University of Illinois at Chicago

College of Education

Strategic Plan 2010

June 19, 2006

TABLE OF CONTENTS

Page

UIC COLLEGE OF EDUCATION
STRATEGIC PLAN
EXECUTIVE SUMMARY

Our Mission:

We are a community of scholars committed to educational equity as it contributes to social, political and economic parity. We develop new knowledge about education that improves teaching, learning, and assessment; informs policy and practice; and is valued by the communities we serve. We direct our teaching, research, and public service to all learners, but particularly those in urban environments.

Our Vision:

We aspire to be the recognized leader among urban research colleges of education, known for fostering educational equity and excellence through our programs and our scholarship.

Our Strategic Goals:

Prepare educators who can work effectively in Chicago neighborhood schools and other urban educational and community agencies where they are needed most.

Contribute high-quality research and scholarship to inform policies and practices that are valued by the communities we serve and that increase learning opportunities for all.

Develop a departmental structure that enables the College of Education (COE) to meet its mission and mandates, and COE faculty, students, and staff to thrive.

Offer standard and continuing education programs that are responsive to the demand for professional education endorsements and other personal and professional development.

Develop a focused COE message that reaches diverse market segments, presents distinctive graphics, and uses multiple media to proactively convey our message in timely ways.

Cultivate major individual and corporate/foundation donors, and plan and implement the College's participation in UIC's campaign.

Pursue the improvement of current space, and acquisition of new space, to support the COE mission.

Continue to upgrade the technology infrastructure to support the COE teaching, research and service mission.

Our Proposed Stretch Actions:

K-12 Education: While the College is not the central focus of the campus stretch action to create a UIC-managed Math and Science High School, should the campus garner the resources to move forward, the College plans to support the initiative.

African-American Men: Consistent with the UIC campus stretch action to develop and implement "a program for the recruitment, retention and graduation of African-American men modeled on the best research into the factors that lead to success," the College of Education proposes to prepare a cohort of African American men for the teaching profession. The ultimate goal would be to prepare and support this cohort of teachers for long-term retention in Chicago Public Schools where the student enrollment is predominantly African-American.

Summary of Planning Process

The UIC campus began a "Strategic Thinking" process in the fall term of 2003 under the leadership of the Provost. During that academic year, the College of Education engaged in an internal and external scanning exercise by inviting speakers to faculty and staff meetings to discuss various issues of strategic importance to the College. These discussions influenced our thoughts about the organizational structure, programs, and resources required to meet future challenges and opportunities. In the spring of 2005, President White arrived and announced that the University of Illinois would engage in a Strategic Planning process. The current report format conforms to the plan guidelines outlined by President White.

With data and information gleaned from the various planning processes listed above, and an analysis of internal strengths and weaknesses, and external opportunities and threats, the COE Executive Committee engaged in two planning retreats, during which the College mission, strategic directions, and spanning strategies were drafted. This report is largely a product of the Committee's deliberations. During the fall 2005 term, COE faculty, staff, and students responded to the report on November 11, 2005. The College of Education faculty voted on and approved the draft report on January 13, 2006.

Purpose of the Plan

The goals and actions set forth in the College of Education Strategic Planning document are consistent with the College mission, and the mission and vision of UIC. They are intended to serve as a guide for the realization of our vision for the College of Education. While we have identified numerous specific strategic actions for reaching our goals, we anticipate that we will need to evaluate our progress periodically and make mid-course adjustments. These adjustments may be related, in part, to the availability of resources.

Our resource procurement strategy includes plans for internal reallocation from lower to higher priority goals, new requests for support from the Underrepresented Faculty Recruitment Program (UFRP), and additional support from the campus. The realization of our aspirations and goals will also require the identification of new revenue sources.

Environmental/Competitive Analysis Highlights

To prepare educators who can work effectively in Chicago neighborhood schools and other urban educational and community agencies where they are needed most, we must understand how best to support children in urban schools, as well as their teachers and school leaders, from principals to system-level leadership. We must also remain informed of disciplinary and geographic teacher shortage areas, particularly in the Chicago Public Schools.   Further, we must continually consider what research might best inform the complex education predicaments of our times, and be of greatest value to the policies and practices that affect our constituent communities. Our commitment to educational equity requires that we articulate a focused research agenda. The COE Strategic Plan provides a detailed discussion of the programmatic and research issues that arose from our environmental/competitive analysis. We also outline many strengths that the College will bring to bear as we work to realize our strategic goals and vision. While we treasure these assets, future opportunity lies in the continued development of an infrastructure capable of supporting and promoting our work on urban education and educational disparities.

Call to Stakeholders for Participation

While the College of Education strategic planning process enlisted the involvement of many stakeholders, from COE students, to guest speakers who generously shared their areas of expertise, we realize that our completed strategic plan will now be reviewed by many friends, colleagues, and partners; both old and new. We welcome your comments, your support, and your direct involvement as we work to realize our strategic vision.

SECTION ONE: PURPOSE

Our Vision

We aspire to be the recognized leader among urban research colleges of education, known for fostering educational equity and excellence through our programs and our scholarship.

Our Mission

We are a community of scholars committed to educational equity as it contributes to social, political and economic parity. We develop new knowledge about education that improves teaching, learning, and assessment; informs policy and practice; and is valued by the communities we serve. We direct our teaching, research, and public service to all learners, but particularly those in urban environments.

Our Guiding Values

- Ensuring that our actions match our intentions

- High-quality scholarly inquiry that develops understanding of broader educational and social problems and their solutions, and improves educational policy and practice

- Creativity in service of educational improvement

- Inclusiveness and respect for diverse perspectives

- Collaborative practice that engenders systemic change

- Responsibility to our internal and external stakeholders for meaningful outcomes

- Wise stewardship of our resources

Mandates Impacting the College of Education

The majority of College of Education programs prepare students for professional certification as well as an academic degree. As a result, a number of the significant mandates impacting the College result from our obligation to meet the requirements of certification bodies as well as other partners in professional preparation. Members of the College are key participants in the active and ever-changing P-16 educational reform context in Chicago, Illinois, and the nation. The following is a brief review of the most obvious mandates the College must address within this environment:

- The Illinois State Board of Education (ISBE) is the accreditation body for our teacher and administrator preparation programs. ISBE complies with the standards developed by the National Council for the Accreditation of Teacher Education (NCATE). Our programs must comply with standards that are continually updated by ISBE and NCATE. Our certification programs— approximately 20 programs that span 5 UIC colleges—undergo review every five years. Our next review is in the Spring of 2007.

- Our programs must also be approved and reviewed by the Illinois Board of Higher Education (IBHE). As ISBE certification standards change, they often result in academic program changes. These changes must be vetted through the program approval processes outlined by the IBHE, the University of Illinois, and the UIC campus. Our programs undergo formal IBHE review every eight years, and our last visit was in the Spring of 2005.

- The UIC campus is accredited by the North Central Association. The College of Education is actively engaged in the UIC campus preparation for the NCA re-accreditation visit in the Spring of 2007. A central emphasis for NCA, as well as IBHE and ISBE, is outcomes assessment. Here, our early experience with student portfolios to satisfy ISBE standards will complement the NCA review process. NCA re-accreditation visits occur every ten years.

- One very important hidden cost of professional preparation is the necessary emphasis on field work in the form of supervised practica, student teaching, and administrative internships. Research reveals that high-quality supervised field work is essential for pre-service teachers and administrators. At the same time, the mentoring and supervision carry significant expense that must be addressed in the near term.

- Compliance with technology standards is another cost that the College takes on with minimal direct fee expense to our students. If our students are to take on leadership positions as teachers and administrators, they (and their professors) must have access to cutting-edge hardware and software. At one time, grant opportunities to support the purchase of new and upgraded educational technology were plentiful. Increasingly, institutions are now expected to take on responsibility for maintaining a cutting-edge technology environment, including supporting our students in developing standards-based electronic portfolios. As these expectations intensify, the College must explore strategies to support on-going upgrades and concomitant professional development for students and faculty.

- Our partners have requirements for contractual agreements that complicate proposals, financial management, and contract compliance throughout implementation. As we continue to develop our partnerships with Chicago Public Schools (CPS), state and federal agencies, and private foundations, various UIC offices and the College must continue to develop more efficient contracting processes.

- We are still discovering the complexities of our partnership with the CPS National Teaching Academy-Professional Development School (NTA-PDS).

- Numerous professional associations hold expectations for the involvement of the College (e.g., annual surveys for the American Association of Colleges of Teacher Education, the Illinois State Board of Education, and U.S. News & World Report). Involvement with these associations has been of occasional value when the College needs access to data or information, but it comes with some cost in time, and on occasion, dollars. The Dean, Associate Deans, and COE faculty must participate in regular meetings and special projects (surveys, referenda) and maintain good communications lines.

SECTION TWO: STRATEGY

Statement of Strategic Intent

To be the recognized leader among urban research colleges of education, known for fostering educational equity and excellence through the development of new knowledge about education that improves teaching, learning, and assessment, informs policy and practice, and is valued by the communities we serve; and through teaching, research, and public service directed to all learners, but particularly those in urban environments.

Environmental Assessment and Key Strategic Issues Facing the Organization

In summer 2005, we conducted an extensive SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis in preparation for the COE Executive Committee Strategic Planning Retreat. The analysis and supporting data may be found in Appendix I, A-Z. The entire COE planning process is described in Appendix II, Background for Planning. We identified both key programmatic issues and key research issues.

Key programmatic issues

Teacher shortages. Former Secretary of Education Richard Riley's figure of a looming 2.2 million teacher shortage has been cited for close to ten years now. In 2001 Clewell and Villegas pointed out that the teacher shortage had already arrived, especially for urban school districts and in disciplinary shortage areas like mathematics, science, bilingual education, and special education. Four years later, in 2005, both the Illinois State Board of Education (ISBE) and the Chicago Public Schools (CPS) identified the same teacher disciplinary shortage areas.

Such shortages disproportionately affect poor and minority students who are actually the majority of the student population in large urban centers like Chicago. The shortages are exacerbated by program completers who leave the profession within the first three years or who never enter the teaching profession. CPS students, who comprise one out of every five Illinois public school students, are predominantly from low-income families (85.2%). Eighty-eight percent of CPS students are members of underrepresented minority groups, and 14.1 percent are English language learners.

We at UIC are ourselves complicit in perpetuating disciplinary teacher shortages. [When we refer to "UIC's programs," we include secondary teacher certification programs in other colleges as well, as the College exercises some authority over these programs through the UIC Council on Teacher Education.] We prepare over a third of our teachers in disciplinary over-supply areas like English and history, compared with the 2 percent of our teacher candidates who are seeking secondary science certification in chemistry or physics. We have no biology certification program.

Within urban school districts, teacher shortages are geographic as well as disciplinary in nature. The following two maps illustrate this point. The first map shows a year's worth of UIC's field experience sites by student ethnicity. It indicates that the majority of UIC's placements are made in schools serving Latino communities to the south and southwest, and to the north and northwest of UIC. We also make a significant number of placements in magnet schools around UIC and to the north. The second map displays the schools where no UIC placements were made. On the one hand, the map demonstrates an orientation to Chicago public schools. On the other hand, the majority of schools serving African American communities to the west and south of UIC see virtually no UIC students; yet they comprise nearly half of Chicago's public schools.

Field Experience Sites, by Student Ethnicity
One year, all UIC elementary & secondary programs
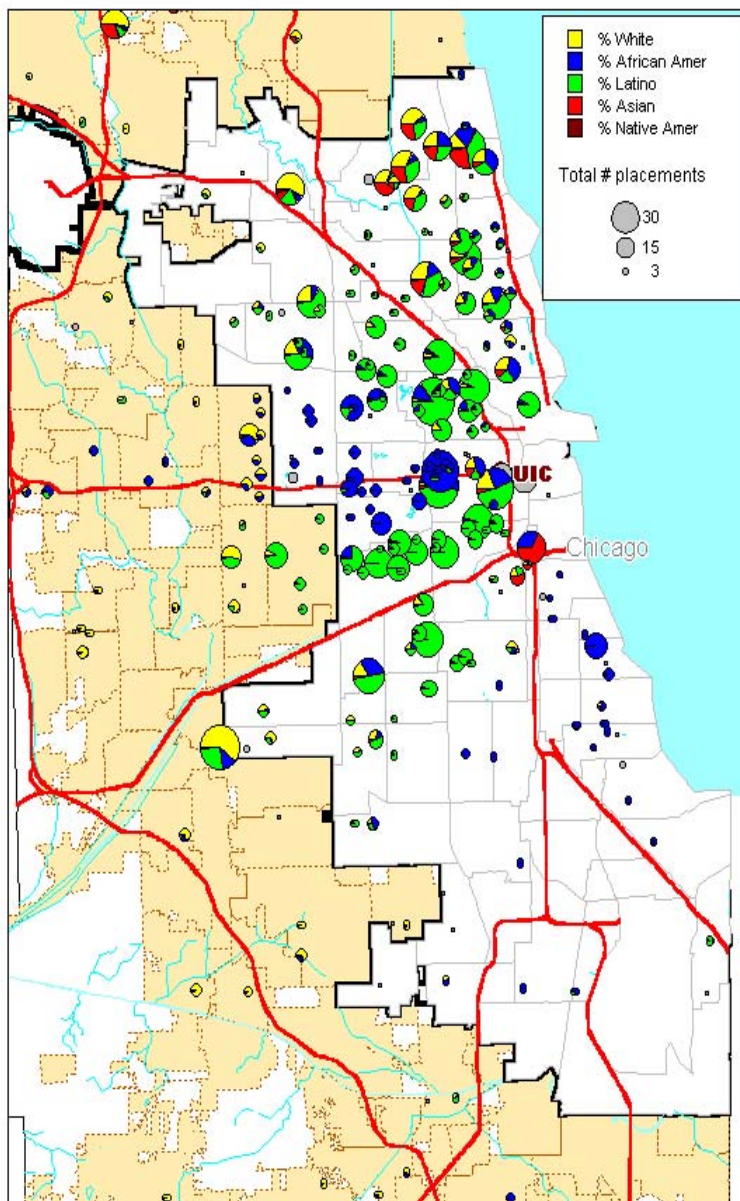
Source: UIC Council on Teacher Education * Map by UIC Big City Teacher Preparation Initiative

Public Schools With No UIC Placements by Student Ethnicity
One year, all UIC elementary & secondary programs
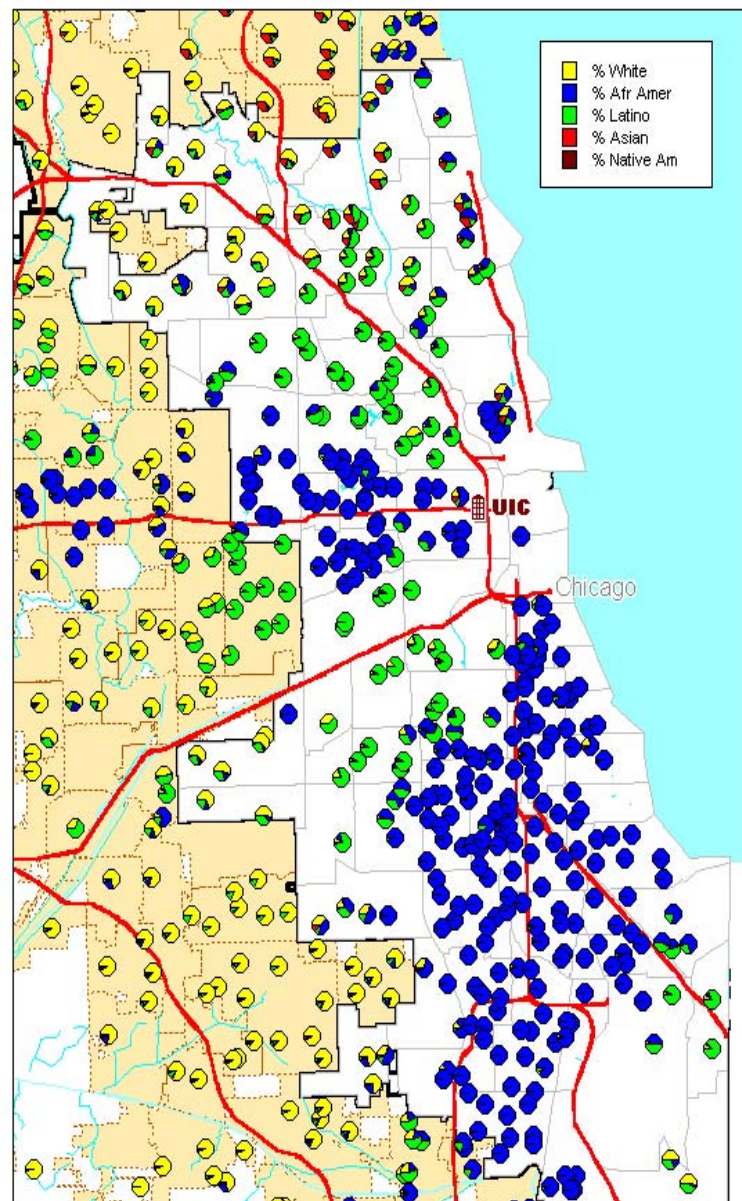
Source: UIC Council on Teacher Education * Map by UIC Big City Teacher Preparation Initiative

Our data also tell us that, with respect to geographic shortages, the majority of our graduates are not taking positions in the 55 percent of CPS schools that serve predominantly African American students. In certain of our programs, however, the picture is improving. Below are bar graphs comparing the teaching careers of 1998 undergraduate elementary student teachers with their counterparts in 2001. Not only are more student teachers placed in schools serving African American communities in 2001 than in 1998, but more 2001 student teachers are teaching and remaining in African American schools. While there remains a long way to go, there is progress, especially when compared with all other teacher certification programs at UIC.
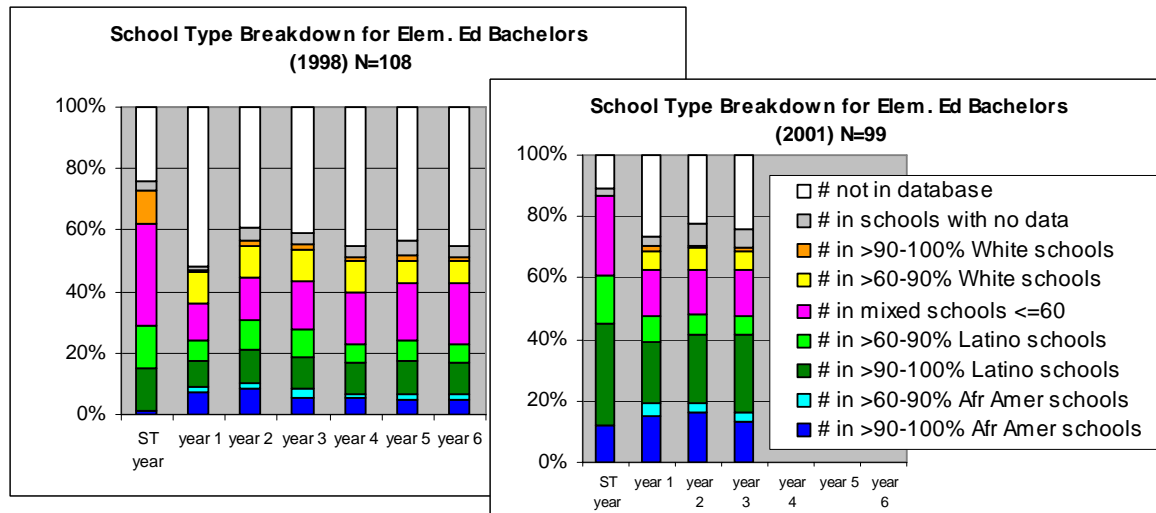
Addressing teacher shortages. We can illustrate the relationship between student teaching placement site and candidates' first teaching job by looking more closely at our undergraduate elementary education program completer data above. This program places teacher candidates in Chicago public schools exclusively. In 1998, only one program completer student taught in an African American school. Three years out, 9 members of the 1998 cohort (14.1%) were teaching in predominantly African American schools; six years out, 7 (11.9%) are still doing so. In 2001, 12 program completers student taught in predominantly African American schools. Three years out, 16 (21.3%) are teaching in predominantly African American schools. Currently, through a Teacher Quality Enhancement grant sited in 12 CPS schools (11 Black, 1 Latino), we are learning what it takes to support faculty, cooperating teachers, and teacher candidates in neighborhood schools where we have not traditionally been present.

