



Community

2022 IMPACT REPORT EDUCATION

COLLEGE OF EDUCATION | UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN



Chrystalla Mouza, Dean

A message from Dean Mouza

I am deeply honored to join the College of Education at Illinois and grateful to my predecessor, Dr. James D. Anderson, for his leadership and the indelible mark he has made on this College, university, and the field of education.

Educators are at the leading edge of society. We engage daily with the needs of learners and experience their joys and struggles, lived out in classrooms and communities around the world. This is why we engage our pre-service teachers with coursework like *Identity and Difference in Education* (EDUC 201). And why our faculty launched a wide-range of innovative initiatives in 2022, including: programs that teach media literacy skills to high school students; online professional development series that prepare teachers and librarians in learning and teaching about Asian American history; and professional learnings programs on leading inclusive, inquiry-based social studies instruction for K-12 students.

Responsiveness to the needs of learners and their communities is a hallmark of our College. Education at Illinois has a rich history of public engagement with local, regional, national, and global communities. We continue to build on this history with impactful efforts like the Champaign Freedom School and our I-Global program which connects middle school students with international peers and culture, virtually.

My primary goal as dean is to support our education community in the pursuit of excellence. As you read through this 2022 Impact Report, you'll see why I am proud to be a part of this College—every page, another example of excellence in action by our faculty, students, staff, and alumni.

Yours in Orange & Blue,

Chrystalla Mouza
Dean, College of Education



College of Education Leadership

College of Education leadership serves the Dean and helps steer the College through the ever-changing educational landscape to maintain our preeminence as a world-class institution of research, teaching, and public engagement.



Amanda Brown
Executive Assistant Dean
for Administration



Kiel Christianson
Chair of Educational
Psychology



Lisa Denson-Rives
Assistant Dean for
Advancement



Sangeetha Gopalakrishnan
Director of Online Programs



Nancy Latham, Associate Dean
for Undergraduate Programs and
Executive Director of the Council
on Teacher Education



Jessica Li
Associate Dean for Research
and Director of the Bureau of
Educational Research



Sarah McCarthy
Head of Curriculum & Instruction



Karla Möller
Associate Dean for
Graduate Programs



Yoon Pak
Head of Education Policy,
Organization & Leadership



Michelle Perry
Interim Head,
Special Education



Emily Stone
Director of Public
Engagement



Amy Summers
Assistant to the Dean



Allison Witt
Director of International
Programs

CALL AND RESPONSE

Policymakers called on educational institutions to address the needs of diverse learners across the state, nation, and world.

We heard the call.

We understood the mission.

We delivered:

- curriculum providing a historical understanding of Asian Americans through the **Teaching of Equitable Asian American Community History (TEAACH) Act**.
- **iMedia**, a **media literacy curriculum** for public high schools. Illinois became the first state in the nation to mandate such instruction.
- inclusive, inquiry-based **social studies instruction** for K-12 teachers in Illinois.
- **Freedom School** programming that can be modeled across Illinois and throughout the country.
- training in **trauma-informed practice** in early childhood settings through a new **online program**.
- targeted, **culturally responsive**, holistic, and **trauma-informed care** for Black students and their families.
- **resources** to help teachers understand effective ways of working with **students with disabilities** and help them prepare for jobs.
- a new **anti-racist training model for psychologists** that prepares practitioners to respond to the social ills of racial discrimination and other forms of repression.
- a pipeline to prepare more early childhood educators in the state of Illinois through the **Early Childhood Professional Educators** program.

OUR WORLD-CLASS PROGRAMS

2023 U.S. News & World Report rankings for our departments and programs

- #3 Online Graduate Programs
- #5 Educational Psychology
- #6 Special Education
- #10 Curriculum & Instruction
- #13 Education Administration
- #14 Elementary Teacher Education
- #14 Secondary Teacher Education
- #18 Education Policy
- #20 Higher Education Administration

Curriculum & Instruction

- Curriculum Research, Early Childhood Education, Aesthetics & Teacher Education (CREATE)
- 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

- Developmental Sciences
- Cognitive Science of Teaching & Learning
- Counseling Psychology
- Quantitative and Qualitative Methodology, Measurement, and Evaluation (Queries)

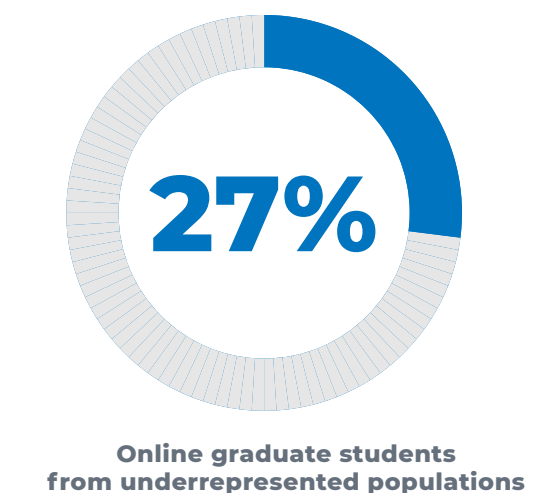
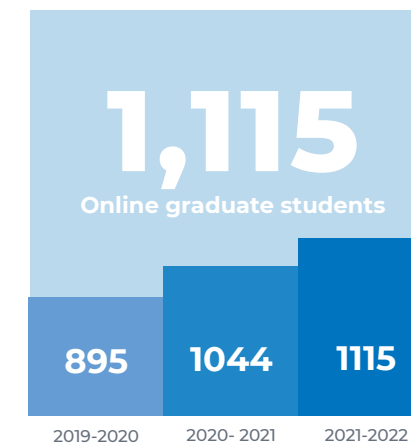
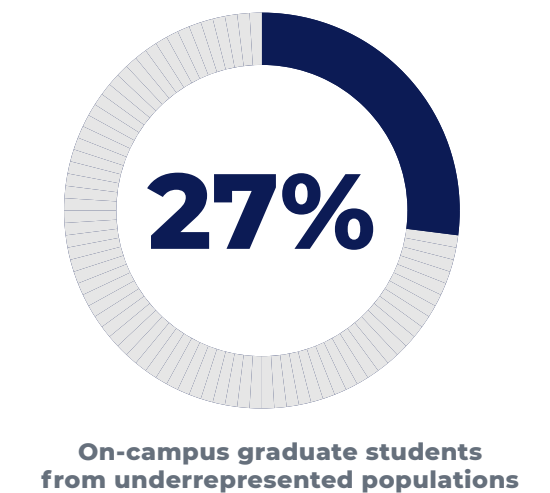
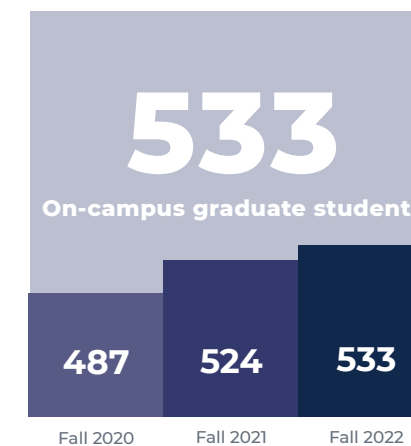
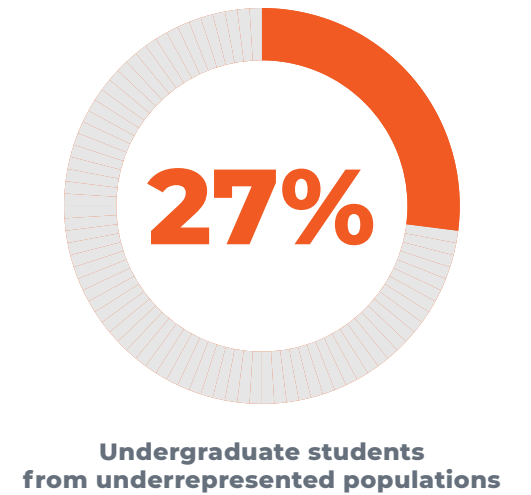
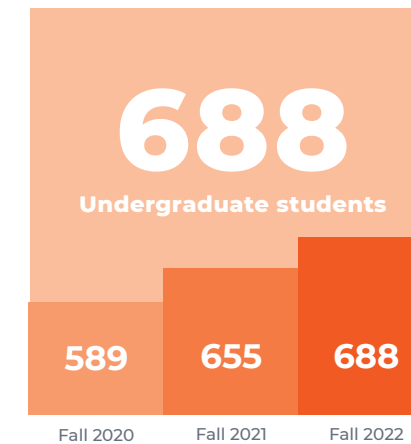
Special Education

- 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
- Learning Design & Leadership
- Philosophy of Education
- Social Sciences & Education Policy

