplemented funding for urban pipeline bus trips and compensation for oversight of the grants.
- EAF used instructional capacity to supplement non-tenure track instruction and overload assignments.

C. Describe how the unit used additional funds from College/Department/School/Unit to enhance accomplishments and productivity. Additional College/Department/School/Unit funds could include such as: external funding, Foundation funds, variance dollars (note: this does not include variance dollars from AIF), or external contracts.

- \$117,500 in incentive scholarships were awarded to teacher education students in TCH and SED.
- \$32,050 in renewable scholarships were awarded to teacher education students.
- \$135,450 in one-time scholarship awards to teacher education students.
- SED used sabbatical variance to cover the cost of NTT instruction.
- Foundation funding was used to support student scholarships and awards, support student travel (both graduate and the TCH Clinical Travel Stipends for undergraduates), NTT professional development, support faculty searches (specifically with advertising to diverse populations) and promote the School of Teaching and Learning i.e. promotional items.
- Foundation funds were used to support GROWTH activities, as well as Reach-A... initiatives, student ambassador activities, community building efforts among students and faculty, and assessment costs for some students. They were also used by SED to put on events for students, such as recruitment events, edTPA submission day, and prizes for various competitions.
- All variance, both operating and personnel, was used to cover cost of instruction. SED has no external contracts.
- EAF used sabbatical variance to cover the cost of NTT instruction and overload assignments.