There is a statistically significant correlation between where we place our student teachers and where they take their first teaching job. Teacher candidates placed in a Latino school are more likely to take their first teaching job in a Latino school; teacher candidates placed in an African American school are more likely to take their first teaching job in an African American school, and so on. We have used these data to inform our strategy of increasing the number of placements in CPS's African American schools.

To assertively address both disciplinary and geographic shortages, UIC and the College of Education have also invested in alternative pathways to certification in recent years. Project 29 (bilingual educators) and First Class (special educators) are enrolled within the regular graduate elementary and special education programs, respectively. Middle Grades Mathematics (MGM), Middle Grades Science (MGS), and Golden Apple Teacher Education at UIC (GATE @ UIC) were stand-alone alternative certification programs. Such programs require extraordinary faculty effort - including constant attention to external politics and policies, as well as persistent efforts to secure external subsidies (district, state, federal government). Teachers from all five alternative routes are considerably more diverse racially/ethnically and teach exclusively in disciplinary shortage areas for CPS; most are also teaching in geographic shortage areas. A senior administrator at CPS, having received feedback from teachers and principals, recently alluded to our MGM and MGS teachers as "shining lights."

Salient across all of our alternative pathway programs is the racial and ethnic diversity of the candidates. In the following bar graphs, it is easy to discern that the numbers of African American and Latino teacher candidates supported by relatively small alternative pathway programs (MGS, MGM, GATE, Project 29) in FY 2004 exceeded the numbers of African American and Latino candidates supported by our three largest teacher certification programs. We will return to the topic of student diversity shortly.
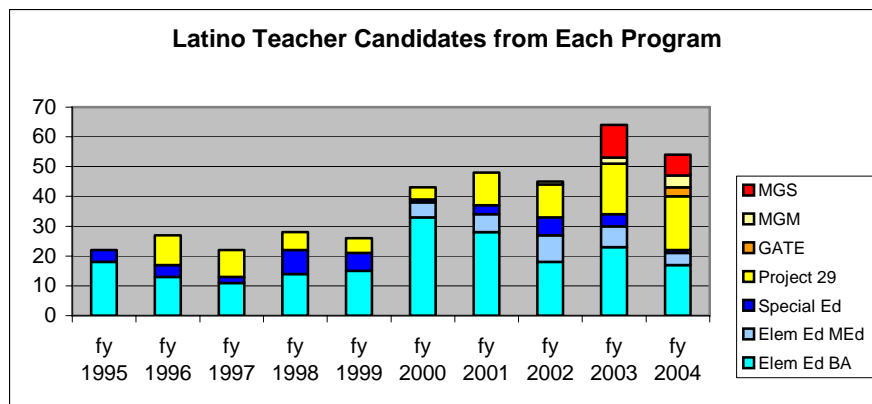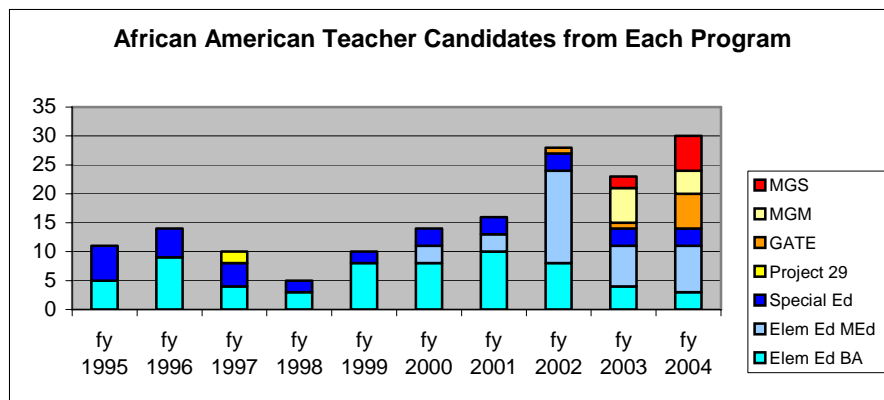
As of this writing, unfortunately, only the Project 29 and First Class programs are in operation, and Project 29 is seriously threatened by the No Child Left Behind (NCLB) Act's redefinition of what qualifies as a "highly qualified teacher"—provisionally certified Type 29 teachers in Project 29 have overnight been rendered unqualified under NCLB. Both MGM and MGS, too, were adversely affected by NCLB; principals found it easier to comply with the law by maintaining generalists in self-contained middle school classrooms than by creating departments and hiring content specialist teachers like MGM and MGS teachers.

Alternative pathways operating outside of the mainstream College programs (MGM, MGS, GATE) are costly—in part because of the intensive field instruction component, in part because faculty instruction has not been counted as part of one's regular teaching load. The programs are therefore in need of substantial subsidies, including faculty-secured external funding. Yet, despite the heavy demand for alternatively certified teachers, CPS has dropped its per teacher subsidy to $2000, making it impossible to maintain quality programming. The subject of alternative pathways illustrates our dilemma well: To what extent should faculty strive to develop and deliver the quality programs we need with so little support from the district or the State? At what cost to one's research and scholarship? For what rewards or incentives?

Work remaining to be done. We have barely scratched the surface on systemic approaches to addressing disciplinary and geographic educator shortages. Recently, we examined the data on how many of our teacher candidates reside in Chicago, given the residency policy for city employees. It was dismaying to learn that more than four out of every ten students are not Chicago residents. Moreover, in our undergraduate elementary teacher certification program with its four CPS placements, 55 percent of our undergraduate elementary teacher candidates live outside of Chicago city limits. Given research on candidates' predilections to teach near their home communities (2003), this is a loud and clear signal that we must think hard about targeted recruitment. It makes no sense to prepare teacher candidates for environments where they do not plan to teach. Haberman (2003) points out that criteria often used to define "the best and the brightest" (e.g., test scores) identify very well the candidates who are most likely not to succeed in urban schools. He, among others, argues for challenging the notion of "best and brightest" for urban schools (Haberman, 1996).

We need to improve every point along the continuum of urban teacher development—not only in the areas of recruitment and selection, but also in the areas of preparation, induction, and continuing professional development. This includes our own professional development as teacher educators. Zeichner (2003) points out, "(A)lthough, contrary to public perceptions, many teacher educators have K-12 teaching experience, not many have had experience as successful teachers in the kinds of culturally diverse and high-poverty schools that we need to prepare teachers for today" (p. 510). Colleges of education faculty need themselves to be able to support their teacher candidates in generalizing good teaching practice to different contexts, and this can only be done faculty intentionally place in and expose students to a variety of urban settings, and themselves learn how best to support students in all settings.

We have learned that what one viewer perceives to be exemplary teaching or problematic student behavior is often differently read by another viewer, particularly as a function of cultural differences and prior teaching experiences (Monroe & Obidah, 2004). We have also learned that "proficient" student teachers in one school setting often may

be evaluated as "less proficient" in another. As educators, we recognize that we need to understand better what constitutes excellent teaching in contexts with which we ourselves are unfamiliar, and then figure out how to develop our student teachers' ability to teach well in these contexts. Our work would certainly be facilitated, had we more diverse student and faculty perspectives represented in our College.

In a related vein, many have recently pointed to the growing racial imbalance between the student population and the teaching force (Clewell & Villegas, 2001; Ladson-Billings, 2005; National Collaborative on Diversity in the Teaching Force, 2004). While students of color comprise approximately one-third of the nation's school enrollments, teachers of color comprise only one-tenth of the nation's teaching force.

The case for further diversifying the student body of UIC as a whole, and the College of Education in particular, can be made simply by arguing that diversity is a value in its own right. It is important to ensure that multiple perspectives are represented in our classrooms and our scholarship, and not merely the perspectives of a privileged few, or else the intellectual development of our students and our own development will be partial and distorted. Our research, policy, and practice will be less informed than they should be, and we will remain ignorant of what it will really take to change the status quo.

It is instructive to compare the demographics of our College with the larger Chicago and Illinois contexts. The College has proportionally fewer African Americans when compared with both CPS students and teachers, with Chicago residents, and even with the Illinois resident population. The proportion of COE Latino students exceeds proportions for Illinois residents, CPS teachers, and UIC as a whole; still, we can do better. While UIC takes pride in proclaiming that no ethnic group predominates (i.e., exceeds 50 percent enrollment), the COE can make no such claim. Nearly 6 out of every 10 COE students is White. While 88 percent of the CPS students we serve are members of underrepresented minority groups, only 30 percent of our own students are members of these groups.

Ethnic Composition Percentages

	Data Year	White	Af-Am	Latino	As-Am	Nat-Am	Foreign	Unknown
Illinois residents	2004	74.8	14.7	14.0*	4.1	.2		6.2
Chicago residents	2004	46.8	36.2	27.4*	4.6	.2		12.2
CPS students	9/30/03	8.8	49.8	38	3.2	.2		
CPS teachers	AY 04	47.3	35.8	13.2	3.1	.6		
UIC	AY 04	45.3	8.5	12.8	21	.2	7.2	4.9
UIC-COE	AY 04	57.7	11	18.5	8.9	.5		

*Ethnic category that overlaps with racial categories; numbers don't add up to 100%.

If we are truly committed to the ideal that education has long provided great potential as a pathway to equality through occupational and economic status, and upward social mobility (Nettles, 1988), then we and our student body need to look more like the communities in which we reside and work. We have to get serious about recruitment and retention of faculty and students of color.

Unfortunately, the majority of children and youth who attend school in the nation's large and deeply segregated urban school districts, disproportionately poor and minority, have historically lacked access to excellent educational opportunities (see Kozol, 2005; Levine, 2005). The National Center for Public Policy and Higher Education (2005) reports that, despite the rapid growth of the Latino population in Illinois, Latinos and African Americans together have the lowest levels of education in Illinois. There is no shortage of data to attest to the urgent need for quality education for people of color— from demonstrations of the consequent achievement gap to high school and college dropout rates, and diminished post-secondary options.

By making the recruitment, support, and graduation of Black and Latino students a top COE priority, we can help create access to education and disrupt cycles of educational failure. Our graduates can serve as role models, cultural intermediaries, advocates, and surrogate parents for the K-12 students of color whom they teach and lead, as well as educate mainstream students about diversity (Gay, Dingus, & Jackson, 2003; Irvine, 2003; Villegas, 1997). They can work effectively, in culturally congruent ways, with neighborhood organizations and community agencies. They will diversify our cooperating teacher pool in partner schools and mentor our future teachers. They will offer guidance to our principal interns in city schools. Finally, they will take positions in higher education and prepare the next generation of the education professoriate.

To date, the COE has been successful in attracting and retaining Latino students in our certification programs, but less so with our doctoral programs. Between 2001 and 2005 19.5% of students across all program levels were Latino. Between 2001 and 2005, 27.8% of our students from the undergraduate Elementary Education program, 20.7% from master's level programs, and 11.4% at the doctoral level, were Latino.

We have been less successful in attracting and retaining African American students in our certification programs, with 11.6% African American students across all program levels; recruitment efforts have been minimal, at best. During the same five year period, 6.8% of the students enrolled in our BA in Elementary Education program, 10% at the master's level programs, and 18.5% at the doctoral level, were African American. (See Appendix I for racial-ethnic statistics.)

While we plan to continue to support those mechanisms that ensure that we do not lose ground with Latino student recruitment and retention, we must actively recruit, support, and graduate African American students. We can begin by looking to the research that has examined African American students who have been successful in predominantly White institutions. Those institutions counteracted under-representation, alienation, isolation, attrition, discrimination, incompatibility, and low involvement (Allen et al., 1991; Harper et al., 2004) with the promotion of healthy racial identity, positive pre-college and first year experience programs, involvement, and familial, community and religious connections (Brown and Gary 1991; Cross, 1995; Nance, 2005; Watson, Terrell and Wright, et al., 2002). Closer investigation of this body of research will help us to

understand how we must go about defining, measuring, and developing effective mechanisms for "success."

Inextricably linked to the recruitment and retention of students of color is the recruitment and retention of faculty of color who serve as a significant source of support for these students. The College's record of recruiting, granting tenure to, promoting, and retaining Latino and African American faculty members is mixed. Currently in the COE, six of eight Latino faculty members are tenured, although only one of the six is a full professor. Among African American faculty members, only two of seven are tenured, and only one is a full professor. In addition, four African American female faculty members have departed in the past 10 years, including two African American female assistant professors who left for Big 10 institutions.

Higher education can be extremely alienating and isolating for students of color. With strength in numbers, students are more likely to experience success if they find kinship and common experiences with other students and with the faculty. We are aware that we have much to learn from voices that have been largely absent from the academy, and we can do a much better job of welcoming and including these voices. The more these voices are present in our faculty and students, the better we will hear.

Classrooms are not the only places where we can influence the quality of teaching and learning, although they are a primary portal for our work. Through our Ed.D. program in Urban School Leadership, we are learning how to support the development of school leaders from principals and assistant principals to system-level leadership. Now in its third year, the program supports 34 candidates, including 14 principals. Ten other candidates now serve as assistant principalship positions in CPS, and 4 as system-level administrators. Through our newly approved master's program in youth development, we can support the development of a strong workforce for the city's numerous neighborhood and community-based organizations. Individual faculty members and teams of faculty continue to work with CPS directly to help increase the quality of instruction and improve the conditions of work for school personnel. And, in our CPS contract school, the National Teachers Academy-Professional Development School, we hope to develop educators in all of these arenas and, in so doing, realize the original promise of NTA as a professional development school. As well, we can help UIC extend the original vision for NTA by engaging other campus partners in developing NTA as a true community school.

Why this matters to UIC? It is important to remember that UIC's higher education goals and accomplishments are inextricably linked with the successes of area preschools, elementary, and secondary schools. In 2004, just over two-thirds (68.4%) of UIC's undergraduate students were from Cook County, more than half from the city of Chicago. Of UIC's incoming 2004 freshmen class, nearly a quarter (23.5%) were from Chicago Public Schools and close to a third (30.6%) from other Cook County public schools. The UIC College of Education (COE) has a special obligation and a critical role to support the preparation and ongoing development of our own future urban educators, leaders, and researchers, and the students whose lives they touch—among them, the next generations of UIC students.

Key research issues

Research is an element of the tripartite mission of any university, but it is a critical element in a "research extensive" university, and UIC falls within that Carnegie classification. As an institution, UIC takes pride in the fact that its research productivity has experienced steady and significant growth, and has positioned UIC as 47th among research universities in 2005. Our status as a college of education within a top-notch research institution influences our mission, the decisions about the faculty and staff we hire, the students we admit, and the programs, services, and various forms of support we offer. We must ensure that our faculty, staff, students and programs can develop and thrive in this environment.

Acknowledging all caveats about lists and rankings, we are nevertheless moving up in rankings among the top 50 graduate schools of education, as reported by *U.S. News & World Report*. For the 2004 top-ranked graduate schools of education, we tied with Florida State University and UC-Santa Barbara for 54th place. For the 2005 list, we tied for 44th place with Syracuse University and the University of Colorado-Boulder. For the 2006 list, we advanced to tie Rutgers and the University of Colorado-Boulder for 42nd place; in the 2007 list, we remained in 42nd place, while Rutgers and U-CO-Boulder dropped to 43rd place. These statistics are a testimony to faculty efforts in spite of serious State budget cuts.

U.S. News & World Report Best Graduate Schools of Education-UIC, 2004-2007				
	2004 (2003 data)	2005 (2004 data)	2006 (2005 data)	2007 (2006 data)
Overall score	47	50	52	58
Peer assmt score	3.4	3.4	3.5	3.5
Sup't assmt score	4.0	4.1	4.1	3.9
Mean GRE V/Q	514/512	493/545	512/554	516/553
Doc accep rate	77.8%	67%	57%	59.1%
Stud/fac ratio	3.1	3.5	3.4	3.3
Doc degrs granted	18	19	24	19
% doc studs	27.4	25.8	28.8	33.7
Funded res	$6.2 M	$9.7 M	$11.1 M	$12.3
Funded res/fac	$326 K	$485.5 K	$221.5 K	$260.9
Overall rank	**54**	**44**	**42**	**42**

Measures of research productivity only tell part of the story. We in colleges of education are particularly compelled to ask what research might best inform the complex education predicaments of our times, and be of greatest value to the policies and practices that affect our constituent communities. In a political context where schools, colleges, and departments of education (SCDE's) are increasingly called on to become relevant players in the K-12 environment, we must continue to address new and different research questions. Many of our faculty are already generating research and scholarship on issues of teaching and learning in urban contexts (e.g., Ayers, 2004; Gutstein and Peterson, 2005; Gutstein, 2006; Martin, 2000; Pappas, Kiefer, & Levstik, 2006; Pappas & Zecker, 2001, 2001; Watkins, 2001, 2005).

Our commitment to educational equity requires that we articulate a focused research agenda. Our Executive Committee suggests preliminarily that our commitment to educational equity is manifested in our urban research context through research emphases such as the following, each accompanied by representative research questions:

- **Culturally Relevant Teaching and Learning in the Disciplines** --
  How can we build on cultural and linguistic funds of knowledge students bring with them to the classroom?
- **Social Development**
  How does living in challenging urban settings affect individuals' motivation, peer relations, play experiences, and moral functioning?
  What social skills strengthen learning and communication among students, teachers, and administrators in urban contexts?

- **Inclusive Education**
  How can we strengthen the subject matter ability and confidence of all students?
- **Improvement of Urban Educational Organizations and Educational Policy**
  What are the problems and opportunities the urban context poses for the improvement and effectiveness of educational organizations in their service of communities?
- **Assessment of Educational Outcomes in Urban Settings**
  How does culture/the urban environment influence assessment, measurement, and program evaluation?

We anticipate that our move to departments will enable the creation of more focused and elaborated departmental research agendas and identities.

Research dollars. To what extent are we currently equipped to address this ambitious research agenda? While we appear competitive in the category of funded research, relative to higher-ranked schools of education (see Appendix IV), we know that our funded research figures include both research and non-research expenditures. Analysis of grant expenditures reveals that we are on a solid upward grant and contract earnings trajectory. Our grant proposal submissions have steadily increased from 53 in FY 1998, to 92 in FY 2003, and our total awards, from 47 to 65. Since the development of our last strategic plan in 1997, our grant and contract expenditures have increased from $3.45 million to $12.26 million in FY 2005. This reflects a remarkable average annual increase of over 45%, and a 356% increase over the seven-year period. During that period, expenditures categorized as "research" increased by over 500% (from $443,433 to $2,345,595), and "non-research" expenditures increased by over 300% (from $3,004,040 to $9,915,098).