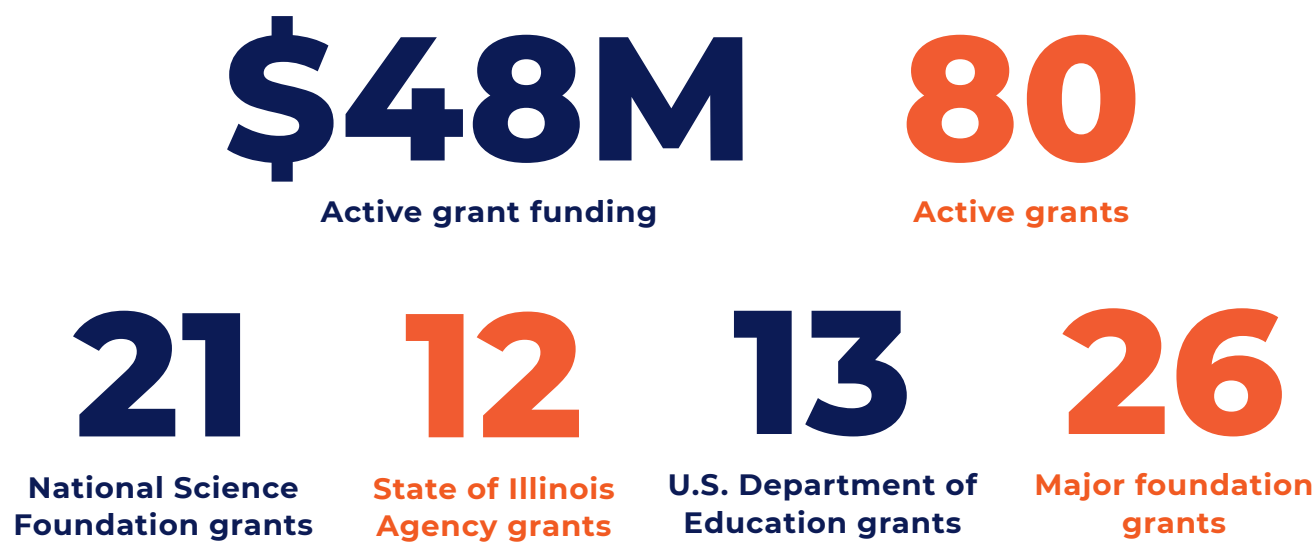
OUR ENROLLMENT TRENDS



Data reflects degree and non-degree seeking students including those enrolled in our Coursera MasterTrack™ Certificate in Instructional Design.

2021-22 RESEARCH FUNDING & GRANTS

All funds awarded from sponsored activity and grants from July 1, 2021– June 30, 2022.



PRIORITIES & MILESTONES

Curriculum & Instruction

2021-22 Milestones

- Implemented Proseminar for all first and second year doctoral students
- Launched second cohort of students in the Computer Science Education endorsement program
- Implemented COVID-19 research grants
- Gained approval for a new CS + Education bachelor’s degree with a licensure and learning sciences track
- Implemented Provost’s Initiative on Instructional Needs by providing math support to licensure students
- Implemented Provost’s Initiative on Innovative Programs: “Bringing Us Back Together” through community spaces, supporting multimodal writing, and revising literacy courses

Priorities for 2022-23

- Recruit students into new CS + Education bachelor’s degree programs
- Recruit students into the new Secondary Education, bachelor’s degree in math program
- Revise the DELTA undergraduate program and rename it Educational Technology
- Design new program in Trauma-Informed Instruction
- Redesign licensure programs to meet CRTLS and address changing landscape of teacher education
- Recruit doctoral students for new Fellowship in Teacher Education
- Update online master’s degree program
- Hire new faculty in secondary English Language Arts and Early Childhood Literacy

Educational Psychology

2021-22 Milestones

- Hired three new tenure-system faculty members in Developmental Sciences
- Accepted six new students into the first official cohort of our M.S. in Mental Health Counseling program
- Faculty were primary or co-primary investigators on new and continuing grants/contracts totaling over \$15M
- Received approval for facilities development for a new College of Education mental health research clinic

Priorities for 2022-23

- Replace retired and retiring faculty with new hires at both junior and senior levels
- Develop new courses that serve the College of Education and campus in areas of quantitative methodology, mental health, and student success
- Continue to seek funding to expand research projects that impact psychological science and education
- Review departmental by-laws and governance structures and revise as needed

Special Education

2021-22 Milestones

- Hired new faculty
- Created a new online Certificate of Specialization in Trauma-Informed Education
- A faculty member, a graduate student, and a cooperating professional/alumna each won a national award from the Division for Early Childhood of the Council of Exceptional Children
- Received major grants for faculty research from the Office of Special Education Programs (OSEP), Illinois State Board of Education (ISBE), and Institute of Education Sciences (IES).

Priorities for 2022-23

- Increase and enrich the department’s diversity, equity, access, and inclusion efforts
- Hire a new department head
- Redesign the LBSI program

Education Policy, Organization & Leadership

2021-22 Milestones

- Maintained U.S. News & World Report ranking of #3 in online master’s degree programs, nationwide
- Continued our selective doctoral admissions process for the online Ed.D. program
- Developed a Graduate Certificate program with the Cancer Center at Illinois for cancer educators
- Recipient of the Campus’ Investment for Growth initiative with the Office of Online Programs to develop an Ed.M. in Instructional System Design through Coursera (\$194,000)

Priorities for 2022-23

- Strengthen faculty through targeted cluster hires
- Develop an innovative undergraduate major focusing on equity and diversity for nontraditional student populations
- Expand internship opportunities for graduate and undergraduate students
- Realign concentrations to focus on leadership, policy analysis, and sustainability
- Improve students’ learning outcomes and assessments
- Provide team-based mentoring strategies for faculty to enhance research, teaching, and public engagement endeavors
- Create more community-building efforts for on-campus, off-campus, and online students

Chrystalla Mouza
began serving as dean
of the College of Education
on August 15, 2022.

INTRODUCING DEAN MOUZA

Excellence, Equity, and Engagement

“Throughout my career, I have remained steadfast and passionate about expanding education opportunities to diverse groups and supporting a higher education system that promotes equity and social mobility. Educational technology remains a precious cornerstone of such equitable educational system.”

Chrystalla Mouza’s parents had to permanently abandon their education while they were in elementary school to help out in their respective homes and in the fields. Her two older sisters never had the opportunity to go to college.

In 1974, during a period of political unrest, Mouza and her family were forced to flee their home on the tiny Mediterranean island of Cyprus and become refugees. College appeared to be an unlikely destination in her life, as well. They landed on their feet in a new town and started a new life. Mouza’s father worked various jobs in the Middle East to support his family, while her mother cared for the three girls at home. Both her parents have since passed away, but their resilience and work ethic reside firmly within her.

Chrystalla Mouza was the first person in her family to attend college. She went where neither her parents nor her sisters could go. She was determined to make the most of it.

Here, Mouza shares her passion for education, her career before coming to the University of Illinois, and her vision for the College of Education.

Why did you choose to go into education?

I chose to pursue a degree in education for two reasons: there was a teacher shortage in my home country, and I saw teaching as an opportunity to contribute back to society. I was admitted to the University of Ioannina in Greece, where I received an undergraduate degree in elementary education.

Describe your passion for education and how it has evolved over the years.

Upon graduation from college, I taught elementary school for two years in Cyprus. In my first year, I taught in a city school, not far from where I went to school myself. On my first day, I was greeted by my former fifth grade teacher who had already been at the school for several years. Unbeknownst to me, she brought with her one of my old notebooks she had kept over the years. That incident truly demonstrated the lifelong bond between students and educators and the vital role teachers play in the development of their students. We both taught fifth grade that year and she was an inspiring mentor to me, further fueling my passion to become the most effective teacher I could be.

During your time at the University of Delaware you were also a professor of computer and information sciences. Please tell us about your research interests and how they have evolved throughout your career.

For the past 25 years, my research has explored how educators learn to integrate emerging technologies—for example, software, apps, coding tools, robots, virtual reality—with content and pedagogy to support student learning, and how technology-rich learning environments support teacher and student outcomes. I have explored these issues in real-world formal and informal settings including schools, university classrooms, libraries, and after-school programs.

**What attracted you to the University of Illinois?
Why did the position of dean of the College of
Education appeal to you?**

I was attracted to the University of Illinois because of the strong alignment between the College's vision and my own vision for leadership and excellence. Specifically, there were three primary reasons I was attracted to Illinois: the opportunity to further strengthen research and elevate the prominence and visibility of an already outstanding college, the commitment to the mission of land-grant universities and their role in improving the lives of people and communities locally and globally, and the strong commitment of both the College and the university to diversity, equity, and community engagement—issues that have been at the cornerstone of my work for the last two decades.

What opportunities here excite you?

The College of Education at the University of Illinois has always been a leader among colleges of education and boasts an outstanding faculty and student body. I was excited about the opportunity to work and learn with this outstanding group of colleagues who are committed to preparing the next generation of educators, scholars, and leaders. I was also very excited about the College and campus' strong tradition of interdisciplinary research. I truly believe that to solve complex societal problems we need to bring together expertise from different functional areas. The boundaries between disciplines are becoming less rigid with the focus being on skills and the ability to communicate and collaborate with multiple constituencies across fields. The University of Illinois is at the forefront of such efforts and the College of Education is already well positioned to further support these endeavors, boasting many interdisciplinary collaborations with computer science, engineering, media, and the state-wide Discovery Partners Institute, to name a few. I am also excited about enhancing collaborations with the Carle Illinois College of Medicine and the Research Park as we look for ways to support innovation and entrepreneurship across the university. The Bureau of Educational Research has already been laying the foundation for this work.

**What do you see as primary challenges facing
the College? What are your initial thoughts
about how to address them?**

Although not unique to the College of Education, there are many nationwide challenges facing higher education today. These include declining enrollments, the rising cost of higher education, lack of diversity, and our ability to impact practice through scholarship. Confronting these challenges can generate new opportunities that will help the College generate improvements and innovative approaches on how we operate. As a public research university, I believe we are in a unique position to turn obstacles into opportunities and craft a new vision that is centered on innovation, equity, engagement, and research excellence.