Grant and Contract Expenditures: FY 97- 05
(in thousands)

FY	97	99	01	03	05	% Change FY97-05
Federal	697	1,025	1,554	3,517	6,019	+863
State	715	546	274	302	601	-16
Other Govt.	1,103	1,461	1,651	4,929	4,862	+441
Private/Foundation	931	1,179	1,646	961	777	-17
Total	3,447	4,213	6,127	9,710	12,260	+356

Our expenditures from federal sources increased from 20% to 49%. State grant expenditures and foundation sources decreased from 21% to 5%, and from 27% to 6%, respectively. City of Chicago and other government sources increased from 32% to 39%.

Sources of Research Funding: FY97 and 04

Grant Expenditures

$3.44M

$12.26M

1997

2005
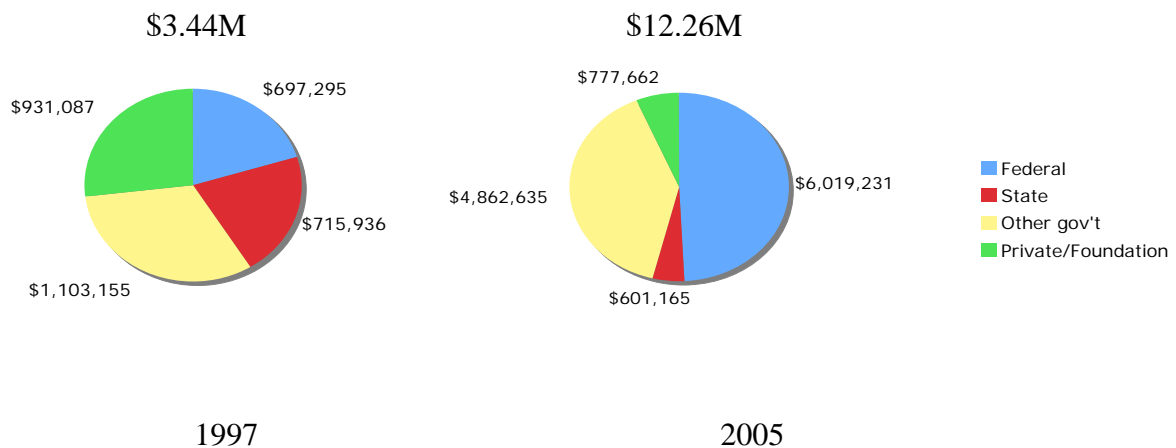
Our ICR, or Facilities and Administration (F&A), earnings have increased from $63,321 to $276,425 annually. Over 80% of our grant expenditures now come from federal sources or the City of Chicago. In FY 05, for every grant dollar invested by the state, the COE generated 19 dollars from other sources.

We still rely heavily on city and foundation grants that bring no more than 10 percent Facilities and Administration fees, if that. The federal dollars we garner are predominantly categorized by the Office of Budget and Financial Services as "non-

research" dollars that support professional preparation and technical assistance at a low 8 percent F&A, compared with federal "research" dollars that carry 55 percent F&A.

In a time of shrinking State resources for higher education, we need to expand drastically our portfolio of federal research grants, particularly as the Provost is returning a greater share of the campus F&A dollars to individual colleges. More F&A dollars mean more support for doctoral students and post-doctoral fellows, and more support for the overall COE research infrastructure.

Developing a research infrastructure. Our faculty/student ratio in the U.S. News & World Report rankings looks impressive (see Appendix IV), because only full-time doctoral students are included in the computation, and we have a small proportion of the full-time, fully funded doctoral students who are an integral part of the research enterprise. Part-time doctoral students (82.6% of all doctoral students) who work full-time jobs have fewer resources to pursue their own scholarly agendas and to support faculty research. Our goal is to increase the number of full-time doctoral students and to provide adequate support for them. This will create a critical mass of doctoral students to go hand-in-hand with our recruitment of faculty.

Our current supports for research include the Educational Technology Lab (ETL); the Faculty Assistance Center for Technology (FACT) Lab; and the Measurement, Evaluation, Statistics and Assessment (MESA) Lab, and support for individual faculty members who are associated with our funded and unfunded centers [Center for Literacy, Child and Family Development Center (CFDC), Center for Mathematics Education for Latinos (CEMELA), the Monarch Center at UIC; the National Society for the Study of Education (NSSE); and the Office for Studies in Moral Development and Character Formation].

While we treasure these assets, future opportunity lies in the continued development of a research infrastructure capable of supporting and promoting our work on urban education and educational disparities. We know that we must do a better job providing research support for tenure-line faculty and students, including opportunities for multiple disciplines to work together on urban educational research, as well as mechanisms for strengthening, supporting, and evaluating the College's research mission in general. We need to make better connections between faculty research programs and the numerous sources of funding support and continue to strengthen administrative support for research. We also believe that we can publish in more top-tier journals, and secure more prominent positions and memberships in research organizations and national academies if we focus some effort in this direction.

Finally, space limitations are creating productivity barriers for our current research programs and projects and threatening our research growth. At present, we do not have adequate space for research assistants or visiting scholars, or new research projects, and efforts to create short-term fixes are at the expense of our increasingly scarce classroom and meeting spaces. The appropriateness and proximity of space are also challenges to efficient and effective research and teaching activities. While we have been creative in the short-term, we must develop long-term solutions for our space challenges, such that each new fiscal year doesn't bring with it a costly series of moves or bumps out of assigned space.

Strategic Goals and Thrusts

GOAL 1: Prepare educators who can work effectively in Chicago neighborhood schools and other urban educational and community agencies where they are needed most.

GOAL 2: Contribute high-quality research and scholarship to inform policies and practices that are valued by the communities we serve and that increase learning opportunities for all.

GOAL 3: Develop a departmental structure that enables COE to meet its mission and mandates, and COE faculty, students, and staff to thrive.

GOAL 4: Offer standard and continuing education programs that are responsive to the demand for professional education endorsements and other personal and professional development.

GOAL 5: Work with Director of Communications to develop a focused COE message that reaches diverse market segments, presents distinctive graphics, and uses multiple media to proactively convey our message in timely ways.

GOAL 6: Work with the Director of Advancement to cultivate major individual and corporate/foundation donors, and oversee planning and implementation of the College's participation in UIC's campaign.

GOAL 7: Pursue the improvement of current space and acquisition of new space to support COE mission.

GOAL 8: Continue to upgrade the technology infrastructure to support COE teaching, research and service mission.

Stretch Actions

K-12 Education: The College makes a significant contribution to K-12 education in the City of Chicago through the preparation of teachers and administrators, ongoing commitment to neighborhood schools, and management (under contract) of the National Teachers Academy.

While the College is not the central focus of the campus stretch action to create a UIC-managed Math and Science High School, should the campus garner the resources to move forward, the College plans to support the initiative.

African-American Men: One of the UIC campus stretch actions is the development and implementation of "a program for the recruitment, retention and graduation of African-American men modeled on the best research into the factors that lead to success." The campus is planning a cohort-based program, and as a part of this initiative, the College of Education would propose to prepare a cohort of African American men for the teaching profession. The ultimate goal would be to prepare these teachers for long-term retention in Chicago Public Schools where the student enrollment is predominantly African-American.

Strategic Actions

GOAL 1: Prepare educators who can work effectively in Chicago neighborhood schools and other urban educational and community agencies where they are needed most.

- Periodically assess how well we are addressing local demand for teachers, school leaders, and youth workers.
- Recruit and support prospective educators who are committed to helping Chicago's children and youth reach their full potential.
- Ensure that the College of Education student body reflects, as much as possible, the ethnic composition of the schools in which we work. Develop and implement a coherent plan for recruiting African American and Latino students.

  o Significantly increase the COE enrollment of African American students at every level (BA, MEd, PhD).
  o At least maintain current COE enrollments for Latino students in certification programs, and significantly increase the enrollment of Latino students at the doctoral level.
  o Develop a rigorous selection process using traditional and non-traditional criteria, to be negotiated.
  o Work with the Director of Advancement and Associate Deans for Academic Affairs and Student Affairs to secure funding, including personnel preparation grants, for students.
  o Institutionalize student support and retention programs (i.e., financial aid, advising, academic skills).
  o Work with the Director of Recruitment, Director of Communications, and Office of Student Services on aggressive recruiting campaign, including recruiting and funding students from under-represented minority groups. Recruit African American and Latino students from their high schools and community colleges, civil rights and community organizations, Black fraternities and sororities, Black and Latino churches (Irvine, 2003); selected UIC departments, academic support units, and diversity/social justice courses across departments, colleges, and universities.
  o As a corollary, begin admitting freshmen into the BA in Elementary Education; revise program to ensure ease of transfer from other 2- and 4-year higher education institutions.
  o Establish the COE website as a critical communication link for student recruitment and program information.
  o Regularly assess student academic progress and satisfaction to inform future retention and recruitment strategies.
  o Develop culturally-responsive academic and social supports for African American and Latino students.
  o Provide professional development to faculty about high-quality academic advising and supporting all students to succeed in the classroom, including addressing "isms" in the classroom and creating safe, supportive, respectful learning environments.

- Similarly, ensure that the College of Education faculty reflects, as much as possible, the ethnic composition of the schools in which we work.
  - o Increase the number of tenured African American faculty members through the usual faculty search processes, through recruiting target-of-opportunity senior hires, and through supporting and promoting junior faculty members.
  - o Continue to recruit, develop, and retain faculty committed to urban education and educational equity.
  - o Reconfigure duties so that COE staff can assume more responsibility for selected aspects of student advising and program experiences.
  - o Institutionalize faculty development programs.

- Ensure that our curricula embody the resources our students bring and address the educational and social needs of communities where our students will work.
  - o Hire a senior teacher educator to provide leadership.
  - o Learn from effective teachers and school leaders of Black (see Cooper, 2003, 200X) and Latino children, including our own faculty and students; initiatives like Center X at UCLA and the Carnegie Corporation's *Teachers for a New Era (TNE)*; and community partners.
  - o Ensure deep and appropriate subject matter preparation, including targeted subject matter endorsements in one or more core academic areas.
  - o Develop educators who have deep understanding of how to use cultural and linguistic diversity as assets in creative teaching, learning, and leading.
  - o Ensure that educators develop curriculum, instruction, and assessment that are accessible to students with disabilities.
  - o Help prospective educators understand how their own histories, race/ethnicity, class, and gender identity influence their approaches to teaching, learning, and leading (e.g., Metz, 1990).
  - o Help prospective educators learn about how to support children and families in high-poverty communities whose numbers have risen significantly since 2000 (National Center for Children in Poverty, 2005).
  - o Establish a network of CPS neighborhood schools with strong cooperating teachers/mentors and principals that desire and value our teacher candidates.
  - o Provide professional development opportunities to UIC faculty and doctoral student for supporting teacher and school leader candidates in partner schools
  - o Develop retention programs for all degree levels to ensure a smooth transition to the COE, academic support through advising, and provision of interactive activities that foster a strong identity as educators who want to make a difference in urban education.
  - o Ensure that graduates are hired and are invited to engage in continuing professional development opportunities, including new teacher support programs.

- Develop a culture of evidence to inform programmatic efforts.
  - Use Illinois Teacher Data Warehouse to show the "value added" of our efforts and to enable future planning.
  - Determine collectively what else counts as evidence.
  - Per *TNE*, design and implement a pupil learning growth pilot study as a first step toward gauging the effectiveness of teacher preparation.

- Develop a climate that recognizes and affirms the plurality of cultures and identities in the College and at UIC.
  - Make non-discrimination an explicit value in our communications and our actions; periodically assess how well we are doing.
  - Develop departmental academic and social supports for all faculty and students.
  - Develop new forms of interaction to increase student engagement (orientation, cohort programs, student organizations, research opportunities).
  - Provide mentoring as warranted.

GOAL 2: Contribute high-quality research and scholarship to inform policies and practices that are valued by the communities we serve and that increase learning opportunities for all.

- Ensure that our research supports diverse paradigms, methods, analyses, and scholarly products.
  - Establish and promote expectations for traditional and non-traditional scholarly productivity and impact for all faculty, consistent with the advancement of the COE mission.

- Achieve national recognition for the quality and quantity of our research on urban education and educational disparities.
  - Recruit, support, and evaluate faculty and staff consistent with disciplinary program objectives.
  - Mentor junior faculty regarding the development of a program of research including: publication, obtaining grants, development of funded projects, hiring and working with RA's and GA's, obtaining University resources and other support for research.
  - Re-conceptualize and re-establish CUERD as an interdisciplinary center on urban education and educational disparities; reestablish CUERD leadership (Director or Associate Dean for Urban Educational Research); build the CUERD staff (e.g., proposal writer, database support); establish research advisory committee comprised of internal and external stakeholders; develop organizational support for engaging in collaborative research (e.g., templates for sharing intellectual credit, F&A, space arrangements) and managing interdisciplinary funded projects.
  - Help COE researchers pursue and secure funding to conduct cutting-edge urban educational research (e.g., grant proposal development workshops, technical assistance).
  - Convene researchers, professional educators, and policymakers around urban education and educational disparities research priorities (conferences, forums).

- o Assist researchers in communicating and disseminating findings.
- o Initiate periodic review of how well identified research priorities are supported.
- o Develop expectations, support, and rewards for collaborative practice.

- Increase the number of full-time doctoral students across all programs.
  - o Recruit, matriculate, support, and graduate a greater percentage of full-time national and international doctoral students.
  - o Mentor new or inexperienced faculty about doctoral student advising and thesis support.

- Gain a reputation for the quality of our doctoral programs and our doctoral students.

- Increase the federal research dollars per capita (faculty).
  - o Secure endowed faculty positions, student scholarships, and capital project funds.
  - o Secure usable space.
  - o Use COE Facilities & Administration dollars to provide incentives for research.
  - o Upgrade technology support.
  - o Appoint grant-funded research faculty.

GOAL 3: Develop a departmental structure that enables COE to meet its mission and mandates, and COE faculty, students, and staff to thrive.

- Secure IBHE approval for departments; rewrite COE by-laws and other policies as warranted.
- Elect/hire department chairs as warranted; assign/negotiate responsibilities.
- Elect/appoint program coordinators, senior faculty leadership and elementary education faculty.
- Provide professional development to department chairs and program coordinators to help ease the transition from areas to departments.
- Evaluate the move to the departmental structure and use feedback to initiate improvements.

GOAL 4: Offer standard and continuing education programs that are responsive to the demand for professional education endorsements and other personal and professional development.

- Expand professional learning opportunities via the Educational Studies specialization in the M.Ed. in Instructional Leadership (e.g., urban educational policy strand, endorsement options, personal development).
- Develop Professional Development School side of the National Teachers Academy to support career advancement and professional development for teachers, school leaders, and other educators (e.g., National Board Certification training for CPS teachers).

- Launch the M.Ed. in Measurement, Evaluation, Statistics, and Assessment (MESA) and M.Ed. in Youth Development.
- Use Continuing Education as a mechanism for developing new programs and determining demand.
- Develop a cadre of adjunct faculty (whose credentials have been reviewed and approved by appropriate COE faculty) to teach courses and support programs.

GOAL 5: Work with Director of Communications to develop a focused COE message that reaches diverse market segments, presents distinctive graphics, and uses multiple media to proactively convey our message in timely ways.

- Develop and implement a comprehensive communications strategy for the College of Education.
- Produce written communication that effectively conveys the College mission, vision, and accomplishments to multiple stakeholders.
- Carefully manage web-site content to be sensitive to the recruitment of students.

GOAL 6: Work with the Director of Advancement to cultivate major individual and corporate/foundation donors, and oversee planning and implementation of the College's participation in UIC's campaign.

- Develop a College of Education infrastructure that supports development activities, operations, fundraising, and budget management.
- Engage donors, faculty and volunteers in College development activities.
- Cultivate, solicit and steward a portfolio of major individual and corporate/foundation donors.
- Build alumni relations programs that support the College.

GOAL 7: Pursue the improvement of current space and acquisition of new space to support COE mission.

- Assess space requirements that result from the move from Areas to Departments, and meet space needs.
- Assess classroom requirements associated with program and course changes, and ensure that classrooms are physically adequate and pedagogically appropriate.
- Ensure that new faculty research projects are able to obtain space and facilities adequate for the accomplishment of research grant objectives.

GOAL 8: Continue to upgrade the technology infrastructure to support COE teaching, research, and service mission.

- Ensure that faculty and students have access to, and familiarity with, educational technology that supports professional certification requirements.
- Ensure that faculty and students have access to, and familiarity with educational technology that supports programmatic and research objectives.

SECTION THREE: RESOURCE AND MONITORING/EVALUATION PLAN

The accomplishment of the strategic goals and actions we have outlined will require the acquisition of some new resources and ongoing monitoring and evaluation. In this section, we created two tables that outline the relationship between each strategic action and the resources, benchmarks, results, and target dates required for the successful accomplishment of each goal by 2010. This clear and concise representation of requirements will be of great assistance in setting resource acquisition goals; communicating our resource needs; making mid-course adjustments based on the level of success in procuring resources, and benchmark/evaluation feedback; and marking the accomplishment of each strategic goal and action.

The first table, entitled Implementation Timetable: Resources Needed, Procurement Strategy, and Benchmark/Results, lists the significant strategic actions of each goal, and the accompanying resources needed, resource procurement strategy, benchmarks or results, and a target date for completion.

The second table, entitled Resource Procurement Strategy Budget Detail, provides resource procurement budget detail by listing each personnel, facility, or equipment item needed to accomplish our strategic goals and actions; identifying the goals related to each item, and the dollars required in each fiscal year; and presenting the proposed source of support.

Implementation Timetable: Resources Needed, Procurement Strategy, and Benchmark/Results

Goal 1: Prepare educators who can work effectively in Chicago neighborhood schools and other urban educational and community agencies where they are needed most.

Strategic Actions	Resources Needed	Resource Procurement Strategy	Benchmark/ Result	Target Date
Periodically assess how well we are addressing local demand for teachers, school leaders, and youth workers.	Staff to conduct analyses	Grant funding	First Assessment	FY07
Recruit and support prospective educators who are committed to helping Chicago's children and youth reach their full potential.	Director of Recruitment	Reallocation	Hire Director Maintain 100% student retention.	FY07
Ensure that the COE student body reflects, as much as possible, the ethnic composition of the schools in which we work. Develop and implement a coherent plan for recruiting African American and Latino students.	Director of Recruitment	Enrollment of freshman and sophomores could lead to an increase in total enrollment and an increment to the state base.	By 2010, increase % of Black and Latino students to 25% at BA, MED, and PHD/EDD levels, except 35% Latinos at BA.	FY10
Ensure that the COE faculty reflects, as much as possible, the ethnic composition of the schools in which we work.	African American Full Professors Tenure-Track Underrepresented Minority Faculty		Increase Black and Latino faculty from 26% to 35%.	FY10

Goal 1 Cont.

Strategic Actions	Resources Needed	Resource Procurement Strategy	Benchmark/ Result	Target Date
Ensure that our currricula embody the resources our students bring and address the educational and social needs of communities where our students will work.	Urban Educators	Campus commitment/ Campus Request	Hire faculty	FY07-FY08
			Evaluate curricula	FY07
Develop a culture of evidence to inform programmatic efforts.		Reallocation, grant support.	Implement Pupil Learning Growth Study	Ongoing
Develop a climate that recognizes and affirms the plurality of cultures and identities in the College and at UIC.	African American full professors	Campus Request	Put in place departmental academic and social supports.	Ongoing

Goal 2: Contribute high-quality research and scholarship to inform policies and practices that are valued by the communities we serve and that increase the learning opportunities for all.