**Do you have any previous connections to the
university or the College?**

While I have had the opportunity to interact with many of the faculty during education conferences and am familiar with their work, I had no prior direct connection to the University of Illinois. However, my husband is a graduate of the university, having received his Ph.D. in Business Administration from the Gies College of Business. I therefore knew a lot about the university just by listening to his own experiences as a graduate student over the last 25 years we have been together. Our family has been avid supporters of Fighting Illini athletics and can't wait to cheer for them in person now.

**What do you hope to accomplish as the new
leader of the College of Education?**

While I have ambitions and goals about the future of our College, I believe it is essential to work with faculty, staff, students, and our alumni to develop and nurture a common vision. Specifically, there are three principles that I hope to see woven through all our work: Excellence, Equity, and Engagement.

My primary goal as dean is to support our community in the pursuit of excellence. We have the talent, but we need to make sure that faculty, staff, and students have the resources they need

to excel in their teaching and scholarly endeavors. Similarly, I want to ensure that our initiatives are driven by a commitment to equity, diversity, and inclusion. I'm passionate about making higher education, especially the University of Illinois education, accessible to all students. It is important to have multiple entry points into our programs, on-ramps for career changers, and financial support to offset the cost of higher education. As a group, we should also examine our curricula to ensure there are no barriers to degree completion. I believe technology could play an instrumental role towards these endeavors and I'm pleased that that the College already has multiple initiatives in place that leverage the use of technology to support teaching and learning, making education more broadly accessible.

Finally, consistent with our land-grant mission, it is critical that we elevate our identity as a community-engaged college, mobilizing university knowledge and community experiences to tackle meaningful societal problems.

**"I am truly honored to serve the College
of Education in this role, building on
the outstanding legacy of prior deans.
I look forward to working with the
talented faculty, staff, alumni, and
students to further strengthen the
College's prominence and leadership
both nationally and globally."**

A Tribute to James D. Anderson



James D. Anderson, dean of the College of Education, retired from the University of Illinois Urbana-Champaign on June 30, 2022, after nearly five decades of teaching, leadership, research, and service.

The College of Education hosted two events to celebrate his significant impact on the field of education, and his scholarship, mentorship, and leadership within higher education.



October 28, 2022

**Conversation with Dr. Freeman Hrabowski III
and Dr. James D. Anderson**

10:00 a.m. – Noon

SDRP Building

James D. Anderson Tribute

3:00 - 7:00 p.m.

Colonnades Club, Memorial Stadium

NEW FACULTY

Seven new faculty members add capacity for research and instruction within the College in areas ranging from organizational education and disability inclusion, student motivation, engagement, and development—especially as it relates to STEM curriculum—and the intersection of students' purpose and mental health.



MARI ALTSHULER
Teaching Assistant Professor, Curriculum & Instruction

Mari Altshuler aims to support young children and their teachers in believing that they are capable math learners and thinkers. She studies how early elementary school students form relationships with mathematics. Her research highlights the importance of making space in math classrooms for students to exercise agency. Altshuler recently completed her Ph.D. in Learning Sciences at Northwestern University in Evanston, where she worked with in-service and pre-service elementary school teachers to explore students' complex mathematical ideas.



LORENZO BABER
Professor, Education Policy, Organization & Leadership

Lorenzo Baber returns to the University of Illinois Urbana-Champaign after serving as a tenured faculty member at Loyola University Chicago and Iowa State University. He is the new director of the College's Office of Community College Research and Leadership. His scholarly interests examine equity and social justice in postsecondary education. His research foci include leadership within community college contexts, experiences of minoritized students in postsecondary STEM education, and use of critical social theory to inform higher education policies and practices. He holds a Ph.D. in Education Policy Studies from Pennsylvania State University.



CHANG-KYU KWON
Assistant Professor, Education Policy, Organization & Leadership

Chang-kyu Kwon received his Ph.D. in Learning, Leadership & Organization Development from the University of Georgia in 2019 and his M.A. in Organizational Behavior & Evaluation from Claremont Graduate University. Kwon's research is informed by adult learning and development theories and seeks to create whole person organizational systems in which people with minoritized identities can be fully themselves. He was recognized by the Academy of Human Resource Development's 2022 Richard A. Swanson Research Excellence Award.



JESSICA GLADSTONE
Assistant Professor, Educational Psychology

Jessica Gladstone received her B.S. and M.S. in Applied Psychology from the University of West Florida and her Ph.D. from the University of Maryland, specializing in both Developmental Sciences and Educational Psychology. As a postdoc at New York University and Virginia Commonwealth University, she explored student motivation from different theoretical and methodological perspectives. Her current research examines students' STEM motivation and engagement, the impact of socializers on this, and the ways that motivation and engagement can predict achievement.



AIXA MARCHAND
Assistant Professor, Educational Psychology

Aixa Marchand received her Ph.D. in Psychology and Education with certificates in African American and Diasporic Studies and Graduate Teaching from the University of Michigan. Marchand's main line of research applies an interdisciplinary lens to the societal, contextual, and cultural factors that shape the academic achievement of students of color, with a focus on working with Black parents. More specifically, her research focuses on the attributions that Black parents make about educational inequities and how these attributions may relate to their school engagement.



KAYLIN RATNER
Assistant Professor, Educational Psychology

Kaylin Ratner received a Ph.D. in Developmental Psychology from Cornell University with concentrations in Social and Personality Development, Developmental Psychopathology, and Applied Statistics. She earned a M.A. (Clinical Psychology) and B.S. (Psychology, honors) degrees from the University of Central Florida. Ratner studies how adolescents and young adults reconcile their senses of identity, purpose, and meaning in life, and how these psychosocial processes interface with mental health.



MICHELE SCHUTZ
Assistant Professor, Special Education

Michele Schutz earned her Ph.D. in Special Education from Vanderbilt University. She earned her bachelor's degree in Special Education from Illinois State University and her master's degree in Multiple Disabilities and Secondary Transition from the University of Illinois Chicago. Schutz's research interests center on the transition of youth with significant disabilities from high school to adult outcomes, especially meaningful employment, support needs to work experiences, particularly in rural communities. She is particularly interested in the roles that various school staff play in facilitating career development for students with disabilities, particularly in rural communities.



Why Teachers Should Be Trauma-informed

Catherine Corr, associate professor in Special Education in the College of Education and two of her graduate students, Lynn Burdick and Mia Chudzik, share their thoughts on why it's important for teachers to know how to identify and respond to trauma.

Q: What does it mean to be a trauma-informed educator?

Lynn Burdick: It means that as an educator, you are aware of the potential impacts of trauma and you build your relationships with your students and structure your classroom in ways that are supportive of those who may have experienced trauma. Relationships and the strategies that help students who are impacted by trauma benefit all children, but are essential for those who are experiencing the impacts of trauma.

Q: How does trauma impact learner outcomes educationally, socially, and emotionally?

Burdick: Academically, children who have experienced trauma can struggle with the skills required for reading and math. In addition, executive functioning can be impacted, resulting in challenges with self-regulation, organization, planning and problem-solving, working memory, flexibility, and emotional control. Unfortunately, when you consider the impacted learner outcomes, you realize these are exactly the skills required to "do school."

Mia Chudzik: Additionally, students who have experienced trauma and display these symptoms in the classroom may be diagnosed with a disability instead of getting the support they need.

Q: What does being trauma-informed look like in an educational setting?

Burdick: Teachers who are trauma-informed are organized with consistent schedules, routines, and procedures. When there are changes, trauma-informed teachers inform students of those changes prior to their occurrence. Teachers who are trauma-informed

teach their students strategies for self-regulation and practice the strategies themselves, as a dysregulated adult cannot help a dysregulated child. Trauma-informed teachers provide a psychologically, physically, and identity-safe learning space where all students are members of the classroom community. Teachers who are trauma-informed get to know their students and build relationships based on their knowledge of individual students and their needs. Finally, trauma-informed teachers use logical, consistent disciplinary practices that teach rather than punish students.

Catherine Corr: I have recently been examining my own practice as a college instructor and advisor and am revamping my approach to be trauma-informed. For instance, I took time the past year to examine and revamp my class attendance policy, late work policy, the ways in which I assess learning, and the ways in which I check in with my students, both formally and informally. Additionally, I have spent time examining what I can do to contribute to students' positive mental health experiences.

One strategy is regularly celebrating successes (big and small, personal and professional) and encouraging work/life balance with my students and advisees.

Q: As a researcher, how are you contributing to the field of trauma and its impact on children?

Corr: We recently secured PITA (Provost's Initiative on Teaching Advancement) funding for a project entitled **Preparing Trauma-informed Teachers (PTIT)**. For this project, we will invite experts in special education, curriculum and instruction, and school social work to establish the critical knowledge necessary for teachers to support students who have experienced trauma.

First, we will create a framework for the integration of these trauma concepts into existing teacher preparation courses. Then, our team will develop an assessment to determine the effectiveness of the process and the impact of its implementation.

There is currently no public higher education institution in Illinois with a degree program in trauma-informed education. The PTIT project is the first step toward a teacher preparation program that could be recognized as trauma-informed. Combined with the current efforts to develop master's level programs, PTIT provides the opportunity to make the University of Illinois an innovator in the development of trauma-informed curricula and credentials.

I am also coauthor of a research study currently under review, entitled Changing Attitudes about Trauma-Informed Care Using an Online Training Module. This study examines the many barriers to getting schools and other settings to adopt the principles of trauma-informed care (TIC). This is an adaptive approach that emphasizes the need for settings to be universally accommodating to children who have experienced trauma. Training providers on TIC is essential for shifting attitudes and instantiating these principles into practice. Given the logistical difficulties of in-person training, a free online training module using SAMHSA's trauma-informed care model was developed and deployed. Results from the study of this module suggest that the training was effective in significantly shifting participants' attitudes towards trauma-informed care. Additionally, these gains were seen regardless of workplace experience, and initial racial differences were resolved with similar post-test scores across demographic backgrounds. These findings suggest the viability of digital training as a low-cost option for disseminating trauma-informed care values.

Q: How is the College of Education preparing trauma-informed professionals?

Burdick: The Department of Curriculum and Instruction began including content on trauma and trauma-informed practice in the professional course sequence for preservice teachers a few years ago. Efforts are being made to integrate trauma-informed content and strategies in multiple methods courses.

Corr: The Department of Special Education has received two Office of Special Education Programs (OSEP) training grants (Ostrosky, Corr, and Lindsey, 2018-2021; Hardy, Corr, and Lindsey, 2021-2025) focused on preparing trauma-informed Early Interventionists, Early Childhood Special Educators, and School Social Workers.



New online certificate of specialization in Trauma-informed Practice in Early Childhood Settings

The College of Education is offering a **new online certificate of specialization** to inform educators and other professionals how to evaluate the impact of trauma on child development, modify learning environments to become trauma-informed, and design practical solutions to trauma-related issues.

Twenty-six percent of children in the U.S. will witness or experience a traumatic event before they turn four. (The American Psychological Association describes “trauma” as an event or series of events that result in disturbing experiences and negatively affect an individual. Examples of trauma include coming up against abuse or neglect, natural disasters, losing a loved one, and living in community violence.)

Children exposed to five or more significant adverse experiences in their first three years of life are 76% more likely to have one or more delays in their language, emotional, or brain development.

It's for these realities and many more like them that the Department of Special Education in the College of Education launched a new online certificate of specialization called Trauma-informed Education.



1,300
Middle school student participants

17
Participating countries

55
Undergraduate pre-service teachers

101
International students

I-Global was created to help middle schoolers from around the world connect with each other and learn what it means to live in a global society.

I-Global launched in 2021 with a curriculum based on the **Sustainable Development Goals** developed by the United Nations. The 17 goals cover issues such as No Poverty, Zero Hunger, Quality Education, and Clean Water and Sanitation.

New Features in 2022

- 1. Creating a far greater international mix of students.** Now, instead of primarily being in a group of kids from their own country and occasionally mixing with others, participants are placed in a group of students who collectively hail from multiple countries.
- 2. Moving away from school-based students** to home-schooled children and 4-H clubs. Most U.S. kids have been inundated with online learning, and teachers are stretched to the limit. The hope is that will change

in the near future and schools will once again be a prime source for program participants.

3. Changing to a quarter system to manage the effect daylight savings creates. Now, the program has four eight-week sessions, with breaks at the two time changes and at the end of the calendar year.

4. Undergraduate students are in charge. Last year, grad students ran the show, and they are still very much involved. Beyond giving middle schoolers the international experience and the opportunity to learn from each, the program is also geared to expose preservice teachers to online teaching and to teaching different types of students from around the world.

5. Undergraduates now earn internship credit in addition to being paid for their time.

Overcoming Language Barriers

If you're wondering how language barriers are crossed, says Janine Solberg, I-Global assistant director and doctoral student in the College's Department of Education Policy, Organization and Leadership, the University of Illinois is the perfect resource for such a challenge. “We have so many international students here,” she says.

“We had a group of students in I-Global from Italy, and they were struggling with the language, so we found a couple of seniors on campus who are majoring in Italian and they came to the sessions and provided the necessary translation.” Similar solutions have been found through students on campus who speak Mandarin, Bengali, Hindi, Kazakh, and numerous other languages.

DELIVERING RESEARCH-BASED CURRICULUMS



College of Education Leads Effort to Achieve State of Illinois’ TEAACH Act Goals

The State of Illinois made history last year when it became the first in the nation to mandate the teaching of Asian American history in K-12 public schools. To support the implementation of the **TEAACH (Teaching Equitable Asian American Community History) Act (HB 0736)**, the College of Education at the University of Illinois Urbana-Champaign is leveraging its faculty members’ expertise and extensive knowledge of this subject matter to launch a first-of-its-kind professional development series as a go-to resource for Illinois teachers and librarians in learning and teaching about Asian American history.



Yoon Pak, professor and head in the Department of Education Policy, Organization & Leadership (EPOL), was part of an Illinois State Board of Education task force to develop resources for elementary through high school educators to teach students about Asian American history, with a special focus on their contributions and influence in Illinois and the Midwest.

The TEAACH Illinois online professional development series is asynchronous, self-paced, and includes three modules that each address specific aspects of Asian American experiences. The series’ approach considers the racialized experiences of minority groups in the U.S., particularly the historical and structural inequities and problematic stereotypes of Asian Americans as “model minorities” and “forever foreigners”.

The series is designed to not just provide lesson plan content and resources but to also cultivate educators’ insights and reflections on their own identities, unconscious biases, and approaches to teaching Asian American history. Teachers can access the TEAACH Illinois training free of charge and earn professional development hours upon module completion.

Additionally, University of Illinois researchers will collect data from participants’ completed course assignments to better understand teacher and librarian experiences and identities in teaching Asian American history. All data and feedback gathered through the study will be anonymized and used to improve future iterations of the training modules.

Colleges of Education and Media Team Up to Help Illinois High Schoolers Understand the Media They Consume

When Governor JB Pritzker signed a bill into law on July 9, 2021, requiring that media literacy be taught in public high schools, Illinois became the first state in the nation to mandate such instruction.

Immediately after the bill was passed, the College of Education and the College of Media went into action, planning how to prepare Illinois teachers to be ready to instruct students in an area made critical by the massive amount of misinformation that circulates in cyberspace.

The two colleges collaborated to form the Initiative for **Media Education Inquiry and Action (IMEDIA)** to help fill educators’ needs for media literacy training and curriculum development. The goal of IMEDIA is to assist high school teachers with integrating media analysis and production into their classes and building a robust critical media literacy curriculum in Illinois schools.

IMEDIA launched a pilot program on campus June 27-29, to find out what teachers are already doing in the area of media literacy and to help them integrate a media literacy component into their curriculum, said **Sarah McCarthy**, head of the Department of Curriculum & Instruction.



“Media literacy is especially important in light of the last presidential election and the amount of disinformation and misinformation that is pervasive in the U.S.,” McCarthy said. “It’s more and more critical that we equip students with the ability to discern what’s factual from what’s not.”



Leading Inclusive, Inquiry-Based Teaching & Learning

Asif Wilson, assistant professor in Curriculum and Instruction, is leading the development, implementation, and evaluation of training in inclusive, inquiry-based instruction for K-12 social studies teachers throughout the state of Illinois.

Illinois Governor JB Pritzker signed **House Bill 2170** a little over a year ago, the creation of an **Inclusive American History Commission (IAHC)** was part of the omnibus legislation.

Over 118 teachers from across the state registered for the June 2022 professional learning launch—called **I3: Inclusive, Inquiry-Based Social Studies for Illinois**. This first cohort in the “pilot year” completed a five-part series on self-interrogating their own dispositions, inquiry-based learning, and inclusive American history.

Continuation of the professional learning with ISBE will include spots for 250 teachers this coming academic year (2022-23). Then, a scaled-up version will be available to every social studies teacher in the state, in a variety of K-12 educational settings, for the 2023-24 school year.

DELIVERING RESEARCH-BASED RESOURCES



Giving Minoritized Students a Voice

In conducting youth-led participatory action research, **Rachel Roegman** is giving a voice to minoritized high school youths who rarely are heard.

Roegman, an associate professor in Education Policy, Organization and Leadership, has been working the past two years with students from two high schools, one in Indiana and one in Illinois, on issues impacting transgender and gender nonconforming youth.

“We’re working on how to make schools more inclusive places for them,” Roegman says. “What kinds of systems do we need for all youth to feel safe and supported?”

Roegman went in with the idea of talking with school administrators about the types of changes that would make transgender and gender nonconforming youth safe, but the students she met with wanted to directly address their high school peers.

Roegman practiced what she was preaching. She listened to the students. She gave them the voice they were yearning to use. She empowered them to take control of their environment.

“I’m giving them the opportunity to give direction to the research, with guidance,” she says. “What I think is

important isn’t always what they think is important. I’m honoring what they bring and where they want the research to go.”

Launching Surveys, Presenting at Conferences

“It’s a little more challenging to educate their peers as opposed to their administrators,” Roegman says. “What do you do if you see someone in the bathroom and don’t think they’re the right gender? The answer is you don’t do anything. You just trust that they’re in the right place. But creating a culture where that can happen is a challenge.”

It’s a challenge that the Illinois group is taking head-on. Roegman began meeting with this group in January 2022. “We’re about to launch a survey to get a better understanding of students’ and teachers’ beliefs of what it means to be transgender,” she says. “It’s a GLSEN survey [formerly the Gay, Lesbian & Straight Education Network], a national school climate survey that we’ve modified. Once we get the results, we’ll share the data with the school next year in an assembly, and then we’ll go to some leadership conferences around the state and some LGBTQ conferences.”