Strategic Actions	Resources Needed	Resource Procurement Strategy	Benchmark/ Result	Target Date
Ensure that our research supports diverse paradigms, methods, analyses, and scholarly products.			Expectations established for scholarly productivity	Ongoing
Achieve national recognition for the quality and quantity of our research on urban education and educational disparities.	Associate Dean for Urban Education Research	Campus Request	Hire Assoc. Dean	FY08
	Grant Manager	ICR	Hire Grants Manager	FY08
	Proposal Writer	ICR	Hire Writer	FY09
	Database Support	Campus Request	Hire Database Support staff	FY09
Increase the number of full-time doctoral students in all programs.	Director of Recruitment	Reallocation	Increase full-time doctoral students from 28% to 35% annually	FY10
	Scholarship support	Gifts	One new scholarship program per year offered by college to doctoral students	FY08-FY10
Gain a reputation for the quality of our doctoral programs and our doctoral students.	Director of Recruitment	Reallocation	Peer evaluation	Ongoing

Goal 2 Cont.

Strategic Actions	Resources Needed	Resource Procurement Strategy	Benchmark/ Result	Target Date
Increase the federal research dollars per capita (faculty).	Associate Dean for Research	Campus Request	Hire Assoc. Dean for Research	FY08
			Increase grant expenditures from 23% to 40%	FY10

Goal 3: Develop a departmental structure that enables COE to meet its mission and mandates, and COE faculty, students, and staff to thrive.

Strategic Actions	Resources Needed	Resource Procurement Strategy	Benchmark/ Result	Target Date
Secure IBHE approval for departments; rewrite COE by-laws.			IBHE approval COE bylaws revision	FY07 FY07
Elect/hire department chairs as warranted; assign/negotiate responsibilities.	Chair, Curriculum and Instruction	Campus Request	Hire Chair	FY08
Elect/appoint program coordinators, senior faculty leadership and elementary education faculty.	Elementary Education coordinator, senior African American faculty, Urban Educators, Tenure-Track African American faculty	Campus Request	Fill proposed positions	FY07-FY09
Provide professional development to department chairs and program coordinators to help ease the transition from areas to departments.	Training	College reserves	Offer training	FY07, 08
Evaluate the move to the departmental structure and use feedback to initiate improvements.			Implement evaluation and provide feedback to each department	FY08, 09, 10

Goal 4: Offer standard and continuing education programs that are responsive to the demand for professional education endorsements and other personal and professional development.

Strategic Actions	Resources Needed	Resource Procurement Strategy	Benchmark/ Result	Target Date
Expand professional learning opportunities via the Educational Studies specialization in the M.Ed. in Instructional Leadership (e.g., urban educational policy strand, endorsement options, personal development).		Additional enrollments could lead to an increment to the state base	Program offerings increased	FY07-10
Develop Professional Development School side of the National Teachers Academy to support career advancement and professional development for teachers, school leaders, and other educators (e.g., National Board Certification training for CPS teachers).	TBD	Program will be self-supporting		
Launch the M.Ed. in Measurement, Evaluation, Statistics, and Assessment (MESA) and M.Ed. in Youth Development.		Additional enrollments could lead to an increment to the state base	Programs approved and implemented	FY07,08
Use Continuing Education as a mechanism for developing new programs and determining demand.		Initiatives will be self-supporting	Record of new CE programs	FY07-10

Goal 4 Cont.

Strategic Actions	Resources Needed	Resource Procurement Strategy	Benchmark/ Result	Target Date
Develop a cadre of adjunct faculty (whose credentials have been reviewed and approved by appropriate COE faculty) to teach courses and support programs.		Faculty grant buyouts to support standard courses and continuing education revenues will support continuation education courses	File of credentials of individuals vetted as COE adjuncts	FY08

Goal 5: Work with Director of Communications to develop a focused COE message that reaches diverse market segments, presents distinctive graphics, and uses multiple media to proactively convey our message in timely ways.

Strategic Actions	Resources Needed	Resource Procurement Strategy	Benchmark/ Result	Target Date
Develop and implement a comprehensive communications strategy for the College of Education.			Complete COE communications strategy.	FY06
			Implement Communications strategy	Ongoing
Produce written communication that effectively conveys the College mission, vision, and accomplishments to multiple stakeholders.			Complete fact sheet, annual report and alumni magazine. Revise as needed.	FY06-10
Carefully manage web-site content to be sensitive to the recruitment of students.			Complete web site revision.	FY07, Ongoing

Goal 6: Work with the Director of Advancement to cultivate major individual and corporate/foundation donors, and oversee planning and implementation of the College's participation in UIC's campaign.

Strategic Actions	Resources Needed	Resource Procurement Strategy	Benchmark/ Result	Target Date
Develop a COE infrastructure that supports development activities, operations, fundraising and budget management.			Complete needs assessment, budget and operations plan for College Development Office	FY07
Engage donors, faculty and volunteers in College development activities.			Development Director to meet with faculty to craft development strategy	FY07
Cultivate, solicit and steward a portfolio of major individual and corporate/foundation donors.			Portfolio of individuals interested in the advancement of the COE	FY08, Ongoing
Build alumni relations programs that support the College.			Establish regular alumni events and increase alumni donations annually.	FY07

Goal 7: Pursue the acquisition of new space to support COE mission.

Strategic Actions	Resources Needed	Resource Procurement Strategy	Benchmark/ Result	Target Date
Assess space requirements that result from the move from Areas to Departments, and meet space needs.			Complete comprehensive assessment.	FY07
Assess classroom requirements associated with program and course changes, and ensure that classrooms are physically adequate and pedagogically appropriate.			Complete comprehensive assessment.	FY07
Ensure that new faculty research projects are able to obtain space and facilities adequate for the accomplishment of research grant objectives.			Ongoing evaluation	Ongoing

Goal 8: Continue to upgrade the technology infrastructure to support COE teaching, research and service mission.

Strategic Actions	Resources Needed	Strategy Resource Procurement	Benchmark/ Result	Target Date
Ensure that faculty and students have access to, and familiarity with, educational technology that supports professional certification requirements.			Results of ISBE review	FY07
Ensure that faculty and students have access to, and familiarity with educational technology that supports programmatic and research objectives.			Results of COE technology survey	FY07-10

Miscellaneous

Improvements Tied to Appropriate Space	623 Leaking	TBD		
Security Upgrades	623: new doors, duress alarms, key card reader	TBD		
Council on Teacher Education	Cross-College UIC Council on Teacher Education Operating Budget Increase	Campus request and user support	New funding	FY07

Resource Procurement Strategy Budget Detail

	Goals	FY07	FY08	FY09	FY10
Critical Senior Leadership					
Chair, Curriculum & Instruction	3,1		$105,000		
African American Full Professors	3,1	$75,000	$80,000		
Urban Educators including El. Ed. Coordinator	3,1	$150,000	$75,000		
Recruiting and Retaining African American and Latino Faculty					
Tenure-Track Underrepresented Minority Faculty	1,2	$55,000	$165,000	$110,000	
Recruit Urban Educators					
Director of Recruitment	1	$65,000			
Research Infrastructure					
Assoc. Dean for Urban Education Rsrch	2		$85,000		
Proposal Writer	2			$50,000	
Database Support	2			$50,000	
Grant Manager	2		$50,225		

Capital Improvements	Goals	FY07	FY08	FY09	FY10
Improvements					
Study to examine leaking in EPASW (623)	7	NR			
Address leaking in EPASW (623)	7	TBD			
Technology Upgrades	8	TBD			
Security Upgrades	7				
Duress Alarms	7	TBD			
Replacement of doors and ADA accessibility	7	TBD			
Key Card Reader	7	TBD			
Council on Teacher Education - Structural Deficit		$21,000			
Permanent Dollars Needed Annually		**$366,000**	**$510,000**	**$210,000**	
Funding Secured *		**$156,000**		**$100,000**	
New Request Support from UFRP		**$60,000**	**$60,000**	**$20,000**	
Additional Support from Campus		**$150,000**	**$450,000**	**$90,000**	

*Through internal reallocation, previously existing lines, or previously requested
support

Performance Metrics

Following, are measures appropriate for each of our eight goals:

GOAL 1: Prepare educators who can work effectively in Chicago neighborhood schools and other urban educational and community agencies where they are needed most.

- Periodically assess how well we are addressing local demand for teachers, school leaders, and youth workers.

- Recruit and support prospective educators who are committed to helping Chicago's children and youth reach their full potential.

- Ensure that the College of Education student body reflects, as much as possible, the ethnic composition of the schools in which we work by developing and implementing a coherent plan for recruiting African American and Latino students by:
    - Significantly increasing the COE enrollment of African American students at every level (BA, MEd, PhD).
    - At least maintaining current COE enrollments for Latino students in certification programs, and significantly increase the enrollment of Latino students at the doctoral level.
    - Developing a rigorous selection process using traditional and non-traditional criteria, to be negotiated.
    - Working with the Director of Advancement and Associate Deans for Academic Affairs and Student Affairs to secure funding, including personnel preparation grants, for students.
    - Institutionalizing student support and retention programs (i.e., financial aid, advising, academic skills).
    - Working with the Director of Recruitment, Director of Communications, and Office of Student Services on aggressive recruiting campaign, including recruiting and funding students from under-represented minority groups. Recruiting African American and Latino students from their high schools and community colleges, civil rights and community organizations, Black fraternities and sororities, Black and Latino churches (Irvine, 2003); selected UIC departments, academic support units, and diversity/social justice courses across departments, colleges, and universities.
    - As a corollary, begin admitting freshmen into the BA in Elementary Education; revising program to ensure ease of transfer from other 2- and 4-year higher education institutions.
    - Establishing the COE website as a critical communication link for student recruitment and program information.
    - Regularly assessing student academic progress and satisfaction to inform future retention and recruitment strategies.
    - Developing culturally-responsive academic and social supports for African American and Latino students.
    - Providing professional development to faculty about high-quality academic advising and supporting all students to succeed in the

classroom, including addressing "isms" in the classroom and creating safe, supportive, respectful learning environments.

- Ensure that the College of Education faculty reflects, as much as possible, the ethnic composition of the schools in which we work by:
    o Increasing the number of tenured African American faculty members through the usual faculty search processes, through recruiting target-of-opportunity senior hires, and through supporting and promoting junior faculty members.
    o Continuing to recruit, develop, and retain faculty committed to urban education and educational equity.
    o Reconfiguring duties so that COE staff can assume more responsibility for selected aspects of student advising and program experiences.
    o Institutionalizing faculty development programs.

- Ensure that our curricula embody the resources our students bring and address the educational and social needs of communities where our students will work by:
    o Hiring a senior teacher educator to provide leadership.
    o Learning from effective teachers and school leaders of Black (see Cooper, 2003, 200X) and Latino children, including our own faculty and students; initiatives like Center X at UCLA and the Carnegie Corporation's *Teachers for a New Era (TNE)*; and community partners.
    o Ensuring deep and appropriate subject matter preparation, including targeted subject matter endorsements in one or more core academic areas.
    o Developing educators who have deep understanding of how to use cultural and linguistic diversity as assets in creative teaching, learning, and leading.
    o Ensuring that educators develop curriculum, instruction, and assessment that are accessible to students with disabilities.
    o Helping prospective educators understand how their own histories, race/ethnicity, class, and gender identity influence their approaches to teaching, learning, and leading (e.g., Metz, 1990).
    o Helping prospective educators learn about how to support children and families in high-poverty communities whose numbers have risen significantly since 2000 (National Center for Children in Poverty, 2005).
    o Establishing a network of CPS neighborhood schools with strong cooperating teachers/mentors and principals that desire and value our teacher candidates.
    o Providing professional development opportunities to UIC faculty and doctoral student for supporting teacher and school leader candidates in partner schools
    o Developing retention programs for all degree levels to ensure a smooth transition to the COE, academic support through advising, and provision of interactive activities that foster a strong identity as educators who want to make a difference in urban education.
    o Ensuring that graduates are hired and are invited to engage in continuing professional development opportunities, including new teacher support programs.

- Develop a culture of evidence to inform programmatic efforts by:
    - Using Illinois Teacher Data Warehouse to show the "value added" of our efforts and to enable future planning.
    - Determining collectively what else counts as evidence.
    - Per *TNE*, design and implement a pupil learning growth pilot study as a first step toward gauging the effectiveness of teacher preparation.

- Develop a climate that recognizes and affirms the plurality of cultures and identities in the College and at UIC by:
    - Making non-discrimination an explicit value in our communications and our actions; periodically assess how well we are doing.
    - Developing departmental academic and social supports for all faculty and students.
    - Developing new forms of interaction to increase student engagement (orientation, cohort programs, student organizations, research opportunities).
    - Providing mentoring as warranted.

GOAL 2: Contribute high-quality research and scholarship to inform policies and practices that are valued by the communities we serve and that increase learning opportunities for all.

- Ensure that our research supports diverse paradigms, methods, analyses, and scholarly products by:
    - Establishing and promoting expectations for traditional and non-traditional scholarly productivity and impact for all faculty, consistent with the advancement of the COE mission.

- Achieve national recognition for the quality and quantity of our research on urban education and educational disparities by:
    - Periodic review of how well identified research priorities are supported.
    - Developing expectations, support, and rewards for collaborative practice.
    - Recruiting, supporting, and evaluating faculty and staff consistent with disciplinary program objectives.
    - Mentoring junior faculty regarding the development of a program of research including: publication, obtaining grants, development of funded projects, hiring and working with RA's and GA's, obtaining University resources and other support for research.
    - Re-conceptualizing and re-establishing CUERD as an interdisciplinary center on urban education and educational disparities; reestablishing CUERD leadership (Director or Associate Dean for Urban Educational Research); building the CUERD staff (e.g., proposal writer, database support); establishing research advisory committee comprised of internal and external stakeholders; developing organizational support for engaging in collaborative research (e.g., templates for sharing intellectual credit, F&A, space arrangements) and managing interdisciplinary funded projects.

- Helping COE researchers pursue and secure funding to conduct cutting-edge urban educational research (e.g., grant proposal development workshops, technical assistance).
  - Convening researchers, professional educators, and policymakers around urban education and educational disparities research priorities (conferences, forums).
  - Assisting researchers in communicating and disseminating findings.

- Increase the number of full-time doctoral students across all programs by:
  - Tracking our ability to recruit, matriculate, support, and graduate a greater percentage of full-time national and international doctoral students.
  - Mentoring new or inexperienced faculty about doctoral student advising and thesis support.

- Gain a reputation for the quality of our doctoral programs and our doctoral students through peer evaluation.

- Increase the federal research dollars per capita (faculty) by:
  - Securing endowed faculty positions, student scholarships, and capital project funds.
  - Securing usable space.
  - Measuring the use COE Facilities & Administration dollars to provide incentives for research.
  - Measuring dollars invested to upgrade technology support.
  - Appointing grant-funded research faculty.

GOAL 3: Develop a departmental structure that enables COE to meet its mission and mandates, and COE faculty, students, and staff to thrive.

- Secure IBHE approval for departments; COE by-laws and other policies written as warranted.
- Elect/hire department chairs as warranted; assign/negotiate responsibilities.
- Elect/appoint program coordinators, senior faculty leadership and elementary education faculty.
- Provide professional development to department chairs and program coordinators to help ease the transition from areas to departments.
- Evaluate the move to the departmental structure and use feedback to initiate improvements.

GOAL 4: Offer standard and continuing education programs that are responsive to the demand for professional education endorsements and other personal and professional development.

- Record the expansion of professional learning opportunities via the Educational Studies specialization in the M.Ed. in Instructional Leadership (e.g., urban educational policy strand, endorsement options, personal development).
- Measure whether the development of the Professional Development School side of the National Teachers Academy supports career advancement and professional development for teachers, school leaders, and other educators (e.g., National Board Certification training for CPS teachers).

- Launch the M.Ed. in Measurement, Evaluation, Statistics, and Assessment (MESA) and M.Ed. in Youth Development.
- Measure the effectiveness of using Continuing Education as a mechanism for developing new programs and determining demand.
- Develop a cadre of adjunct faculty (whose credentials have been reviewed and approved by appropriate COE faculty) to teach courses and support programs.

GOAL 5: Work with Director of Communications to develop a focused COE message that reaches diverse market segments, presents distinctive graphics, and uses multiple media to proactively convey our message in timely ways.

- Evaluate the communications strategy of the College of Education.

GOAL 6: Work with the Director of Advancement to cultivate major individual and corporate/foundation donors, and oversee planning and implementation of the College's participation in UIC's campaign.

- Develop a College of Education infrastructure that supports development activities, operations, fundraising, and budget management.
- Measure the level of engagement of donors, faculty and volunteers in College development activities.
- Monitor the level of cultivation and stewardship of portfolios of major individual and corporate/foundation donors.
- Measure alumni participation in programs that support the College.

GOAL 7: Pursue the improvement of current space and acquisition of new space to support COE mission.

- Assess space requirements that result from the move from Areas to Departments, and meet space needs.
- Assess classroom requirements associated with program and course changes, and ensure that classrooms are physically adequate and pedagogically appropriate.
- Assess whether new faculty research projects are able to obtain space and facilities adequate for the accomplishment of research grant objectives.

GOAL 8: Continue to upgrade the technology infrastructure to support COE teaching, research, and service mission.

- Assess whether faculty and students have access to, and familiarity with, educational technology that supports professional certification requirements and programmatic and research objectives.

Appendices

Appendix I   Analysis of Internal Strengths/Weaknesses and External Opportunities/Threats

Appendix II   Background for Planning

Appendix III COE Strategic Planning Critical Events Timeline

Appendix IV Competitive Benchmark Analysis

Appendix I

Analysis of College of Education
Internal Strengths/Weaknesses and External Opportunities/Threats (SWOT)

SWOT Analysis	T/R/S Categories	Strengths	Weaknesses	Opportunities	Threats

College Overall
 	
S: Partnerships Including CPS
 	
W: Support to senior faculty for mentoring junior faculty/doc students-Load considerations
 	
Articulation of Faculty
 	
Students are a resource: asset or weakness
 	
Part and full-time students
 	
Greater interdiscp. Partnerships
 	
What counts in fields of inquiry?
		Recognition (e.g., A)
		
		Strong, talented faculty (B)
		
		Mission
			Consensus on mission impln, e.g., what is urban, social justice, engaged scholarship—what *can* we contribute and how do we assess ourselves (C, D)
			
			Support for junior faculty
			
			Student recruitment
			    Under represented/Minority
			
			    Financial backing
			
			ASSOC. Dean for Research needed
			
			Marketing - develop internal resources to go after targeted audience
			
			Development
			
			Faculty research support
			
			Proportion of tenure to untenured faculty
			
			Space in general
				"What is our guiding theoretical framework/vision?"
				
				"What collective action are we willing to undertake and how should it be organized to realize the COE vision?"
				
				Departments
				
				Need to relate to Conceptual Framework
				
				Call for value-added assessments of our work—what diff do we make?
				
				Making our case to the campus
				
				How do we effect campus change?
					Political climate/perceived irrelevance of SCDEs
					
					What counts as research (IES)
					
					"How to grow in a period of scarcity"

SWOT Analysis	T/R/S Categories	Strengths	Weaknesses	Opportunities	Threats
Teaching & Learning	General	Strong, standards-based progs Substantial prog dev't, student support, & faculty devt made poss by ext fundg (E) #1 supplier of new teachers to CPS; #1 supplier of Latino teachers	Reality (prog coherence and outcomes, student lrng) doesn't always match reputation Need for teacher ed and other programs to address systemic, structural issues of race, class, gender, and social justice, incldg self-analysis Need for more two-way relationships with practitioners in our programs? Connecting our own scholarship to our teaching Don't utilize fellow faculty expertise Under-rep African-American student population	Viewed as urban ed leader and essential partner—always at the table Potential for more collaborations with LAS and others—often sought out Provost return of percentage of tuition Utilize fellow faculty expertise Infused curricular coherence	Better-resourced places getting into urban ed (e.g., UC, MSU, UWM)-articulate better what we are doing (research/policy-making/public informing) Articulate research mission Teaching lines and programs threatened by State budget
	IBHE degree progs & enrollments	**(Pending IBHE reviewers' feedback—2/5 programs in)** More timely application process Forums and spaces for student involvement	Some programs could grow (F, G, H, I) Teaching loads need revisiting To what extent is instruction culturally responsive? To what extent do we model dialogue around our differences? Recruitment and student support packages (J)	LLC Ph.D. proposal Curriculum Design is going to change to Curriculum Studies MEd in Instructional Leadership options, Youth Leadership Development cert	State of State budget Recruitment of faculty to other universities

SWOT Analysis	T/R/S Categories	Strengths	Weaknesses	Opportunities	Threats
			Student diversity—students who reflect city's demogs and who want to "do urban" (K) Advising quality and load disparities; advising know-how (L-prelim student survey report, M, N) Number of graduates and time to doctorate (O, P) Lack of coherence on many fronts	Articulate the importance of reallocating the ICR coming increase and redistribute availability of fellowships for grad support Master's in Ed Psych? Grow Your Own programs? Cont Ed cohorts (Q) Spencer, AERA-IES doctoral fellowships Options: Undergrad Minor or double the size of the program Define identity	
	ISBE cert progs/CTE	Improved rels w/LAS CTE able to provide data to programs	Costly accreditation delays (e.g., program report format) Secondary Ed: Advising across colleges	TEAC	ISBE accreditation

SWOT Analysis	T/R/S Categories	Strengths	Weaknesses	Opportunities	Threats
Research	General	Upward funding trajectory: Consistent, major growth in ICR, res grants, fed grants (R, S, T, U, V)	Heavy reliance on city and foundation grants with low ICR Research on our own practice, e.g., what makes for effective clinical practice and how do we know Little involvement in policy Space Interdisciplinary issues unresolved (e.g., ICR split policy)	Developing infrastructure worthy of a great urban research college of education Influence national agenda from an urban perspective Capitalize on close relationship with CPS Assoc Dean for Research	Evidence-based research: What counts as evidence? What is the prognosis for feds funding? Plan for replacing major grants
	Quantity, quality, and prominence of research	Obtaining more fed research grants Competitive in attracting more faculty from top research universities	Can do much better on most counts: top-tier, influential journal pubs (W), federal research grants, prominent positions and memberships in research orgs and national academies, etc. - why is this the case? Securing more RAships and stipends for doctoral students	What do we want to be known for? Mainstream vs. non-mainstream pubs question	
	Research support infrastructure	ETL, MESA Lab, FACT Lab Provost return of ICR	Weak administrative support (but addition of Carl) Space a disaster Inadequate mentoring for tenure-track faculty	Restoration of CUERD; consideration of research associates	
	Centers	CFDC, CFL, CEMELA, LITD, Monarch,	Contribution to research identity of COE unclear	What ops to build research strength, esp in centers that also provide	

SWOT Analysis	T/R/S Categories	Strengths	Weaknesses	Opportunities	Threats
		NSSE, PR	Space	service? What is the return on investment?	

SWOT Analysis	T/R/S Categories	Strengths	Weaknesses	Opportunities	Threats
Service	General	Heavy demand for COE services—most desired partner	Time away from teaching and research; other univs evaluate our service	What do we want to be known for? How shall we consolidate our efforts?	
	Centers	CFDC, CFL, CEMELA, LITD, Monarch, PR	Relationship to COE unclear, not explicit Space	Ops galore—land of opportunity—how to turn into research ops	
	National Teachers Academy	Practice site for teacher prep, PD, research	High-profile, high-risk venture	Could demonstrate effective Great Cities partnership w/ CPS neighborhood school Could demonstrate UIC walks its social justice talk What ops to enhance COE teaching and research? What is the relp to COE clinics?	Success could hasten displacement of existing priority community
	EOP-UHP		How central to COE mission?	Natural pipeline to UIC	Distracts from central mission

SWOT Analysis	T/R/S Categories	Strengths	Weaknesses	Opportunities	Threats
Spanning strategies	Faculty	(See above)	Ethnic diversity (X) Top heavy with tenured faculty (Y) Clinical faculty load uneven Program leadership succession planning	Research faculty on soft monies What should the next five hires look like? Senior Minority Faculty	
	Administrative and staff support	Stability, generally Offices mostly functioning well—every day is not a brand new day	Need a research infrastructure TAs	Modest restructuring under departments to ensure things like support for tenure-track, clinical, adjunct faculty	
	Departments	37 Y, 8 N # of depts. (15=5 depts, 12=2/3/4/other, 18 no vote)	Ensure hold assistant profs harmless in transition Overlap/transition	Tie identities to Ph.D. programs— clear conceptual bases for programs/depts. Foster synergies	
	Financing			Development officer	
	Space and facilities			Rent space Creative use of furniture (Mary Ellison) Advocate for bldg? Renovation?	
	Technology			Consider one-to-one computing, laptops	

SWOT Appendices

A   Schools of Education/Teacher Preparation at the Top Education Schools
        U.S. News & World Report Rankings of Best Graduate Colleges of Education
B   1998-99 and 2005-06 COE Fact sheets
C   Spencer series presentation and discussion themes
D   Faculty evaluations of Spencer seminars
E   "Invisible College" Series
F   COE Cumulative Fall 10th Day Enrollment Report
G   UIC COE Faculty and Adjunct Enrollment (AY 02-04)
H   Undergraduate Credit Hours Generated by College
I   Student FTE per Budgeted Faculty FTE (Fall FY 03)
J   Full- and Part-time Enrollment (Fall 2003)
K   COE Enrollments by Ethnicity (Fall 2003)
L   Student Engagement Survey preliminary report (Spring 2005)
M   COE Advising Load by Area and Rank (FY 05)
N   Dissertation Completers by Area and Year (1999-May 2004)
O   UIC COE Graduates (AY 2000-2004)
P   Time to Doctorate 2004
Q   COE FY 05 Continuing Education Enrollments
R   FY 03 Expenditures by Fund Source—UIC Colleges
S   Grant Expenditures by Funding Source: FY 97-04
T   Grant and Contract Expenditures: FY 97-04
U   Research Proposal Activity: F& 98-03
V   ICR Earnings: College-Wide Rollup FY 97-05, by Area FY 00-04
W   Faculty Publishing by Area and by Year (2000-04)
X   Under-represented Faculty (FY 95-05)
Y   Tenured/Tenure-Track Faculty by Rank (FY 98-05)
Z   "What's Urban Got to Do With It?" Presentation

Schools of Education

Rank/School	Overall score	Peer assessment score (5.0 highest)	Superintendent assessment score (5.0 highest)	'04 mean GRE scores verbal/ quantitative[1]	'04 Ph.D. & Ed.D acceptance rate	'04 student/ faculty ratio[2]	Ph.D.'s & Ed.D.'s granted 2003-04	'04 % Ph.D. & Ed.D. students	'04 funded research (millions)	'04 funded research/ faculty member (thousands)
1. Harvard University (MA)	100	4.5	4.8	642/683	11.2%	24.4	60	35.8%	$17.4	$435.9
2. University of California–Los Angeles	97	4.1	4.4	539/617	26.1%	14.4	53	46.8%	$36.4	$674.0
3. Stanford University (CA)	95	4.7	4.8	633/722	10.0%	9.5	38	48.0%	$15.1	$343.7
4. Teachers College, Columbia University (NY)	92	4.4	4.6	567/642	25.7%	11.1	193	37.5%	$30.1	$226.0
5. Vanderbilt University (Peabody) (TN)	88	4.3	4.5	626/695	9.0%	6.1	22	48.6%	$23.0	$291.5
6. Northwestern University (IL)	83	3.9	4.4	622/732	12.8%	5.2	10	47.0%	$8.8	$383.3
7. University of California–Berkeley	82	4.4	4.6	576/634	18.5%	13.3	43	56.3%	$12.0	$342.5
University of Pennsylvania	82	3.8	4.3	587/621	18.2%	9.7	61	41.0%	$19.0	$500.0
9. University of Michigan–Ann Arbor	79	4.3	4.3	554/664	33.7%	7.0	38	62.7%	$19.0	$296.5
University of Wisconsin–Madison	79	4.3	4.5	527/633	38.7%	4.0	106	53.8%	$25.5	$160.4
11. New York University (Steinhardt)	77	3.6	4.2	583/609	11.5%	11.4	112	16.5%	$30.4	$181.0
12. University of Minnesota–Twin Cities	73	3.9	4.1	537/613	48.4%	7.8	89	54.5%	$26.4	$208.2
13. University of Oregon	71	3.4	4.0	602/621	18.1%	9.0	39	28.7%	$25.1	$473.1
14. Michigan State University	70	4.2	4.3	541/632	44.5%	6.5	52	49.7%	$17.7	$140.3
15. Indiana University–Bloomington	69	3.9	4.1	543/649	39.4%	5.0	110	55.0%	$18.4	$162.5
University of Texas–Austin	69	4.0	4.3	547/626	37.7%	7.1	102	63.0%	$17.9	$143.0
17. University of Washington	68	3.7	4.1	569/617	52.7%	9.4	37	36.3%	$24.5	$461.3
18. University of Illinois–Urbana-Champaign	67	4.1	4.1	577/689	38.6%	4.8	50	52.8%	$9.8	$104.5
University of Southern California (Rossier)	67	3.6	4.5	533/606	50.4%	27.9	119	77.0%	$11.6	$400.9
20. Boston College (Lynch)	66	3.6	4.1	578/591	20.0%	7.4	42	28.1%	$11.5	$189.2
Ohio State University	66	4.0	4.3	492/590	48.8%	3.9	61	44.8%	$16.7	$124.9
22. University of Maryland–College Park	65	4.0	4.0	527/605	37.9%	6.2	66	55.9%	$13.6	$131.8
University of Virginia (Curry)	65	4.0	4.3	542/611	58.0%	8.3	96	49.6%	$10.5	$123.3
24. George Washington University (DC)	64	3.4	3.8	539/578	49.4%	10.5	71	37.8%	$18.1	$452.9
25. University of Florida	63	3.6	4.1	534/648	44.0%	12.8	51	37.3%	$17.1	$214.0
University of Iowa	63	3.6	3.8	540/661	45.3%	6.0	65	52.9%	$16.4	$186.7
27. University of Georgia	62	3.8	4.0	504/594	34.9%	3.8	141	41.1%	$15.1	$75.1
University of North Carolina–Chapel Hill	62	3.9	4.2	537/595	40.9%	7.8	33	39.8%	$10.7	$217.9
29. University of Connecticut (Neag)	61	3.4	4.0	554/624	31.2%	4.5	52	42.8%	$13.2	$299.2
30. University of Kansas	59	3.5	3.8	490/580	49.1%	6.1	64	37.1%	$21.1	$248.5
31. Temple University (PA)	58	3.2	4.0	545/540	32.4%	3.3	76	35.5%	$16.5	$228.9
University of Pittsburgh	58	3.5	3.9	489/568	59.8%	6.5	68	38.4%	$15.2	$197.0
33. University of Tennessee–Knoxville	57	3.2	4.2	536/565	54.2%	4.0	53	30.8%	$21.3	$166.0
34. Pennsylvania State University–University Park	56	3.9	3.8	522/619	49.5%	5.1	86	69.3%	$10.2	$90.7
35. Arizona State University–Main Campus	54	3.7	3.8	500/575	28.4%	6.3	67	46.3%	$11.7	$133.2
Texas A&M University–College Station	54	3.5	4.0	491/551	55.3%	4.1	86	62.4%	$12.8	$120.8
University of Missouri–Columbia	54	3.5	3.8	528/539	31.7%	7.9	70	31.1%	$12.8	$145.1
University of North Carolina–Greensboro	54	3.3	4.0	511/531	49.7%	4.8	38	26.1%	$16.6	$312.9
Utah State University	54	2.9	3.6	513/589	49.4%	5.8	27	30.5%	$25.8	$255.5
40. University of Delaware	53	3.1	3.6	610/698	33.1%	2.9	17	38.9%	$9.5	$197.9
Washington University in St. Louis	53	3.2	3.9	615/725	16.0%	1.2	0	52.0%	$1.7	$189.3
42. Rutgers State University–New Brunswick (NJ)	52	3.3	4.0	516/633	26.4%	6.1	32	29.0%	$9.4	$171.6
University of Colorado–Boulder	52	3.5	3.8	551/631	22.4%	7.1	12	17.3%	$5.7	$182.7
University of Illinois–Chicago	52	3.5	4.1	512/554	57.0%	3.4	24	28.8%	$11.1	$221.5
45. College of William and Mary (VA)	51	3.3	4.4	512/588	50.7%	5.2	21	31.2%	$5.5	$156.4
Cornell University (NY)	51	3.5	4.4	496/628	34.1%	7.5	4	43.3%	$1.0	$90.6
University of California–Santa Barbara (Gevirtz)	51	3.3	4.0	536/578	27.0%	7.9	30	62.6%	$4.1	$86.3
University of Massachusetts–Amherst	51	3.4	4.1	519/563	36.7%	8.3	55	39.3%	$6.6	$131.1
49. Lehigh University (PA)	50	3.0	3.8	534/606	17.9%	5.6	18	28.6%	$8.5	$304.0
Purdue University–West Lafayette (IN)	50	3.5	3.9	520/636	31.4%	2.4	36	54.3%	$3.3	$51.3

[1] GRE scores are for doctoral students only. [2] Student/faculty ratio is for all full-time degree-seeking students and faculty. Source: U.S. News and the schools. Assessment data collected by Synovate.

Teacher preparation at the top education schools

Below, you'll find key information about teacher-prep programs at the top 50 *U.S. News* education schools, listed alphabetically. This table is not a ranking of these programs. Key attributes to consider when choosing a program include how many instructors are engaged in teacher prep, whether students intern in a professional development school that is closely tied to the university, and whether peer working groups are organized for student teachers.

School	NCATE accredited[1]	Type of education school: undergrad/grad	'04 enrollment in graduate teaching programs	Alternative route to licensure program	Students trained in professional development school	Students assigned to peer working groups	'04 full-time faculty engaged in teaching programs	Preparation offered for national certification
Arizona State University–Main Campus	No	U and G	N/A	Yes	All	All	40	Yes
Boston College (Lynch)	Yes	U and G	369	Yes	All	All	22	No
College of William and Mary (VA)	Yes	U and G	61	No	Some	All	17	No
Cornell University (NY)	No	U and G	N/A	No	No	All	8	No
George Washington University (DC)	Yes	Grad	388	Yes	Some	Some	19	Yes
Harvard University (MA)	No	Grad	N/A	No	All	All	8	Yes
Indiana University–Bloomington	Yes	U and G	268	Yes	Some	Some	65	No
Lehigh University (PA)	No	Grad	133	No	No	All	13	No
Michigan State University	No	U and G	235	No	All	All	66	No
New York University (Steinhardt)	No	U and G	834	No	Some	All	57	No
Northwestern University (IL)	No	U and G	N/A	Yes	All	All	7	No
Ohio State University	Yes	U and G	208	No	All	All	130	Yes
Pennsylvania State University–University Park	Yes	U and G	75	No	All	All	87	No
Purdue University–West Lafayette (IN)	Yes	U and G	54	No	Some	Some	67	No
Rutgers State University–New Brunswick (NJ)	No	Grad	602	No	No	All	57	No
Stanford University (CA)	Yes	Grad	69	No	All	All	12	Yes
Teachers College, Columbia University (NY)	Applying	Grad	1,528	Yes	Some	All	82	No
Temple University (PA)	Yes	U and G	N/A	No	Some	Some	46	Yes
Texas A&M University–College Station	Yes	U and G	N/A	Yes	All	All	37	No
University of California–Berkeley	No	Grad	N/A	No	All	All	34	No
University of California–Los Angeles	No	Grad	344	Yes	All	All	7	Yes
University of California–Santa Barbara (Gevirtz)	No	Grad	113	No	All	All	6	No
University of Colorado–Boulder	Yes	Grad	115	No	Some	All	21	No
University of Connecticut (Neag)	Yes	U and G	407	No	All	All	40	No
University of Delaware	Yes	U and G	132	Yes	Some	Some	46	Yes
University of Florida	Yes	U and G	N/A	No	Some	Some	N/A	No
University of Georgia	Yes	U and G	691	Yes	Some	Some	93	Yes
University of Illinois–Chicago	No	U and G	N/A	Yes	No	All	25	No
University of Illinois–Urbana-Champaign	Applying	U and G	117	Yes	Some	Some	59	No
University of Iowa	No	U and G	240	No	No	Some	42	Yes
University of Kansas	Yes	U and G	283	No	Some	Some	23	No
University of Maryland–College Park	Yes	U and G	155	Yes	All	All	42	Yes
University of Massachusetts–Amherst	Yes	Grad	193	Yes	Some	Some	21	No
University of Michigan–Ann Arbor	No	U and G	91	No	Some	All	24	No
University of Minnesota–Twin Cities	Yes	U and G	967	No	Some	All	123	No
University of Missouri–Columbia	Yes	U and G	N/A	Yes	All	Some	82	Yes
University of North Carolina–Chapel Hill	Yes	U and G	220	Yes	Some	All	48	No
University of North Carolina–Greensboro	Yes	U and G	365	Yes	Some	Some	N/A	Yes
University of Oregon	No	Grad	659	No	Some	Some	14	No
University of Pennsylvania	No	Grad	225	No	Some	All	8	No
University of Pittsburgh	No	Grad	274	No	Some	All	27	No
University of Southern California (Rossier)	No	U and G	174	No	All	All	29	No
University of Tennessee–Knoxville	Yes	U and G	N/A	Yes	All	All	112	No
University of Texas–Austin	No	U and G	225	No	All	Some	41	No
University of Virginia (Curry)	Yes	U and G	199	No	Some	All	22	No
University of Washington	Yes	Grad	203	No	All	All	N/A	Yes
University of Wisconsin–Madison	No	U and G	322	No	Some	Some	161	No
Utah State University	Yes	U and G	659	Yes	No	All	115	No
Vanderbilt University (Peabody) (TN)	Yes	U and G	135	No	No	All	56	No
Washington University in St. Louis	No	U and G	18	No	Some	All	5	No

[1] Status as of February 2005.
N/A means not available. Sources: *U.S. News* and the schools

More at www.usnews.com

SPECIALTIES

PROGRAMS RANKED BEST BY EDUCATION SCHOOL DEANS

METHODOLOGY

ADMINISTRATION • SUPERVISION
1. Harvard University (MA)
2. Vanderbilt University (Peabody) (TN)
3. University of Wisconsin–Madison
4. Stanford University (CA)
5. Pennsylvania State University–University Park
6. Teachers College, Columbia University (NY)
7. Ohio State University
8. University of Texas–Austin
9. University of Michigan–Ann Arbor
10. Michigan State University

COUNSELING • PERSONNEL SERVICES
1. University of Maryland–College Park
2. Ohio State University
3. University of Florida
4. University of Minnesota–Twin Cities
   University of Wisconsin–Madison
6. Pennsylvania State University–University Park
   University of North Carolina–Greensboro
8. University of Georgia
9. University of Missouri–Columbia
10. Indiana University–Bloomington

CURRICULUM • INSTRUCTION
1. University of Wisconsin–Madison
2. Michigan State University
3. Teachers College, Columbia University (NY)
4. Stanford University (CA)
5. Ohio State University
6. University of Michigan–Ann Arbor
7. University of Illinois–Urbana-Champaign
8. Vanderbilt University (Peabody) (TN)
9. University of Minnesota–Twin Cities
10. Indiana University–Bloomington
    University of Georgia