The Indiana group, which began meeting in January 2021, created a video in which they shared some of their experiences. “They also presented at a teachers’ conference, and now the students are working on policy changes they would like to see and will share that with the school board,” Roegman notes.

Expanding the Vision

Another way Roegman gave the Indiana group more voice was in expanding the original research idea. “When we went in, we were really focused on gender and gender nonconforming students, but they are thinking more inclusively about all minoritized groups,” she explains. That includes the large Latinx population in the school, many of whom have names that their teachers Americanize.

The Indiana students are also expanding the focus to include transgender students of color, understanding that their experiences are different from those of white transgender students.

Funded by Two Grants

Roegman’s research is funded by two separate grants, one from the Illinois Campus Research Board and the other from the Spencer Foundation.



PAPER: TRAIN FUTURE PSYCHOLOGISTS TO DISMANTLE RACISM, INJUSTICE IN SOCIETY

by Sharita Forrest, Illinois News Bureau

A team of psychologists, led by scholars at the College of Education, proposes a new training model that would prepare all practitioners in their discipline to respond to the social ills of racial discrimination and other forms of repression. The team includes, pictured from left, predoctoral candidate **B. Andi Lee**, educational psychology professor **Helen Neville** and doctoral intern **Nimot Ogunfemi**.

Comprised of scholars representing several universities, the team has created an anti-racist training model for psychologists that will prepare them to dismantle racism in society, as opposed to only teaching coping skills to individuals. The team is also calling upon the psychology discipline to acknowledge the racist theories and practices in its history and the inequities they created.

While the training, called the **Public Psychology for Liberation** model, was designed for public psychologists – those who work in public settings – the team says it would have universal benefit for everyone in their discipline, regardless of field.

In a recently published paper, the team outlined the new training paradigm, saying that it challenges the “anti-Blackness, racial oppression and myths of white supremacy” embedded in society and “built uncritically into our training and discipline.”

“We want to transform with whom, what and how we teach, research and write by centering on the people most marginalized in society and the experiences and topics that they want to research,” said Helen A. Neville, a professor of Educational Psychology at the University of Illinois Urbana-Champaign and the first author of the paper.

The model also represents a commitment to provide mental health services in the public sector to, by and with some of the society’s most oppressed people. Grounded in the principles of liberation psychology – which emphasize collective well-being, consciousness of social injustices and resistance to the normalization of discrimination and oppression – the PPL model has the potential to transform community members’ lives, the team said.

“It includes centering social problems and the concerns of the global majority in our work and engaging diverse communities in knowledge creation from the very beginning to the very end.” — Nidia Ruedas-Gracia, Educational Psychology assistant professor and co-author.



DELIVERING RESEARCH-BASED PROGRAMS



PURSUING JUSTICE & EQUITY BY DESIGN

A graduate seminar in the College of Education is exploring issues of equity, inclusion, and justice through a lens of design—with an eye to reaching those who have historically been marginalized or excluded.

Educational technology is the new kid on the block. And with that newness comes the opportunity to set some things right, says **Mike Tissenbaum**.

“We’re looking at technology in new ways,” says Tissenbaum, who is an assistant professor with appointments in Curriculum and Instruction (C&I) and Educational Psychology (EPSY) in the College of Education. “We’re thinking in a space that is relatively new—ed tech—in the arc of education. If we push for a critical lens from the beginning, we have the opportunity to potentially set new infrastructure.”

Thinking Through a Lens of Design

“This course gets them thinking about these issues from a real lens of design,” Tissenbaum says. “It’s not just about equity, inclusion, and justice; it’s designing with and for them. It gets them thinking about how what they’re building and making impacts these historical structures, and this needs to be in service

to everybody, and especially to those who have been historically marginalized and who have had to fight so hard to even fit within the system, let alone thrive in it, because it’s been designed for those who already thrive.”

During the 14 weeks of the course, Tissenbaum is bringing in eight guest speakers—global leaders in implementing justice and equity design research—to give his students the varying perspectives they need to hear. “The speakers are sharing how they think about justice and equity in their design,” he says. “The students get to hear not just how that weaves through a paper or two but over a career of work. So, it’s an intimate discussion with these people who are doing this kind of work all over the world.”

College’s New Degree Program Builds Strong Base for Mental Health Counseling

With the launch of a new master’s program, the College of Education is at the forefront of a new, emerging identity within the profession of mental health counseling.



When the Illinois Board of Education gave the College of Education the green light in March 2021 to move forward with a **Master’s of Science in Mental Health Counseling**

program, the College was ready to go.

“The American Psychological Association had been talking for many years about accrediting programs at the master’s level within the realm of psychological sciences,” says **Lisa Kinderman**, clinical assistant professor in the Counseling Psychology Division of the Department of Educational Psychology. “We wanted to be poised to influence or be part of this new emerging identity within the profession, and we also saw an opportunity to create a program that is different than many of the other programs that are offered in the state.”



Faculty Viewpoint: Support Program for Local Families Grounded in Culturally Responsive Collaboration, Evaluation

Leading Individuals and Families to Transformation (LIFT) Champaign is a new collaboration of the Champaign Unit 4 School District, City of Champaign, University of Illinois Urbana-Champaign Chancellor’s Office of Public Engagement, and the **Center for Culturally Responsive Evaluation and Assessment (CREA)** aimed at provided targeted, culturally responsive, holistic, and trauma-informed care for Black students and their families.

LIFT focuses on African American youth in grades K-12, as well as their families, who are experiencing significant challenges academically and personally. Through intensive wraparound support and connections to both school-based and community resources, LIFT is designed to ensure students and families can succeed and thrive through severe circumstances in their scholastic or personal lives.

For more about how the College of Education’s Center for Culturally Responsive Evaluation and Assessment is partnered with LIFT Champaign we spoke with **Rodney Hopson**, professor of Educational Psychology, who is serving as principal investigator for evaluation of the program’s impact.

Can you explain how CREA became involved with this community project, and in what capacities?

Hopson: Dr. Wanda Ward in the campus’ Office of Public Engagement reached out to CREA requesting our involvement. With Chancellor’s Office support, we were able to hire a lead evaluator, Dr. Anthony Sullers, Jr. who is our point of contact with LIFT partners. I serve as PI on the project, and Cecilia Vaughn-Guy is our graduate student research assistant evaluator.

CREA is the external evaluator on the project. We are responsible for a rigorous evaluation process to help determine the quality and effectiveness of the LIFT Champaign program in reaching its goals: i) to identify program weaknesses/limitations, ii) to provide suggestions for program improvements, and iii) to ensure sustainability and institutionalization of the program as an innovative model in the support of participating African American youths and their families.

What do you find most unique, interesting, or essential about the program’s potential to affect transformation for students and their families?

Hopson: The promise of the wraparound services being proposed and implemented by the Unit 4 School District and City of Champaign and is laudable and likely one of the most innovative reform efforts in the region. Working with dedicated and committed city and school district staff is amazing, and their ability to collaborate with proven leaders in the area on this common issue is commendable.

Why is CREA’s work with the LIFT Champaign program important?

Hopson: CREA is an international community of scholars/practitioners that exists to promote a culturally responsive stance in all forms of systematic inquiry including evaluation, assessment, policy analysis, applied research, and action research. Our work is applied at leading institutions and organizations around the world, through and with our affiliates, and via our deep and sustained partnerships. More significantly, CREA’s work tends not to be focused directly in the city or region and this project allows us to use our skillsets for important issues facing the livelihood and schooling futures of local students. I think CREA researchers are well-suited for this project based on existing and developing relationships with the Unit 4 school district and City, and this allows us to be more intentional in our work locally to build and support families and systems in need.

UNDERGRADUATE EDUCATION

Our undergraduate programs equip students with the 21st-century knowledge, skills, and sensibilities needed to teach and lead in today's classrooms and boardrooms. With our focus on diversity, technology, and in-depth field work, students are prepared to professionally engage within complex learning environments.

Understanding the Whole Child through Community Experience and Service

The Identity and Difference in Education course (EDUC 201) allows students at the University of Illinois to understand children as members of families, communities, and neighborhoods before thinking about them as students in classrooms. Working through that lens, they receive placements at local organizations to volunteer and engage with kids and community members.

School and Community Experiences

During the first two years of the pandemic, the College of Education successfully placed 100% of its students that required placements in schools or with community organizations.

"We have twenty-four local school districts that we work with. Each one had their own policy: face-to-face, hybrid, or completely remote. At the beginning of the pandemic, we had to figure out how we were going to navigate that situation."

— Cara Gutzmer, director of School and Community Experiences

97% of our 2021 graduates with teaching degrees plus licensure are employed in the field of education.





Amy Heinrichs,
Early Childhood Professional Education

UNDERGRADUATE PROGRAMS

Bachelor of Science plus licensure:

- Early Childhood Education
- Elementary Education
- Middle Grades Education
- Special Education
- **NEW** Secondary Education: Mathematics
- **NEW** Early Childhood Professional Education

NEW Computer Science + Education:

- Secondary Education Licensure
- Learning Sciences

Secondary Education minor:

- Biology
- Chemistry
- Geology
- English
- History
- Mathematics
- Physics

Bachelor of Science in Learning & Education Studies with concentrations in:

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

688

Fall 2022 undergraduate
students enrolled in the College

163

Bachelor's degrees
awarded in 2021-22

72

Secondary education
minors awarded in 2022

27%

Undergraduate students from
underrepresented populations

3%

Undergraduate students from
international populations

Pictured left: Amy Heinrichs is a junior from Palatine, IL. She is a part of our first-ever Early Childhood Professional Education cohort.

GRADUATE EDUCATION

Graduate students at Illinois are part of a community of scholars who infuse learning and teaching with research and practice. Our faculty, who are leaders in the field, prepare master's and doctoral students to deal with the most challenging issues in education.

DOCTORAL STUDENT LAUNCHES FIRST ONLINE NON-PROFIT NETWORKING PLATFORM IN EGYPT

Mostafa Adel Hanafy, originally from Egypt, is a second year Ph.D. student in the Department of Education Policy, Organization and Leadership's Learning Design and Leadership (LDL) program. He holds two master's degrees: an M.A. in Public Administration from the American University in Cairo, Egypt, and an MSc in Project Management, from Robert Gordon University in Aberdeen, Scotland, which he earned in 2016.

In addition to his academic achievements, Mostafa has more than a decade of experience working with leading international organizations including Save the Children, GIZ, United Nations Volunteers, UNICEF, and more. Combining his pursuit of accessible learning opportunities for all with his experience working in non-profits, Mostafa recently led the development and launch of a website called NGOs' Hub that is serving thousands of users and highlights non-profit sector opportunities based in Egypt.

Despite the fact that the non-profit sector in Egypt is very big, there wasn't a singular Egyptian website or tool that gathered and organized all opportunities (internships, jobs, scholarships) in one place.

Hanafy changed that.

"NGOs' Hub began about 12 years ago as a Facebook Group. It originally started with the aim of providing a space for development professionals or those who aspire to join the non-profit field to post job openings, internships, or scholarships. The group has been evolving from that to the first online community of practice for the non-profit field in Egypt."

NGOs' Hub is now a fully-operational website—launched in the summer of 2022—along with a complementary and active Facebook Group of more than 107,000 members and counting.

Mostafa Adel Hanafy,
Doctoral student, Education
Policy, Organization & Leadership



GRADUATE PROGRAMS

On-campus graduate students apply to one of four departments:

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

Degrees offered:

- Certificate of Advanced Study (CAS)
- Master of Education
- Master of Science
- Master of Arts
- Doctorate of Education
- Doctorate of Philosophy

Chicago-area graduate students may earn a Ed.M. CAS, or Ed.D. in:

- Educational Administration and Leadership

533

Fall 2022 on-campus graduate students enrolled in the College

87

Total on-campus Master's degrees awarded in 2021-22

55

Total on-campus Doctoral degrees awarded in 2021-22

27%

On-campus graduate students from underrepresented populations

19%

On-campus graduate students from international populations

ONLINE 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

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

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

Campus Graduate Certificate (CERTs)

- Instructional System Design Management & Leadership
- International Education Administration & Leadership
- Learning Design & Leadership
- Middle Grades Certificate

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

- Community College Leadership
- Diversity & Equity in Education
- Global Studies in Education
- Human Resource Development
- Instructional System Design Management & Leadership
- International Education Administration & Leadership
- Learning Design & Leadership
- Leadership & Equity
- Online Teaching in Higher Education Environment
- Instructional Design MasterTrack Certificate
- Technology Specialist

Certificate of Specializations in the Department of Curriculum & Instruction

- Bilingual/Bi-cultural Education
- Digital Learning

Certificate of Specializations in the Department of Special Education

- Trauma-Informed Education

Endorsement Programs:

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

1,115

Fall 2022 online graduate students enrolled in the College

183

Total online Master's degrees awarded in 2021-22

29

Total online Doctoral degrees awarded in 2021-22

27%

Online graduate students from underrepresented populations

1.8%

Online graduate students from international populations

Jerny Walls, B.S. '22 Learning & Education Sciences and current Ph.D. student in Educational Psychology

From Illinois Undergraduate to Graduate Student: Jerny Walls Finds Her Calling

Jerny Walls, an East St. Louis, Illinois native thought she wanted to be a teacher, but a pivotal class ignited her true passion.

In 2022, Jerny Walls earned her Bachelor's degree in Learning and Education Studies with a concentration in Applied Learning Sciences from the College of Education.

"The course EDUC 202 really helped me decide what I want to do within education, which is becoming an educational psychologist. This course taught me more about the educational disparities and debts that are placed in historically looted schools, and how these debts and disparities are impacting the lives of students and teachers."

During her sophomore year, she worked with assistant professor Nidia Ruedas-Gracia in her lab and learned about the Institutional Review Board (IRB) process, literature reviews, and data coding. Jerny developed a strong interest for educational psychology.

Jerny is currently enrolled in our Educational Psychology Ph.D. program with a focus on Developmental Sciences here in the College of Education. Her research studies how institutional violence in public schooling impacts Black girls' sense of belonging to their school as well as their race/ethnicity and gender.



ONLINE ED.D. STUDENT WINS EDUCATOR AWARD FROM U.S. EPA

Christopher Kniesly, current online Ed.D. student in Education Policy, Organization and Leadership, is one of eleven educators nationwide to win a 2022 Presidential Innovation Award for Environmental Educators from the U.S. Environmental Protection Agency, in partnership with the White House Council on Environmental Quality.

In addition to teaching—and his online Ed.D. work in Diversity and Equity—Kniesly serves as the lead teacher for the Global STEM Challenges Program (GSCP), a three-year, interdisciplinary, after-school academic program focusing on addressing modern challenges and sustainability. GSCP fosters an inclusive, hands-on, after-school curriculum that combines science, technology, engineering, and mathematics and is designed to encourage students to come up with solutions for the National Academy of Engineering's Grand Challenges for Engineering.

OUR CENTERS & INITIATIVES

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.



ENGAGED: Public Engagement Speaker Series

The College's **Engaged at Illinois Speaker Series** kicked off in October 2022 featuring the **Education Justice Project (EJP)**.

EJP director Rebecca Ginsburg shared the work being done with a video release and panel discussion. EJP is a vibrant community of incarcerated students, educators, formerly incarcerated individuals, and others who are committed to a more just and humane world.

Freedom School: Bigger, Better, and Brighter Future

Freedom School in Champaign completed its second year of programming and exciting growth is on the horizon—particularly if the school is chosen as one of the 45 programs across the state to receive part of a \$17M grant from the Illinois State Board of Education. The grant would create the nation's first state-funded **Freedom Schools network**. The University of Illinois' involvement with Freedom School was initiated by **Jon Hale**, associate professor in Education Policy, Organization & Leadership and Curriculum & Instruction in the College of Education. Hale has worked with Dr. Kristal Clemons, the national director of CDF Freedom Schools, for more than a decade. "We're nationally partnered with one of the strongest children's rights advocacy groups in the country," Hale says. **"The university is providing critical support to a community program. We partner with committed, community-based advocates with the expertise, knowledge, willpower, and networks to run Freedom School successfully, but the university is providing resources in a way that's never been done before. And that's exciting."**



Announcing the Inaugural Cohort of Public Engagement Faculty Fellows

Four assistant professors in the College will collaboratively define values and indicators for public engagement during the 2022-23 academic year. They will help the College of Education delineate values and definitions for publicly-engaged research, outline indicators and metrics for publicly-engaged scholars in the tenure process, and engage their communities in ways consistent with the values framework defined by the Committee of Fellows and Office of Public Engagement staff.

"Public engagement is very much at the center of the College's mission," Emily Stone, Director of Public Engagement notes. "It creates a translational research cycle for the College in the sense that through our public engagement efforts, we learn more about what our partners need us to be researching, and through that research, we are able to provide feedback to those partners. It creates a very meaningful academic environment."



Jarrett Lewis, assistant professor in the Department of Educational Psychology, is leading a collaboration among Champaign Unit 4 School District administrators and mental health practitioners, the College of Education's Counseling Psychology program, the Department of Psychology's Clinical-Community Psychology program, and the Master of Social Work program to address mental health disparities faced by Black middle school youth.



Samantha Lindgren, assistant professor in the Department of Education Policy, Organization & Leadership, is working with the Environmental Education Association of Illinois to conduct a needs assessment of non-formal environmental education providers (such as forest preserves, nature centers, and botanical gardens) to help effectively reach diverse audiences.



Cherie Avent, assistant professor in the Department of Educational Psychology, is partnering with local African American churches to address challenges related to COVID-19. "More specifically, designing, implementing, and evaluating community-initiated COVID-19 interventions, such as vaccine clinics, messaging campaigns, town halls, etc., that are grounded in culturally sustaining research and culturally responsive evaluation," she says.



Erica Mason, assistant professor in the Department of Special Education, is heading a partnership with teachers to improve math instruction for students with disabilities. The goal, says Mason, is to support mathematics teachers in adopting a more humanizing stance about who is mathematically capable and how mathematics instruction can reflect such a stance.

New Center Helps High School Teachers Enable Students with Significant Disabilities Gain Competitive Employment

by Tom Hanlon



The Illinois Center for Transition and Work (ICTW)

provides resources and training for special educators and others who are preparing high school students with significant disabilities to work after graduation. It's not always easy to find a job after graduating high school. For those with significant disabilities, the road to work is more challenging.

That's where the Illinois Center for Transition and Work comes in.

"Our goal is to provide resources to help teachers understand effective ways of working with students with disabilities, to help them prepare for jobs," says Stacy Dymond, a professor in Special Education at the College of Education and one of the center's directors. "We focus on students with the most significant disabilities, those who need extra support in order to successfully obtain employment."