EDUCATIONAL PSYCHOLOGY
1. Stanford University (CA)
2. University of Wisconsin–Madison
3. University of Michigan–Ann Arbor

4. University of Illinois–Urbana-Champaign
5. Michigan State University
6. University of Minnesota–Twin Cities
7. University of California–Los Angeles
8. University of California–Berkeley
9. Harvard University (MA)
   Teachers College, Columbia University (NY)
   University of Maryland–College Park

EDUCATION POLICY
1. Stanford University (CA)
2. Harvard University (MA)
3. University of Wisconsin–Madison
4. Teachers College, Columbia University (NY)
5. University of Michigan–Ann Arbor
6. Vanderbilt University (Peabody) (TN)
7. University of California–Berkeley
8. University of California–Los Angeles
9. University of Maryland–College Park
10. Michigan State University
    University of Pennsylvania

ELEMENTARY EDUCATION
1. Michigan State University
2. University of Wisconsin–Madison
3. Teachers College, Columbia University (NY)
4. Ohio State University
   University of Georgia
6. Vanderbilt University (Peabody) (TN)
7. University of Illinois–Urbana-Champaign
8. University of Michigan–Ann Arbor
9. Indiana University–Bloomington
10. University of Maryland–College Park

HIGHER EDUCATION ADMINISTRATION
1. University of Michigan–Ann Arbor
2. University of California–Los Angeles
3. Pennsylvania State University–University Park
4. Stanford University (CA)

5. Michigan State University
6. Harvard University (MA)
   Indiana University–Bloomington
8. University of Southern California (Rossier)
9. University of Maryland–College Park
10. Vanderbilt University (Peabody) (TN)

SECONDARY EDUCATION
1. Michigan State University
2. University of Wisconsin–Madison
3. Stanford University (CA)
4. Ohio State University
5. University of Georgia
6. Teachers College, Columbia University (NY)
7. University of Virginia (Curry)
8. University of Illinois–Urbana-Champaign
   University of Michigan–Ann Arbor
10. Vanderbilt University (Peabody) (TN)

SPECIAL EDUCATION
1. Vanderbilt University (Peabody) (TN)
2. University of Kansas
3. University of Oregon
4. University of Minnesota–Twin Cities
5. University of Virginia (Curry)
6. University of Illinois–Urbana-Champaign
   University of Texas–Austin
8. University of Maryland–College Park
9. University of Washington
10. University of Wisconsin–Madison

VOCATIONAL • TECHNICAL
1. Ohio State University
   University of Minnesota–Twin Cities
3. Virginia Tech
4. Pennsylvania State University–University Park
5. University of Georgia
6. University of Illinois–Urbana-Champaign
7. University of Wisconsin–Madison
8. Texas A&M University–College Station
   University of Missouri–Columbia
10. Iowa State University
    Oklahoma State University

Graduate programs at 249 schools granting doctoral degrees were surveyed. Of those, 199 responded; 190 provided the data needed to calculate rankings based on a weighted average of the 12 quality measures described here.

Quality assessment (weighted by .40): Two surveys were conducted in the fall of 2004. Education school deans and deans of graduate studies were asked to rate program quality from "marginal" (1) to "outstanding" (5). Fifty-one percent responded. The resulting score is weighted by .25. School superintendents nationwide in a sampling of districts were also asked to rate programs. Twenty-seven percent responded; their opinions are weighted by .15.

Student selectivity (.18): This combines mean verbal and quantitative GRE scores of doctoral students entering in fall 2004 and the acceptance rate of doctoral applicants for the 2004–2005 academic year (.06 each). Where mean GRE scores are not available for doctoral students, mean GRE scores for all entering students may be substituted, if available.

Faculty resources (.12): Resources include the 2004 ratio of all full-time degree-seeking students to full-time faculty (.02); the percentage of full-time faculty holding awards or editorships among selected education journals in the past two years (.025); the number of doctoral degrees granted in the past school year (.05); and the proportion of fall 2004 degree-seeking students who were in doctoral programs (.025).

Research activity (.30): This measure uses total education-school research expenditures (.15), average expenditures per full-time faculty member (.10), and the proportion of full-time faculty in funded research (.05). Expenditures refer to separately funded research, public and private, conducted by the school, averaged over fiscal years 2003 and 2004.

Overall rank: Data were standardized about their means, and standardized scores were weighted, totaled, and rescaled so that the top school received 100; other schools received their percentage of the top score.

Specialty rankings: Specialty ratings are based solely on nominations by education-school deans and deans of graduate studies. They selected up to 10 top programs in each area. Those with the most votes are listed.

University of Illinois at Chicago

UIC

College of Education
Fact Sheet

Mission

The College of Education is dedicated to fulfilling the distinctive promise of an urban land grant, Research I university. We are committed to leadership in advancing education that promotes the well-being of diverse communities in local and global urban environments. We are dedicated to advancing scholarship through the dynamic interaction of teaching, research, and service in partnership with our community. We uphold the ideals of professional ethics, equity, and citizenship.

Our scholarship seeks to develop ground-breaking inquiry that integrates our disciplinary fields of study with the social, cultural, and political strengths and needs of our context. Importantly, our urban land grant context influences the nature of the scholarship we conduct including questions we ask, our purposes for asking them, and the implications of our answers. Our scholarship shapes educational practice and its conceptual underpinnings to maximize the educational benefits for all.

Our land grant civic mandate obliges us to orient our teaching and inquiry toward developing our students as leaders in teaching, research, administration, and policy-making. We prepare students to continue our mission of engaging in quality intellectual pursuits combined with wisdom, integrity, and responsibility.

College Faculty

CURRICULUM & INSTRUCTION
William Ayers
Gerald Graff
David Hansen
Caroline Heller
Annette Henry
Eleni Katsarou
Lena Licón Khisty
Carole Mitchener
Jane Montes
June Knafle, Chair
Kimberly Lawless
Irma Olmedo
Janice Ozga
Christine Pappas
Michelle Parker
Flora Rodriguez-Brown
Karen Sakash
William Schubert
Timothy Shanahan

Erick Smith
Louanne Smolin
William Teale
Cynthia Toback
Jane Tompkins
Maria Varelas
William Watkins

EDUCATIONAL PSYCHOLOGY
Joseph Becker
Artin Göncü
Larry Nucci
Ruth Pearl, Chair
Everett Smith
Keith Thiede
Theresa Thorkildsen
Herbert Walberg

POLICY STUDIES
Lascelles Anderson
Bernardo Gallegos
Pamela Quiroz
Mark Smylie
Steven Tozer, Chair
Ward Weldon
Constance Yowell

SPECIAL EDUCATION
Eileen Ball
Mary Bay
Lesley Craig-Unkefer
Elizabeth Delaney
Mavis Donahue, Chair
Jane Doyle
James Kahn
Norma Lopez-Reyna
Elizabeth Talbott
Richard Van Acker

College Leadership

Victoria Chou,
Dean, College of Education

Celina Sima,
Associate Dean, Academic Affairs

Connie Bridge,
Associate Dean, Student Affairs

Christine Nowacki,
Associate Dean, Administration

Students

Total Enrollment Fall 1998: 865
Undergraduate-208
Graduate-657

Degrees Awarded 1998:
Bachelor-109
Masters-142
Doctorate-19

COE AY 1997 Racial Ethnic Breakdown:
African American	11.64%
American Indian &	
Alaska Native	0.43%
Asian American	9.16%
Hispanic	19.52%
Other/Unknown	5.22%
White, Not Hispanic	54.02%

UIC Student Geographic Location
	Total	Graduate	Freshman
Chicago	39.8 %	32.3%	44.7%
Cook County	66.2 %	50.0%	73.5%
Illinois	88.5 %	67.0%	96.9%
Out of State	4.9 %	10.7%	2.2%
Foreign	6.6 %	22.2%	.8%

Source of Incoming UIC Freshmen
Chicago Public Schools	27.1%
Chicago Private Schools	11.1%
Cook County Public Schools	27.6%
Cook County Private Schools	5.4%
Collar Counties	18.6%
Illinois Math & Science Academy	.7%
Other Illinois	4.3%
GED	.3%
Out of State	4.3%
Unknown	.3%

Programs of Study

Bachelor of Arts
  BA in – Elementary Education

Masters
  MEd in - Instructional Leadership
          Curriculum and Instruction
          Early Childhood Education
          Educational Studies:
                  General/Self-Design
                  Elementary Education
                  Secondary Education
                  Bilingual/ESL
          Reading, Writing and Literacy

  MEd in - Leadership and Administration

  MEd in- Special Education
          Educable Mentally Handicapped
          Learning Disabilities
          Socially/Emotionally Disturbed
          Trainable Mentally Handicapped

Doctorate
  PhD in Education - Curriculum and Instruction
          Curriculum Design
          Educational Psychology
          Reading, Writing, and Literacy

  PhD in Education - Special Education

  PhD in - Educational Policy and Administration
          Elementary and Secondary Education
          Evaluation Research and Program Design
          Higher Education

GREAT *Cities*

UIC'S METROPOLITAN COMMITMENT

Partners
Council on Teacher Education
Chicago Public Schools
Chicago Annenberg Challenge
Consortium for Chicago School Reform
Council for Chicago Area Deans of Education
Great Cities Colleges of Education
Kwangju National University of Education
Urban Leadership Center

Centers and Programs
The Center for Urban Educational Research and Development
Center for Literacy
Early Childhood Research and Intervention Program
Center for Youth and Society
Small Schools Workshop
Early Outreach

University of Illinois at Chicago

UIC

Mission

The College of Education is dedicated to fulfilling the distinctive promise of an urban land grant, Research I university. We are committed to leadership in advancing education that promotes the well-being of diverse communities in local and global urban environments. We are dedicated to advancing scholarship through the dynamic interaction of teaching, research, and service in partnership with our community. We uphold the ideals of professional ethics, equity, and citizenship.

Our scholarship seeks to develop ground-breaking inquiry that integrates our disciplinary fields of study with the social, cultural, and political strengths and needs of our context. Importantly, our urban land grant context influences the nature of the scholarship we conduct including questions we ask, our purposes for asking them, and the implications of our answers. Our scholarship shapes educational practice and its conceptual underpinnings to maximize the educational benefits for all.

Our land grant civic mandate obliges us to orient our teaching and inquiry toward developing our students as leaders in teaching, research, administration, and policy-making. We prepare students to continue our mission of engaging in quality intellectual pursuits combined with wisdom, integrity, and responsibility.

College Faculty

CURRICULUM & INSTRUCTION
William Ayers
Adrian Capehart
James Gavelek
Kathryn Glasswell
Kimberley Gomez (GC Scholar)
Gerald Graff
Eric Gutstein
Donald Hellison
Eleni Katsarou
Lena Licón Khisty
Kimberly Lawless
Theodora Lightfoot
Yolanda Majors
Danny Martin
Dan Miltner
Carole Mitchener (Sabb. S)
Jane Montes
Marlynne Nishimura
Irma Olmedo
Janice Ozga
Christine Pappas
Kimberly Potowski
Taffy Raphael
Flora Rodriguez-Brown
Karen Sakash
William Schubert, Chair
Cynthia Shanahan
Timothy Shanahan
Louanne Smolin
William Teale (Sabb. F/S)

CURRICULUM & INSTRUCTION (cont.)
Cynthia Toback
Maria Varelas
Garnell Washington (Visiting)
William Watkins

EDUCATIONAL PSYCHOLOGY
Joseph Becker
Susan Goldman
Artin Göncü
Stacey Horn
Marisha Humphries (LOA)
George Karabatsos
Catherine Main
Carol Myford
Larry Nucci (Sabb. S)
James Pellegrino
Everett Smith
Keith Thiede, Chair
Theresa Thorkildsen

POLICY STUDIES
Shelby Cosner
Peter Martinez
David Mayrowetz
Christopher Miller
Pamela Quiroz (Sabb. F)
Mark Smylie, Chair
David Stovall
Steven Tozer
Ward Weldon

SPECIAL EDUCATION
Mary Bay
Mavis Donahue
Wu-Ying Hsieh
Norma Lopez-Reyna
Michelle Parker-Katz
Christine Salisbury
Elizabeth Talbott, Chair
Marie Tejero Hughes
Richard Van Acker

VISITING SCHOLARS
Sandra Bosaki
Esther Geva

College Deans

Victoria Chou
Dean

Celina Sima
Associate Dean, Academic Affairs

Joyce Eisen
Associate Dean, Student Affairs

Loretta Foote Casey
Assistant Dean, Administration

UIC Council on Teacher Education

Cynthia Shanahan
Executive Director

Students

Total COE Enrollment Fall 2004: 929
Undergraduate-124
Graduate-805

COE Degrees Awarded F '04/S '05
Bachelor-96
Masters- 220
Doctorate- 16

COE AY 2003 Racial Ethnic Breakdown
African American	11.0%
American Indian & Alaska Native	0.5%
Asian American	8.9%
Hispanic	18.5%
Other/Unknown	3.4%
White, Not Hispanic	57.7%

Programs of Study

Bachelor of Arts
Elementary Education

Master of Education
Instructional Leadership
    Early Childhood Education
    Educational Studies:
      Bilingual/ESL
    Elementary Education
    Secondary Education
    Literacy, Language and Culture

Special Education

Doctor of Philosophy
Education - Curriculum and Instruction
    Curriculum Design
    Literacy, Language, and Culture

Educational Psychology

Education - Special Education

Policy Studies in Urban Education
    Educational Organization and Leadership
    Social Foundations of Education

Doctor of Education
Urban Education Leadership

UIC Student Geographic Location 2004
	Undergraduate	Graduate	Total
Chicago	35.2%	38.0%	34.7%
Cook County	68.4%	55.2%	62.6%
Illinois	97.1%	70.7%	89.3%
Out of State	1.8%	5.6%	3.4%
International	1.1%	23.7%	7.2%

Sources of Incoming UIC Freshmen 2004
Chicago Public Schools	23.5%
Chicago Private Schools	7.3%
Cook County Public Schools	30.6%
Cook County Private Schools	5.3%
Collar Counties	23.2%
Illinois Math & Science Academy	.3%
Other Illinois	5.3%
Out of State	3.5%
Unknown	1.0%

GREAT Cities

Partners and Affiliates
Chicago Public Schools
Committee on Institutional Cooperation (Big 10+)
Consortium on Chicago School Research
Great Cities Colleges of Education
National Teachers Academy – Professional Development
   School

Research and Service Centers
Center for Literacy
Center for Mathematics Education for Latinos/as (CEMELA)
Child and Family Development Center
Faculty Assistance Center for Technology (FACT)
MESA Lab (Measurement, Evaluation, Statistics and Assessment)
Monarch Center at UIC
National Society for the Study of Education
Office for Studies in Moral Development and Character Formation
Urban Health Program: Early Outreach

SPENCER SERIES PRESENTATION AND DISCUSSION THEMES I

Social Justice	Political Environment	Mission	Cultural Competence	Faculty Recruitment and Support	Student Recruitment and Support	Clinical Faculty	Families/ Communities
Press for morally sound education: preparation for democracy and social justice	Standards as marginalization?	Improve schooling: social justice agenda	Selective admissions	How to retain faculty of color	Change gatekeeper role that historically excluded African American and Latino students: make non-discrimination explicit	Change evaluation and promotion	Communities look to university as vehicle for improvement
Need to confront inequities: lack of political will	Help teachers do something in current political environment	Engage deliberately to enhance academic proficiency	Field experiences/ mentoring	Recruit faculty who advance COE goals	Recruit students of color despite budget: explicit priorities	View clinical faculty as essential	Need for more early childhood
Teachers most important factor in student achievement: settling for "good enough" moral issue	Bush admin: no evidence of importance of COEs	Increase placement to high-need schools	Off-site courses	Faculty commitment can change recruitment process	Diversity/social justices courses to bring students of color into COE	Opportunities for research?	Provide comprehensive support systems to break cycles
Demographic imperative: racial social compositions of students and teachers	Political agenda: privatize teacher prep	COE mission must be university's

Responsibility must be college-wide | "Identity" course

Learning as social activity | | Alternative routes seem to diversify teaching force, but very low retention | Must develop learning-focused relations: be versed in both technical and contextual | |
| Lack of culturally responsive curriculum, instruction, and assessments | How to produce enough teachers without lowering standards | Changes in schools and teacher prep must be simultaneous | Many candidates from white cultural dominant perspective have never confronted that for themselves | | Faculty commitment can change admission requirements | | |
| Change view of diversity as deficit to be overcome | Issues driving teacher ed are both internal and external to COEs | COE has claims on resources that can transform whole campus | Need for formal education on cultural identity development; facilitate conversations in | | Outreach to students in other disciplines | | |

Social Justice	Political Environment	Mission	Cultural Competence	Faculty Recruitment and Support	Student Recruitment and Support	Clinical Faculty	Families/ Communities
		schools					
Agenda must be real and explicit	Teacher prep: policy problem? Or political?	Philosophy has to be developed into institutional practice			Outreach to other populations: Urban Teacher Corps		
Link special ed and gen ed	Critiques of teacher ed: professionalization, eliminate university-based prep, social justice Agendas for reform: professionalization, deregulation, tight regulation	Diversity must be explicit: translate to budget priorities			New Pathways: Grow Your Own		
Ways to make case for addressing demographic inequities (better than NCLB)	COEs have monopoly, dismantle certification systems	Ed community must act to alter disparities and system outcomes for students of color			Partnerships with community colleges		
Democracy based on participation, not market	Elevation of science of education	Increase focus and devote resources to high-need schools			Scholarships		
Prepare teachers to raise questions, but be ready for schools: know the grain to go against it	Willing to be public intellectuals	How do we select, recruit and retain?			Placing students in underperforming schools complex: how to strike balance		
Cultural and linguistic diversity as an asset to teaching and learning	Public perception of what constitutes best practice	Ground theory in practice, practice in theory			Constantly develop pipeline		
Social justice must	Mandated	Supporting			Challenge:		

be incorporated in recruitment	curriculum	development of professionals must occur in settings where we want them to practice				administrative turnover	

Social Justice	Political Environment	Mission	Cultural Competence	Faculty Recruitment and Support	Student Recruitment and Support	Clinical Faculty	Families/ Communities
Integrate technical dimensions of teaching with cultural and political		Students at core of work – both school improvement and teacher production			Build capacity: work with smaller set of schools?		
Important social problems being played out in schools Overrepresentation of African Americans in special ed (socially constructed ideas of disability)							
Responsibility to engage local schools/systems for equity							

SPENCER SERIES PRESENTATION AND DISCUSSION THEMES II

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
Number of majority teachers increasing: need conversations about recruitment: work we do during teacher ed must force policy conversation	Enhanced post-bac programs	NCLB challenges fall on principals	Connections fragile at best: reinvest	Cost effectiveness of preparing undergrads	Build on examples of good programs, especially preparing people to work in difficult schools	Community colleges	Need for research on effective teacher prep programs
	Incentives?	High turnover: how to sustain change	Includes arts & sciences in COE mission	Develop alternative structures to compete (funding, students), eg departments	Need strong data	Integrate efforts with district, school, university and community governance and practice	Educate education writers: evidence for politicians
	Teaching as a clinical practice profession that must develop over time	New doc programs		Require undergrad degree for entry to credential program?	Alternative assessment in addition to standardized tests	University and schools must assume collective responsibility for both school improvement and production of accomplished teachers	Teacher quality matters, but what is it? How measured? Value-added assessment: shrink teacher variation? Teacher characteristics: improve prep programs?
		Work of reframing challenges and problem-solving – what principals do makes a difference		How to be productive member of university (generate student hours) while engaging in community	Current focus is on test scores as only measure of pupils' learning, teacher quality and school effectiveness	PDS: teacher prep for urban schools, participatory action research, exemplary curriculum, and pedagogy for social justice	Need for research not governed by ideology

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
				Give up general purpose certification? Subject-specific pedagogy	Value-added assessment as best method at the moment? Looking at student achievement growth longitudinally	Trust must develop over time as teaching becomes more public	Need for research linking knowledge/beliefs to pupil learning
				Tenure track faculty working in schools? Value given to PDS work	Are measures going into assessment consistent with kinds of outcomes we want for students?	Principals instrumental in district-level conversations	Link research agenda to social justice issues
				Realities of urban schools: race, culture, class, privilege… what can faculty offer?	Variety of assessment tools can be used with concept of value added, including authentic assessments of portfolios of student work	Analyze costs/benefits to university, schools and districts For university: initial downturn in research productivity; enhanced grant potential; ongoing professional development	Need for research going to outcomes other than just test scores
				Does things COE helps school accomplish warrant effort and assure no negative impact on faculty careers?		Where are grass-roots organizations voices?	Map data to frame commitment to high-poverty schools
				What are boundaries		Challenge to	Inquiry around

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
				in responsibilities for COE and schools?		partnership stability due to school leadership changes	changes influenced by our work
				Bring all faculty (beyond teacher prep) into PDS work?		Importance of share understanding of purpose, function, and potential outcomes	What difference are our graduates making in urban schools?
						What it means to bring colliding perspectives together	Value of craft knowledge vs. research-based evidence?
						Need to improve interaction between district and university faculty: language about work changes potential for impact	PDS – everyone on site agrees to engage in research: develop research agenda in schools
							Teacher candidates part of inquiry in schools
							Re social justice: examine data, ask critical questions
							Coleman/Jenks: reasons for achievement found outside schools

Cross-sectional rather than longitudinal makes |

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
							it impossible to detect differences in quality of teaching
							Extraordinary data linking individual student gains with teacher quality
							Teacher quality single most important factor in student achievement
							Research base of knowledge of essential skills for excellent teaching is thin
							We know reading is fundamental to achievement
							Quantitative methods ought to precede qualitative? Ed research heavily anecdotal; no hope of generalization
							Needed: analytical technology to identify high quality teaching with precision
							Rand study:

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
							teacher effect real, large, cumulative
							Good teachers born or developed?
							Data shows that with changing conditions in schools and professional development, teachers improve
							What are good teaching practices? How are they learned?
							Subject-specific pedagogy resulting in greater student achievement gains than general pedagogy?

FACULTY MEETING EVALUATIONS: THEMES AND STRATEGIES I

Social Justice	Political Environment	Mission	Cultural Competence	Faculty Recruitment and Support	Student Recruitment and Support	Clinical Faculty	Families/ Communities
Serve the underserved	Seminar for education writers	How to keep engaged and moving forward with political climate and budget cuts	How to raise faculty awareness of culturally responsive teaching	Increase diversity (repeated) Need plan	Need to recruit more students of color	Strengthen links between work of tenure-line and clinical faculty	
What sustains faith that overcoming inequity through schooling is possible?	Importance of policy issues – need to fight at this level	Create teachers who reflect city's demographics, and will commit to urban schools	Importance of support of cultural diversity	What factors are essential for selecting faculty who espouse concepts of community and engaged scholarship? How to get existing faculty to value those factors	Increase diversity - grad and undergrad repeated) Need plan		
Given internal and external context, what incentives for COES to take collection action?	Connect to broader national agenda Connect with various constituencies/ facilitate dialogue	Need to address COE lack of vision	Need more discussion about interpersonal relationships across race	Need for discussion of COE's racial composition	Importance of feedback in advising Importance of mentoring		
Need for faculty buy-in of social justice teacher ed	Develop allies; collaborative work with related organizations	What collective activity are we willing to undertake, and how should it be organize, to realize COE vision?	Importance of engaging everyone – faculty/students – in identity exploration		Need leader who spends lots of time on program and student issues to be successful in attracting minority students		
How social justice issues operate in OCE – admissions, tenure, faculty	Need more discussion of intellectual freedom and real	Take more proactive collective action	Language acquisition and language/culture course		Need for greater sensitivity to needs of diverse students		

Social Justice	Political Environment	Mission	Cultural Competence	Faculty Recruitment and Support	Student Recruitment and Support	Clinical Faculty	Families/ Communities
recruitment	forms of discovery		requirements in every program?				
Impact of political, academic and social contexts helpful for shaping discussions	How to address social justice issues in current budget times	"Enforce" mission for faculty responsibility			Importance of critical mass of doc students for community		
Emphasize need for teacher ed curriculum to address systematic, structural issues of race, class, gender, and social justice issues Need for college-wide discussion	Impact must be made at level of dean, provost, president, politician	Strategy is at least as important as ideology			How can we make faculty supportive of *all* students		
Need for public intellectuals to speak for social justice in education	Important to identify larger political/social agenda behind current ed policy issues, and task facing COEs in articulating their purpose	Need more discussion of commitment to teacher training on the West Side			How to recruit more teachers of color into undergrad el ed, and support them while here		
Need to actively protest social and economic inequities that provide an unjust context for improved teacher ed	Need political will to get things done	How to increase UIC presence in low income areas/struggling schools					
Warrant of faith in schools to solve problems in grossly unjust political,	How to grow in period of scarcity	Articulating/sharing vision of "professionalization" of teacher prep that					

Social Justice	Political Environment	Mission	Cultural Competence	Faculty Recruitment and Support	Student Recruitment and Support	Clinical Faculty	Families/ Communities
cultural and economic context		withstands external factors such as state and federal mandates					
	Understand politics and political economy of institution to get things done	Strengthen links between teacher prep and work in high-nee schools					
	How to disseminate our successful ventures to a larger public	COE Conceptual Framework – makes explicit some of what unites leadership and teacher ed program. Need to take it seriously as a guide to programmatic practices					
	Danger of market-driven education policies	Are we going backward in our mission of preparing educators/administrators to work with students with disabilities in inclusive settings? Are kids with disabilities becoming invisible again?					
	Need more discussion of strategies for countering local climate with its "accountability" emphasis while resources are cut	Level of personal commitment needed to sustain this kind of work Urban teacher ed takes enormous and concerted effort on the part of a critical mass of faculty					
		COE does not seem to					

Social Justice	Political Environment	Mission	Cultural Competence	Faculty Recruitment and Support	Student Recruitment and Support	Clinical Faculty	Families/ Communities
		have a clear mission that is genuinely useable Unclear commitment to teacher development among faculty (prima donnas encouraged?)					
		Need for a coherent program building support structures as need emerge Need contextual administrative structures					
		Need model integrating research, teacher prep, teaching and learning					
		Is our theory of diversity explicit?					
		Need for university commitment – allocate funds to support comprehensive program of teacher development					
		We need guiding theoretical framework					
		How much should we emphasize college mission, individual, or group (area)?					
		How to develop philosophy/principles to					

		respond to context					

FACULTY MEETING EVALUATIONS: THEMES AND STRATEGIES II

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
	How to support grads in schools	School leadership as tool to leverage school change Need for school leadership and teacher ed units to work together	Need to involve more people than COE	Funding alternative routes vs. current programs	Importance of assessing student learning cuts across all agendas	Need to coordinate with schools and other faculty (repeat)	Need for data to documents our contributions
		Centrality of earl-career experiences of teaching in shaping effectiveness, and implications for school leadership in shaping schools as environments for learning	How to get positions to share with LAS	Need shared vision Collaboration (repeated)	Our students need to be well versed in assessments and able to critique standardized tests	Need for collaborative planning among stakeholders	Where our graduates are
		Need to coordinate teacher training with principal/school improvement planning function		Recognition of importance of work in schools	Need good assessment	How to exploit funds from the campus – engage whole campus for ed resources	Need for more stress on creativity and research
				Nuts and bolts of putting principles in	Use K-12 student work products to	Placement within the campus at large	As we consider the COE infrastructure

73

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
				place	assess our student teachers		we should be attentive to the research-to-practice and research-to-policy dissemination supports needed
				Teacher ed priorities relative to PhD priorities	How we measure and track teacher quality of candidates in our programs	Need for faculty to have community relationships within/outside COE	How to build scholarship into urban teacher ed model
				Acknowledgment that teacher ed program work done by women, clinical faculty, untenured faculty		How intentional are we about "teaming" – schools/regions	Need to value work as public intellectuals as meaningful scholarship
				Need for guidance beyond broad principles of mission: how to think better fiscally, politically, organizationally			Need for a research agenda
				Implications of a moratorium on undergrad programs			Need for more research/publication on how what COE does improves learning opportunities for all children
				How to work in challenging schools			Need to make a research and/or public professor

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
							contribution to addressing the aggressive right-wing teacher ed agenda
				Need for commitment, buy-in to West Side schools			What counts as research
				Applying vision to admissions, student support, selection of schools, program funding, research support			Risk to research productivity when COE devotes efforts to PDS
				How to help faculty enact principles in traditional institution			Concern about research in PDS environment: can quantitative, large N studies be done? Doesn't this environment favor qualitative inquiry or single-subject research?
				Assessments/rewards for school work			Relevance of teacher quality to learning Evidence that teachers make a difference
				How to fund social justice issues			Value of good research
				Need for feedback/support for			Teaching/teacher education matter:

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
				untenured faculty			understanding why What makes a good teacher good?
				Balance between research/teaching			Longitudinal designs are essential
				More time for faculty to mentor students			Need to evaluate our own graduates
				We don't have teamwork to strategize			What makes for an effective methods course? What makes for effective clinical practice?
				Advantages of department organization for focusing mission and directing funds			Support teacher education research efforts a la TQE
				COE should be reorganized - depts. etc Need for restructuring (repeated)			Union issues in trying to do any study
				Change qualifying exams			Looking at teaching as more than transfer of knowledge

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
				Improve climate Trust			Quantitative methods are useful
				Improve infrastructure Infrastructure matters			Importance of doing research in our teaching of teachers and their teaching
				Strategic hiring decisions			Can we develop research studies as part of whatever we develop in elementary ed program changes?
				Find funds for hire			Importance of data in advocacy
				Improve student advising			
				Student enrollment from campus at large Gen ed for undergrads			
				How to build community			
				Departments as potential COE structure			
				Culture: distinction between scholarship/teaching			
				Develop pipelines to produce graduate student candidates			
				College structured backwards with			

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
				associate/asst professors doing all the strategic work			
				As college we're too small to use critical mass within areas/depts. To grow from common strength			
				Need for strategic planning			
				COE can do more to become influential despite budget constraints			
				Faculty pulled in too many directions to focus on nurturing others			
				How to mobilize a faculty of individuals into believing they are a part of something bigger than themselves			
				How to get disgruntled faculty to play along			
				How to get better funding fir UIC from state			
				Need more on how to achieve faculty buy-in			
				How can faculty be			

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
				cajoled into taking department and student work seriously, given the reward structure			
				More alternative certification programs as way to diversify the profession?			
				Alternative certification – how is it affecting CIE teacher ed programs; impact on faculty and students			
				Position of teacher ed within college as a whole			
				Focus on small group of schools, aggregate students in field placements, and hold classes on-site			
				PDS partnerships could take us away from research mission: faculty would have to be reconstituted from current model of tenure track plus clinical			
				How would we structure to get			

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
				professors into schools? How would we develop PDS relations to get teacher candidates/student teachers in underserved schools?			
				Choose smaller number of schools/concentrated presence			
				Consider award/load issues			
				Where are PDS in our future? Resentment about imposition on faculty autonomy			
				Need to involve tenure track faculty in school change			
				Need to mentor at all levels			
				How including time in schools in teaching load affects hiring decisions			
				Need more info about PDS, especially for current			

Teacher Recruitment	Teacher Retention/ New Teacher Support	Leadership Development	Secondary Ed	COE Organization	Assessment	Partnerships	Research: Quality of Teaching and of Teacher Preparation
				faculty doing similar work			
				How to focus program around teacher ed issues			
				Pursue issue of integration of certification: "regular", SPED, ELL			
				Greater emphasis on targeting veteran teachers?			
				Unions taking over teacher certification?			
				What should we be looking at as admission criteria?			
				How much should we address contextual change and how much in-school (teacher) change?			

UIC COLLEGE OF EDUCATION
Faculty Meeting
January 21, 2005
10:00 – 12:00, Student Services Building

"The Invisible College"

Program

Introduction

      Victoria Chou

Presentations

      Centers:

Center for Literacy
Maureen Meehan

Center for the Mathematics Education of Latinos (CEMELA)
and *Little Village Multiplex/Social Justice High School*
Eric (Rico) Gutstein

Center for School Leadership
and *EdD in Urban Education Leadership*
Steve Tozer

Child and Family Development Center
Christine Salisbury

Early Outreach Program/Urban Health Program
Deborah Umrani

Monarch Center
Norma Lopez-Reyna

      Funded Projects:

Chicago Math and Science Initiative Evaluation
Stacy Wenzel, Sara Stoelinga, and Carol Fendt

Partnership Read
Taffy Raphael

Special Teachers and Exceptional Pupils = Urban Promise
Marie Hughes and Michelle Parker

Poster Fair

Lunch (3427 EPASW)

UIC COLLEGE OF EDUCATION
Faculty Meeting
January 28, 2005
10:00 – 12:00, Student Services Building
"The Invisible College"

Program

Introduction

    Vicki Chou

Presentations

Centers:	*Center for the Study of Learning, Instruction, and Teacher Development (LITD)* Jim Pellegrino and Susan Goldman
	National Society for the Study of Education Mark Smylie and Debra Miretzky
	National Teachers Academy-Professional Development School Vicki Chou
Funded Projects:	*Community Schools Evaluation* Sam Whalen
	Integrated Science-Literacy Instruction Maria Varelas and Chris Pappas
	Lehman New Teacher Support Program Jen Hester
	Project SELLS/TATAT/Success/29 Flora Rodriguez-Brown and Karen Sakash
	Big City/CCT/ST2/Lehman Vicki Chou
	Supporting Teachers, Supporting Teaching (ST2) David Lewis and Karen Sakash
	Teachers Infusing Technology in Urban Schools (TITUS) Kim Lawless and Louanne Smolin

COE Support
Services for
Teaching and
Research:
	Case Technologies to Enhance Literacy Learning (CTELL)
	    Bill Teale
	
	FACT Lab
	    Kim Lawless and Louanne Smolin
	        Faculty will be asked to complete a brief survey

Poster Fair

Lunch (3427 EPASW)

UIC COLLEGE OF EDUCATION
Faculty Meeting
March 4, 2005
10:00 – 12:00, Student Services Building
"The Invisible College"

Program

Poster Fair

Introduction
    Victoria Chou

College of Education Support Services for Teaching and Research

MESA Lab
    Everett Smith

Educational Technology Lab
    Ernesto Reyna

UIC Council on Teacher Education, TaskStream
    Cynthia Shanahan

Webpages
    Christine Olson

Timetable and Classroom Assignments
    Jim Rowan

Continuing Education
    Claire Grimmenga

Grantwriting/Budgeting/Space
    Alex Swenson

Data Club
    Betsy Gates, Pamela Konkol, Joshua Radinsky

Technology Tools

Adaptive Instructional Materials (AIM)
    Susan Goldman, Kimberly Lawless, James Pellegrino

Book Fair and Lunch (3427 EPASW)

Cumulative Fall 10th Day Reports

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Undergraduate - BA											
Pre-Elementary	340	353	354	369	328	246	244	276	142	204	181
Elementary	165	196	215	208	194	172	144	139	181	124	93
Undergraduate Total	505	549	569	577	522	418	388	415	323	328	274
Graduate - M.Ed.											
Instructional Leadership	297	281	257	284	265	297	284	405	505	455	385
Educational Studies	230	205	193	205	197	224	200	292	382	325	263
Elementary	111	90	96	111	111	113	107	151	156	120	96
Secondary	76	74	64	66	63	64	62	76	84	73	67
Self Designed	43	41	33	28	23	47	31	65	142	132	100
Early Childhood	20	24	22	24	19	16	18	24	23	33	35
Literacy, Language and Culture	24	18	24	34	27	41	46	69	83	89	85
Curriculum and Instruction	23	34	18	21	22	16	20	20	17	8	2
Special Education	72	97	92	82	86	88	73	85	96	111	117
School Administration and Evaluation Research	33	12	0	1							
School Administration	31	11	0	0							
Evaluation Research	2	1	0	1							
Leadership and Administration	19	49	77	73	58	72	48	32	32	14	6
Non-Degree Unknown	13	1	12	1	0	0	0	0	0	0	0
M.Ed. Total	434	440	438	441	409	457	405	522	633	580	508
Graduate - Ph.D.											
Curriculum & Instruction	129	141	134	146	141	124	135	135	110		
Curriculum Design	72	80	76	74	80	71	75	75	84	79	85
Literacy, Language and Culture	25	25	30	37	26	30	27	28	26	27	29
Educational Psychology	32	36	28	35	35	23	33	32			
Special Education	21	23	20	20	23	17	20	20	17	14	19
Public Policy Analysis	56	60	51	36	30	26	21	21	15	13	8
Evaluation Research	6	5	9	6	5	3	1	1	1	0	0
Higher Education	26	29	15	11	6	7	8	8	5	4	3
Administration	24	26	27	19	19	16	12	12	9	9	5
Educational Policy & Administration			6	12	14	16	14	15	11	12	10
Evaluation			0	0	0	0	0	0	0	0	0
Higher Education			0	1	4	4	5	4	4	5	2
Elementary & Secondary			6	11	10	12	9	11	7	7	8
Policy Studies in Urban Education								14	23	15	20
Education Organization and Leadership								9	13	7	7
Social Foundations of Education								5	10	8	13
Educational Psychology									42	39	38
Ed.D. in Urban Education										26	35
Ph.D. Total	206	224	211	214	208	183	190	205	218	225	244
Grand Total (without pre-elem LAS)	805	860	864	863	811	812	739	866	1032	929	845
Grand Total	1145	1213	1218	1232	1139	1058	983	1142	1174	1133	1026

10/3/2005

UIC College of Education
Faculty and Adjunct Enrollment
AY 02-04

	2002	2003	2004
Adjunct			
200	21(2)	29.71(7)	37.5(8)
300	25(1)	26.5(8)	22.86(14)
400	30.33(12)	30.13 (24)	25.91(23)
500	17(2)	16.43(7)	16.25(12)
Faculty			
200	35(9)	36.5(10)	40.75(4)
300	21.86(14)	22.78(9)	23.6(10)
400	26.23(52)	26.51(49)	22.33(48)
500	14.4(92)	15.95(77)	14.99(77)

The increase in class size for the 200 level adjunct courses is due to an increase in the offerings of both ED200/ED210 and the addition of the new EL ED courses ED257/EPSY255.