Helping Students Transition to Meaningful Employment

The Illinois Center for Transition and Work (ICTW), a statewide training and technical assistance center, is funded through an Illinois State Board of Education (ISBE) grant. The center began working with schools in the fall of 2021, offering a variety of resources on their website, including case studies, fact sheets, research briefs, and webinars, as well as other information useful to those who work with students with disabilities.

All of this is geared toward getting meaningful jobs for high school graduates who have disabilities and who are not pursuing further education.

Through ICTW resources and offerings, teachers will be better equipped to help those students prepare for work after graduation.

Joint Venture

ICTW is a joint venture between the College of Education and the College of Applied Health Sciences. David Strauser, a professor in Kinesiology and Community Health whose work is focused on the career development process and labor market participation of young adults, is co-director with Dymond.

"We wanted to bring the disciplines of special education and rehabilitation together, rehabilitation being the adult service agency, so that there was greater coordination between those disciplines and we could get more individuals with disabilities employed in the future," Dymond says.

Collaboration is also taking place at the state level. "We have a transition leadership group that includes ISBE and the Department of

Rehabilitative Services," Dymond says.

Discussions are taking place among the group to determine how to most effectively work together at the state level to facilitate how students with disabilities in high schools across the state can transition to work.

As for the types of jobs that they can transition into, that's wide open, Dymond says. "A student with a disability can do anything in the community. They might need individualized supports, and they might need a job carved out for them, something unique to support their strengths, but those are the skills we give to educators to help make that happen."

ALUMNI & DONOR IMPACT

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.



Alumna Susan Ogwal Named New Policy Director for Illinois Office of Lieutenant Governor

Public policy informs planning, funding, and implementation of solutions to address real-world challenges for Illinois communities and requires motivated leaders whose work amplifies the voices of those most challenged. **Susan Ogwal** has been named the new policy director for the Office of Lt. Governor Juliana Stratton following a year of working in Stratton's office as an Illini Science Policy Program (ISPP) Scholar through University of Illinois Extension.

Ogwal will draw from insights, experiences, and community connections formed through the ISPP to continue seeking equitable solutions to benefit the lives of all Illinois residents.

Ogwal holds a Ph.D. in Education Policy, Organization, and Leadership and a master's degree in Education, both from the University of Illinois Urbana-Champaign's College of Education. She has a background in social services, with interests in workforce development, immigration policy, international education, and diversity, equity, and inclusion.

The Illini Science Policy Program pairs advanced degree University of Illinois Urbana-Champaign graduates with host agencies throughout the state to bring the latest advances from campus to address critical issues affecting food, economy, environment, community, and health.

During Ogwal's 2021 to 2022 ISPP appointment, she accompanied Lt. Governor Stratton on a statewide listening tour of 11 public universities to learn more about diversity in education and the growing teacher shortages throughout Illinois from students, community stakeholders, and educational leaders.

"I am absolutely thrilled with the work of Dr. Susan Ogwal, whose brilliance and hard work made her an invaluable part of my team," says Lt. Governor Juliana Stratton. "I look forward to continuing to partner with University of Illinois Extension as we collaborate for positive change and provide opportunities for mission-driven public servants."

Ogwal also helped to launch the Lt. Governor's Agriculture Equity and Food Insecurity Initiative, which promotes diversity and equity in the agriculture industry and access to nutrient-dense, culturally relevant food for all. She visited communities throughout Illinois to connect with residents, organizations, and state legislators in efforts to advance education, career pathways, and opportunity in the agriculture industry.

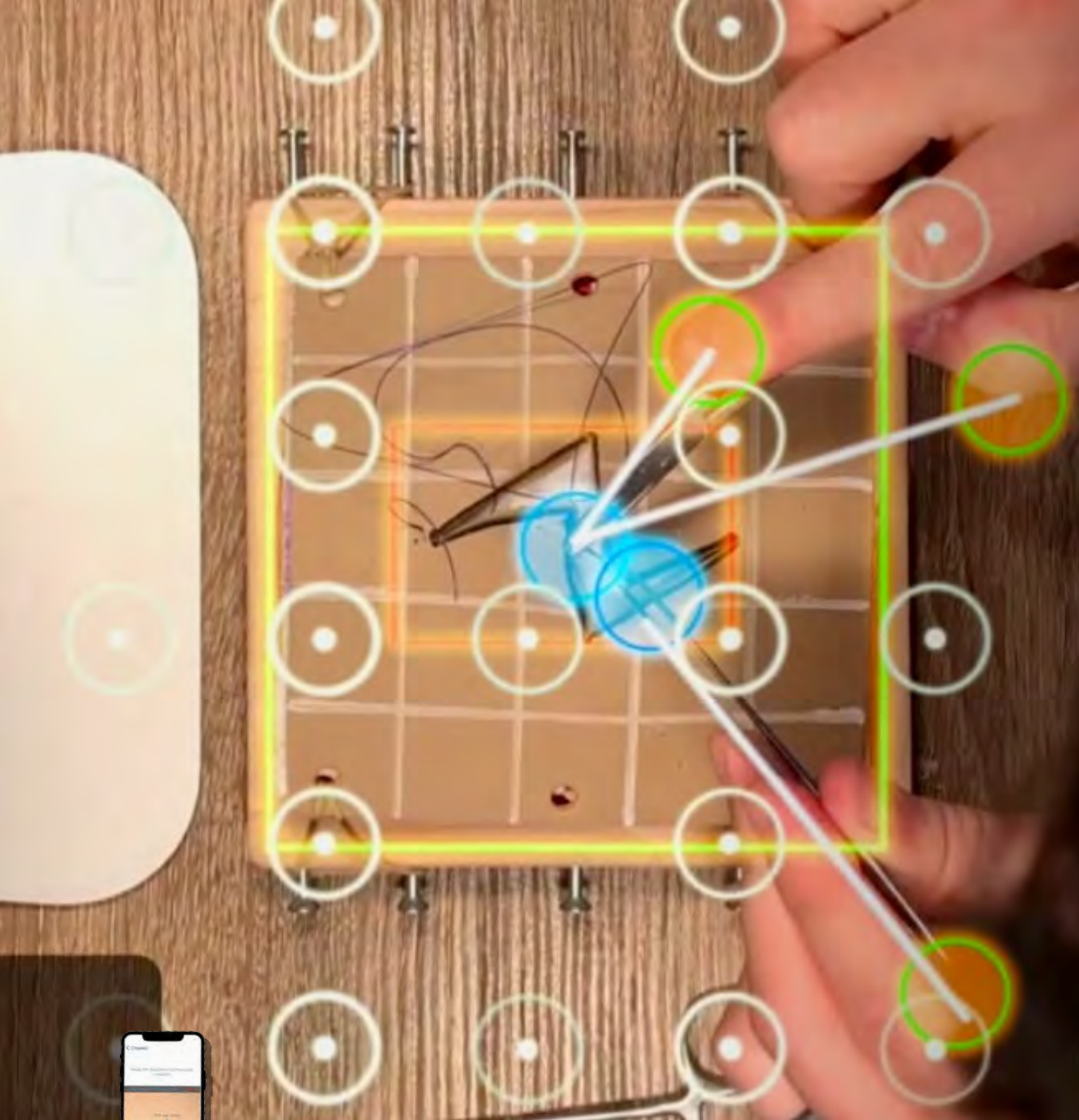
"Agriculture is the number one industry in Illinois, but when we look at the work being done, we see a lot of disparity in emerging farmers, especially with Black people, Indigenous people, and people of color who are in that industry," says Ogwal. "And we also can't talk about agriculture without talking about food and making sure it's accessible to everybody."

We need to make sure that everybody has food on the table when we talk about the equity work that needs to be done, says Ogwal.



Dr. Freeman Hrabowski III, Ph.D. '75 Education Policy, Organization & Leadership

In May 2022, the Howard Hughes Medical Institute launched a \$1.5 billion initiative to enhance diversity in the sciences called the **Freeman Hrabowski Scholars Program**. The program is named for College of Education alumnus and longtime University of Maryland Baltimore County president Freeman Hrabowski. During his tenure, UMB graduated more Black students who went on to earn Ph.D.s in the natural sciences and engineering than any other U.S. university.



ONLINE PROGRAMS Alumnus Makes Surgical Training Model a Reality in Africa

by Tom Hanlon



Anthony Dwyer, Ph.D. '22 EPOL, is part of a team that has created training modules to virtually train surgeons in carrying out reconstructive surgery on patients in limited-resource environments. Dwyer's work has been directly influenced by what he learned through the **College of Education's online Learning Design and Leadership program**.

Sub-Saharan Africa is the world's hotbed for reconstructive surgeries. People in this region annually require more than 16 million reconstructive surgeries to treat wounds and defects caused by burns, trauma, cancer, and congenital conditions. These conditions lead to disability, joblessness, pain, stigma, social isolation, mental health issues, and educational barriers.

Yet, Rwanda, for example—a sub-Saharan African country of 13.6 million people—has two plastic surgeons.

AmoSmile—an Operation Smile and AmoDisc collaboration—is doing something about that.

Anthony Dwyer, vice president of medical technology and innovation for Operation Smile, is part of the AmoSmile team, which has representatives from 10 countries across the globe. Dwyer earned his PhD in Learning Design and Leadership from the College of Education in May 2022, and his experience in the program has helped AmoSmile become one of four finalists for a \$1M grant offered through the Global Surgical Training Challenge. Initially, 75 teams entered the Challenge, funded by the Intuitive Foundation.

Helping Surgeons—and Patients—in Resource-limited Countries

"Hospitals are overwhelmed," Dwyer says. "So, the question is how do you train the next group of clinicians in the area with limited funding? Here at the University of Illinois, it's wonderful, because I have a 64,000-square-foot simulation center [the Jump Simulation Center], 3D printers, and computer-aided design software. They don't have that in Rwanda."

The answer: design a low-cost simulator, build a curriculum, and create a training application that can be accessed through cellphones to provide clinicians the knowledge and experience they need.

In doing just that, AmoSmile has created a surgical training model that incorporates virtual learning modules and simulations to teach surgeons how to restore form, function, and feeling through local flap surgery called Z-plasty. The procedure calls on the surgeon to cut a Z-shaped flap where the burnt skin



AmoSmile team in Rwanda; alumnus Anthony Dwyer pictured second from right.

has fused together, to open up scar tissue and provide greater range of motion and mobility.

"We had to design a locally-sourced, low-cost simulator using everyday items available to people in Rwanda," Dwyer says. "They have wood, they have nails, they have string or twine, they have tissue-like substance. We take a toilet paper roll and bend it to give it a little curvature and we can spindle it up to get the surface tension to be just like skin. And we can do all that for less than \$5."

That's the physical side of the simulator, a tool to learn with. The tool to learn *from* comes from the app.

A Training App for Reconstructive Surgeries

The app provides step-by-step modules designed to facilitate self-directed learning and training for local flap surgery. "It provides the clinical knowledge, the foundational knowledge of pharmacology, anatomy, and physiology, to be able to safely care for a patient," Dwyer says. When trainees have proven their mastery of the information through a test bank, they use the app to show that they know how to conduct the procedure. "We can walk through an entire surgical case or clinical procedure without touching a patient," Dwyer says. "Attending surgeons give them feedback on their hand control, tissue control, suture length or spacing, the amount of depth they took with their scalpel, and a million other things."

Besides equipping doctors with the knowledge and expertise to perform Z-plasties, the training modules and app greatly cut down on attending surgeons' time. Many times, an attending surgeon will spend 10 days in a foreign country, with eight of them focused on providing the foundational knowledge and technical skills, Dwyer says. "Now, we can jump almost right to the end. Now, it's show me that you can do these things, and I'll give you real-time feedback."



Douglas and Dorothy Dirks
**Empowering the Champaign
Freedom School**

Douglas and Dorothy Dirks are long-time donors to the College of Education at Illinois, having established a merit-based scholarship for undergraduate students in the College.

But Doug, Ed.D. '80 ED, and Dorothy, B.S. '83 C&I, Ed.M. '91 and Ed.D. '03 EPOL, haven't stopped there. Just as they overachieved as Education students themselves, they are also now giving toward a program they've become passionate about: **Champaign Freedom School.**

"Dorothy and I have made a study of the American Civil Rights Movement and have visited many of the places in the South that were the sites of significant events in that period," says Doug. "We visited the former Highlander Folk School in Tennessee, where Septima Clark taught adults how to teach literacy and citizenship, and we learned that Clark's methods are being used today in the current versions of Freedom Schools! Sometimes teachers' accomplishments have long-lasting effects."

While the couple is now retired from their careers as educators, the Dirks continue to be students of the history of education and interested in making an impact on the educational systems of today.

The Dirks felt led to give to the Champaign Freedom School, a program of the College of Education and community partners. Their gift supported the cost of training one teacher and provided one student scholarship to attend the 2022 summer program.

**McCarthy Doctoral Fellowship
Supports Teacher Education Scholars**

Sarah McCarthy has impacted countless numbers of students' lives through giving—financially and through teaching and service. Her latest gift is a fellowship for talented doctoral students.

"It's important that we prepare educators to conduct research in the most innovative ways to prepare licensure students to be excellent teachers," says McCarthy, department head and professor of Curriculum and Instruction in the College of Education. The Sarah McCarthy Doctoral Fellowship that she has established will provide three years of support for an incoming doctoral student to study teacher education.

It's not the first time McCarthy has helped students financially. She also established, in 2016, an ongoing undergraduate scholarship to help take some of the sting out of the rising cost of tuition.

Additionally, McCarthy and her husband, Mark Dressman, professor emeritus in Curriculum & Instruction, established the McCarthy Dressman Education Foundation in 2000 to serve as a catalyst in maximizing the skills and creativity of educators at the K-12 levels and to cultivate pioneering approaches to teaching that result in dynamic student learning. The foundation pays particular attention to proposals that best serve the at-risk and underfunded.



“ We have a real desire to make a difference in the world, to make it a better place, and often where you can make the greatest impact is at the local levels.” —Sarah McCarthy



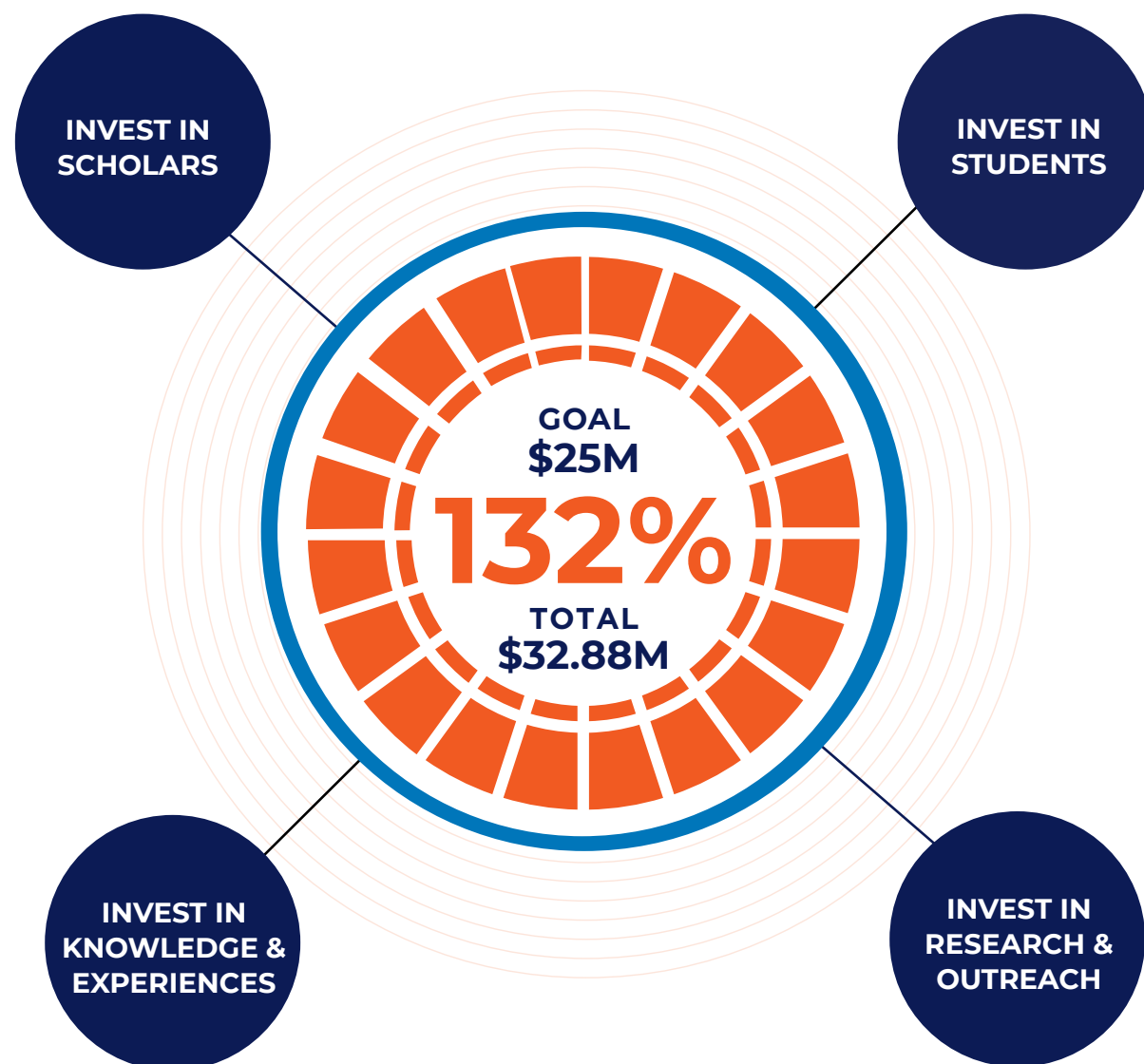
**Celebrate James D. Anderson's
Legacy by Supporting Students**

Supporting students has always been Dr. Anderson's top priority. Celebrate his legacy by making a tribute gift in his honor to **The James D. Anderson Fellowship in Education.** This fund will support outstanding students in the College of Education.

Please contact the College of Education Office of Advancement at 217-244-7228 or advancement@education.illinois.edu with any questions.

Thank You!

Through the generosity of alumni and friends, we exceeded our campaign goal for the **With Illinois** campaign receiving **\$32.88M in gifts**. The majority of these funds will create new scholarship and fellowship opportunities—lightening the financial load for students who are working to become the next generation of education leaders and scholars.



CAMPAIGN TOTALS

77 77 new scholarship funds created

13 13 new fellowship funds created

50 All 50 United States were represented through alumni and donor gifts

13 13 countries were represented through alumni and donor gifts

1,163 1,163 donors made their first gift to the College of Education



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