Total Enrollment

	2002	2003	2004
Adjunct	465	1258	1411
Faculty	3310	3097	2625

UNDERGRADUATE CREDIT HOURS BY COLLEGE
FY 2000-2005

College	FY 2000 Total Undergraduate Credit Hours	FY 2000 Percent Undergraduate Credit Hours	FY 2001 Total Undergraduate Credit Hours	FY 2001 Percent Undergraduate Credit Hours	FY 2002 Total Undergraduate Credit Hours	FY 2002 Percent Undergraduate Credit Hours	FY 2003 Total Undergraduate Credit Hours	FY 2003 Percent Undergraduate Credit Hours	FY 2004 Total Undergraduate Credit Hours	FY 2004 Percent Undergraduate Credit Hours	FY 2005 Total Undergraduate Credit Hours	FY 2005 Percent Undergraduate Credit Hours
A&A	30,076	6.7%	30,052	6.7%	30,874	6.9%	30,099	6.5%	28,175	6.2%		#DIV/0!
HHDS	22,249	5.0%	18,539	4.1%	13,783	3.1%	14,082	3.0%	12,932	2.9%		#DIV/0!
CBA	59,257	13.2%	59,630	13.3%	62,135	13.8%	65,573	14.1%	65,242	14.5%		#DIV/0!
CUPPA	176	0.0%	280	0.1%	331	0.1%	452	0.1%	433	0.1%		#DIV/0!
Dentistry	-	0.0%	5	0.0%	16	0.0%	-	0.0%	-	0.0%		#DIV/0!
Education	7,162	1.6%	6,556	1.5%	6,286	1.4%	6,138	1.3%	7,341	1.6%		#DIV/0!
Engineering	30,277	6.7%	32,278	7.2%	32,552	7.2%	31,456	6.8%	29,753	6.6%		#DIV/0!
LAS	279,235	62.2%	281,133	62.6%	282,940	63.0%	296,679	63.7%	287,411	63.7%		#DIV/0!
Medicine	831	0.2%	360	0.1%	319	0.1%	354	0.1%	465	0.1%		#DIV/0!
Nursing	11,097	2.5%	10,421	2.3%	10,085	2.2%	10,131	2.2%	8,659	1.9%		#DIV/0!
Pharmacy	-	0.0%	5	0.0%	3	0.0%	-	0.0%	-	0.0%		#DIV/0!
SPH	142	0.0%	67	0.0%	166	0.0%	149	0.0%	114	0.0%		#DIV/0!
JACSW	1,430	0.3%	1,522	0.3%	2,080	0.5%	2,120	0.5%	1,927	0.4%		#DIV/0!
Honors College	5,381	1.2%	6,070	1.4%	6,016	1.3%	6,574	1.4%	6,682	1.5%		#DIV/0!
Acad Skills Prog	1,353	0.3%	1,819	0.4%	1,496	0.3%	1,766	0.4%	1,960	0.4%		#DIV/0!
Military Science	248	0.1%	166	0.0%	192	0.0%	351	0.1%	383	0.1%		#DIV/0!
TOTAL	448,914	100.0%	448,903	100.0%	449,274	100.0%	465,924	100.0%	451,477	100.0%	-	#DIV/0!

Source: Cost Study

| Education-Grad | 13,542 | | 12,983 | | 13,123 | | 17,600 | | 17,930 | | NA | |

UNDERGRADUATE CREDIT HOURS BY COLLEGE
FY 2000-2005

College	FY 2000 Total Undergraduate Credit Hours	FY 2000 Percent Undergraduate Credit Hours	FY 2001 Total Undergraduate Credit Hours	FY 2001 Percent Undergraduate Credit Hours	FY 2002 Total Undergraduate Credit Hours	FY 2002 Percent Undergraduate Credit Hours	FY 2003 Total Undergraduate Credit Hours	FY 2003 Percent Undergraduate Credit Hours	FY 2004 Total Undergraduate Credit Hours	FY 2004 Percent Undergraduate Credit Hours	FY 2005 Total Undergraduate Credit Hours	FY 2005 Percent Undergraduate Credit Hours
A&A	30,076	6.7%	30,052	6.7%	30,874	6.9%	30,099	6.5%	28,175	6.2%		#DIV/0!
HHDS	22,249	5.0%	18,539	4.1%	13,783	3.1%	14,082	3.0%	12,932	2.9%		#DIV/0!
CBA	59,257	13.2%	59,630	13.3%	62,135	13.8%	65,573	14.1%	65,242	14.5%		#DIV/0!
CUPPA	176	0.0%	280	0.1%	331	0.1%	452	0.1%	433	0.1%		#DIV/0!
Dentistry	-	0.0%	5	0.0%	16	0.0%	-	0.0%	-	0.0%		#DIV/0!
Education	7,162	1.6%	6,556	1.5%	6,286	1.4%	6,138	1.3%	7,341	1.6%		#DIV/0!
Engineering	30,277	6.7%	32,278	7.2%	32,552	7.2%	31,456	6.8%	29,753	6.6%		#DIV/0!
LAS	279,235	62.2%	281,133	62.6%	282,940	63.0%	296,679	63.7%	287,411	63.7%		#DIV/0!
Medicine	831	0.2%	360	0.1%	319	0.1%	354	0.1%	465	0.1%		#DIV/0!
Nursing	11,097	2.5%	10,421	2.3%	10,085	2.2%	10,131	2.2%	8,659	1.9%		#DIV/0!
Pharmacy	-	0.0%	5	0.0%	3	0.0%	-	0.0%	-	0.0%		#DIV/0!
SPH	142	0.0%	67	0.0%	166	0.0%	149	0.0%	114	0.0%		#DIV/0!
JACSW	1,430	0.3%	1,522	0.3%	2,080	0.5%	2,120	0.5%	1,927	0.4%		#DIV/0!
Honors College	5,381	1.2%	6,070	1.4%	6,016	1.3%	6,574	1.4%	6,682	1.5%		#DIV/0!
Acad Skills Prog	1,353	0.3%	1,819	0.4%	1,496	0.3%	1,766	0.4%	1,960	0.4%		#DIV/0!
Military Science	248	0.1%	166	0.0%	192	0.0%	351	0.1%	383	0.1%		#DIV/0!
TOTAL	448,914	100.0%	448,903	100.0%	449,274	100.0%	465,924	100.0%	451,477	100.0%	-	#DIV/0!

Source: Cost Study

| Education-Grad | 13,542 | | 12,983 | | 13,123 | | 17,600 | | 17,930 | | NA | |

UNDERGRADUATE CREDIT HOURS BY COLLEGE
FY 2000-2005

College	FY 2000 Total Undergraduate Credit Hours	FY 2000 Percent Undergraduate Credit Hours	FY 2001 Total Undergraduate Credit Hours	FY 2001 Percent Undergraduate Credit Hours	FY 2002 Total Undergraduate Credit Hours	FY 2002 Percent Undergraduate Credit Hours	FY 2003 Total Undergraduate Credit Hours	FY 2003 Percent Undergraduate Credit Hours	FY 2004 Total Undergraduate Credit Hours	FY 2004 Percent Undergraduate Credit Hours	FY 2005 Total Undergraduate Credit Hours	FY 2005 Percent Undergraduate Credit Hours
A&A	30,076	6.7%	30,052	6.7%	30,874	6.9%	30,099	6.5%	28,175	6.2%		#DIV/0!
HHDS	22,249	5.0%	18,539	4.1%	13,783	3.1%	14,082	3.0%	12,932	2.9%		#DIV/0!
CBA	59,257	13.2%	59,630	13.3%	62,135	13.8%	65,573	14.1%	65,242	14.5%		#DIV/0!
CUPPA	176	0.0%	280	0.1%	331	0.1%	452	0.1%	433	0.1%		#DIV/0!
Dentistry	-	0.0%	5	0.0%	16	0.0%	-	0.0%	-	0.0%		#DIV/0!
Education	7,162	1.6%	6,556	1.5%	6,286	1.4%	6,138	1.3%	7,341	1.6%		#DIV/0!
Engineering	30,277	6.7%	32,278	7.2%	32,552	7.2%	31,456	6.8%	29,753	6.6%		#DIV/0!
LAS	279,235	62.2%	281,133	62.6%	282,940	63.0%	296,679	63.7%	287,411	63.7%		#DIV/0!
Medicine	831	0.2%	360	0.1%	319	0.1%	354	0.1%	465	0.1%		#DIV/0!
Nursing	11,097	2.5%	10,421	2.3%	10,085	2.2%	10,131	2.2%	8,659	1.9%		#DIV/0!
Pharmacy	-	0.0%	5	0.0%	3	0.0%	-	0.0%	-	0.0%		#DIV/0!
SPH	142	0.0%	67	0.0%	166	0.0%	149	0.0%	114	0.0%		#DIV/0!
JACSW	1,430	0.3%	1,522	0.3%	2,080	0.5%	2,120	0.5%	1,927	0.4%		#DIV/0!
Honors College	5,381	1.2%	6,070	1.4%	6,016	1.3%	6,574	1.4%	6,682	1.5%		#DIV/0!
Acad Skills Prog	1,353	0.3%	1,819	0.4%	1,496	0.3%	1,766	0.4%	1,960	0.4%		#DIV/0!
Military Science	248	0.1%	166	0.0%	192	0.0%	351	0.1%	383	0.1%		#DIV/0!
TOTAL	448,914	100.0%	448,903	100.0%	449,274	100.0%	465,924	100.0%	451,477	100.0%	-	#DIV/0!

Source: Cost Study

Education-Grad	13,542		12,983		13,123		17,600		17,930		NA

Student FTE per Budgeted Faculty FTE

Fall FY03 data

College	Student FTE per Budgeted Faculty FTE
Medicine	4.4
Dentistry	5.1
CUPPA*	7.7
Public Health	7.8
Nursing	9.4
Pharmacy	10.6
Education	11.1
AHS	12.7
Engineering	16.1
A&A	19.7
Social Work	22.2
LAS	26.1
CBA	31.2

* Data only available for all faculty, including adjuncts.
Comparable statistic for Budgeted Faculty would be
slightly higher.

Full-Time and Part-Time Enrollment
Fall 2003

Percentages read across the rows, rather than down the columns.

Undergraduate Program	Total	Full-Time	%	Part-Time	%
Pre-Elementary	142	115	81	27	19
Elementary	181	171	94.5	10	5.5
Total Undergraduate	**323**	**286**	**88.5**	**37**	**11.5**

Master's Programs	Total	Full-Time	%	Part-Time	%
Elementary	155	41	26.5	114	73.5
Secondary	84	48	57.1	36	42.9
Self-Designed*	142	9	6.3	133	93.7
Early Childhood	23	2	8.7	21	91.3
Literacy, Language & Culture	83	2	2.4	81	97.6
Curriculum & Instruction	17	2	11.8	15	88.2
Special Education	97	29	29.9	68	70.1
Leadership & Admin	32	2	6.2	30	93.8
Master's Total	**633**	**135**	**21.3**	**498**	**78.7**

*Approximately 72 students in the Self-Designed program are in alternative certification programs.

Ph.D. Programs	Total	Full-Time	%	Part-Time	%
Curriculum Design	85	14	16.5	71	83.5
Literacy, Language & Culture	26	2	7.7	24	92.3
Educational Psychology	41	14	34.1	27	65.9
Special Education	17	2	11.8	15	88.2
Policy Studies (prior to 2002)	26	1	3.8	25	96.2
PSUE Organiz & Leadership	13	3	23.1	10	76.9
PSUE Social Foundations	10	2	20	8	80
Ph.D. Totals	**218**	**38**	**17.4**	**180**	**82.6**

COLLEGE OF EDUCATION
ETHNIC ENROLLMENT
FALL 2003

Percentages are read across the rows, rather than down the columns.

Ethnic Enrollment Totals by Degree Program

Program	Total	Asian	%	African American	%	Latino	%	Caucasian	%	Native American	%	Unknown	%
Pre-Elementary	142	25	17.6	16	11.3	45	31.7	53	37.3	0	0	3	2.1
Elementary	181	29	16	13	7.2	43	23.7	91	50.3	0	0	5	2.8
M.Ed.	633	47	7.5	65	10.4	122	19.4	374	59.2	4	.1	21	3.4
Ph.D.	218	16	7.3	36	16.5	26	11.9	130	59.6	1	.5	9	4.2
Total with Pre-Elementary	1174	117	10	130	11.1	236	20.1	648	55.2	5	.4	38	3.2
Total without Pre-Elementary	1032	92	8.9	114	11	191	18.5	595	57.7	5	.5	35	3.4

Ethnic Enrollment by Individual Degree Programs

Undergraduate Program	Total	Asian	%	African American	%	Latino	%	Caucasian	%	Native American	%	Unknown	%
Pre-Elementary	142	--	17.6	16	11.3	45	31.7	53	37.3	0	0	3	2.1
Elementary	181	29	16	13	7.2	43	23.7	91	50.3	0	0	5	2.8
Total Undergraduate	323	54	16.7	29	9	88	27.2	144	44.6	0	0	8	2.5

Master's Programs	Total	Asian	%	African American	%	Latino	%	Caucasian	%	Native American	%	Unknown	%
Elementary	156	13	8.3	5	3.2	59	37.8	78	50	0	0	1	.7
	84	6	7.1	6	7.1	14	16.7	53	63.1	0	0	5	6
	142	12	8.5	30	21.1	23	16.2	67	47.2	2	1.4	8	5.6
	23	3	13	3	13	3	13	14	61	0	0	0	0
	83	6	7.2	7	8.4	11	13.3	56	67.5	2	2.4	1	1.2
	17	1	5.9	1	5.9	1	5.9	13	76.4	0	0	1	5.9
	96	5	5.2	7	7.3	7	7.3	74	77.1	0	0	3	3.1
Leadership & Admin	32	1	3.1	6	18.8	6	18.8	19	59.3	0	0	0	0
Master's Total	633	47	7.4	65	10.3	124	19.6	374	59.1	4	.6	19	3

Ph.D. Programs	Total	Asian	%	African American	%	Latino	%	Caucasian	%	Native American	%	Unknown	%
Curriculum Design	85	7	8.3	16	18.8	12	14.1	46	54.1	1	1.2	3	3.5
Reading, Writing, Literacy	26	2	7.7	3	11.5	4	15.4	15	57.7	0	0	2	7.7
Educational Psychology	41	5	12.2	3	7.3	2	4.9	29	70.7	0	0	2	4.9
Special Education	17	0	0	1	5.9	2	11.8	14	82.3	0	0	0	0
Policy Studies (prior to 2002)	26	1	3.8	8	30.8	4	15.4	12	46.2	0	0	1	3.8
PSUE Organiz & Leadership	13	1	7.7	2	15.4	1	7.7	8	61.5	0	0	1	7.7
PSUE Social Foundations	10	0	0	3	30	1	10	6	60	0	0	0	0
Ph.D. Totals	218	16	7.3	36	16.5	26	11.9	130	59.7	1	.5	9	4.1

TABLE I - NEW CONTINUING DEGREE STUDENTS, BY PROGRAM

PROGRAM	NEW MASTERS					NEW DOCTORAL					CONTINUING MASTERS					CONTINUING DOCTORAL				
	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04
BUSINESS ADMINISTRATION																				
ACCOUNTING - MS	12	25	29	34	42						16	23	53	65	59					
BUSINESS ADMINISTRATION - MBA*	124	175	164	137	111						282	276	374	325	438					
* ALTHOUGH THIS PROGRAM IS NOT A PART OF THE GRADUATE COLLEGE, THE DATA IS INCLUDED IN THIS TABLE.																				
BUSINESS ADMINISTRATION - PHD **						8	9	7	4	10						3	11	18	25	30
BUSINESS ADM PHD - ECONOMICS ***																5	4	3		
BUSINESS ADM PHD - HRM ***																8	6	4	3	
BUSINESS ADM PHD - MARKETING ***																9	9	5	2	
BUSINESS ADM PHD - MIS ***																7	5	4	1	1
ECONOMICS - MA	15	6	11	12	12						13	19	14	20	24					
ECONOMICS - PHD **						4	13	12	8	10						31	33	35	40	50
MIS - MS	29	23	16	27	14						36	42	51	38	32					
MIS - PHD **						1	4	1	3	4							1	4	7	12
REAL ESTATE - MA					4															
** NEW PROGRAM FALL 2000																				
*** BEING PHASED OUT																				
SUBTOTAL	180	229	220	210	183	13	26	20	15	24	347	360	492	448	553	63	69	73	78	93
DENTISTRY																				
ORAL SCIENCES - MS		2	5	4	1						7	6	5	8	7					
SUBTOTAL	0	2	5	4	1						7	6	5	8	7					
EDUCATION																				
CURRICULUM & INSTRUCTION - PHD						8	17	12	27	10	1					114	115	123	96	97
EDUCATIONAL PSYCHOLOGY - PHD *									1	4									25	36
* NEW FALL 2003																				
EDUCATION POLICY & ADMINISTRATION - PHD						3	3	2								13	13	13	11	12
INSTRUCTIONAL LEADERSHIP - MED	92	102	174	138	112						206	178	225	323	319					
LEADERSHIP & ADMINISTRATION - MED	26	7	6	10							45	41	26	18	14					
POLICY STUDIES IN URBAN EDUCATION - PHD **								8	9	1								7	13	14
** NEW FALL 2001																				
	15	13	24	28	32						69	56	56	70	79					
						1	2	4	5	1						16	18	16	13	13
										22										4
SUBTOTAL	133	122	204	176	144	12	22	26	42	38	321	275	307	411	412	143	146	159	158	176

Note: Readmits are counted as new students
Non-degrees students are not included

PROGRAMS	INTERNATIONAL			NATIVE AMERICAN			AFRICAN AMERICAN			ASIAN AMERICAN			HISPANIC			CAUCASIAN			NOT REPORTED			UNKNOWN			TOTAL		
	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled
BUSINESS ADMINISTRATION																											
ACCOUNTING - MS	77	14	7				6	3	2	20	10	6	5	4	4	44	27	20	9	3	3	1	0	0	162	61	42
ACCOUNTING - NDEG										1	0	0	1	0	0	2	0	0							4	0	0
BUSINESS ADMINISTRATION - MBA*	213	99	35	2	2	0	21	9	6	34	21	8	12	7	4	140	100	51	22	16	6	3	1	1	447	255	111
BUSINESS ADMINISTRATION - NDEG *	2	2	2													4	3	1							6	5	3

* ALTHOUGH THIS PROGRAM IS NOT A PART OF THE GRADUATE COLLEGE, THE DATA IS INCLUDED IN THIS TABLE..

PROGRAMS	INTERNATIONAL			NATIVE AMERICAN			AFRICAN AMERICAN			ASIAN AMERICAN			HISPANIC			CAUCASIAN			NOT REPORTED			UNKNOWN			TOTAL		
BUSINESS ADMINISTRATION - PHD	68	6	4				7	0	0	3	0	0	4	3	1	20	8	5	2	0	0				104	17	10
BUSINESS ADMINISTRATION - NDEG																			1	0	0				1	0	0
ECONOMICS - MA	44	4	4							7	5	3				18	11	5	3	1	0				72	21	12
ECONOMICS - PHD	100	6	5				2	1	1	3	1	0				14	10	4	1	1	0	1	1	0	121	20	10
ECONOMICS - NDEG							2	2	2							5	4	1	2	2	1				9	8	4
MIS - MS	93	27	9				4	1	1	7	5	2	1	0	0	6	3	1	4	2	1				115	38	14
MIS - PHD	31	2	2				4	1	1	1	0	0				4	1	1	2	0	0	1	0	0	43	4	4
MIS - NDEG										3	0	0	1	0	0	2	1	0	1	0	0				7	1	0
REAL ESTATE - MA	2	0	0				3	0	0							5	4	3	4	2	1				14	6	4
SUBTOTAL	630	160	68	2	2	0	49	17	13	79	42	19	24	14	9	264	172	92	156	50	12	6	2	1	1105	438	214
DENTISTRY																											
ORAL SCIENCES - MS	12	2								2	2	0	1	1	1	6	6	0							21	11	1
ORAL SCIENCES - NDEG	1	1	1																						1	1	1
SUBTOTAL	13	3	1	0	0	0	0	0	0	2	2	0	1	1	1	6	6	0	0	0	0	0	0	0	22	12	2
EDUCATION																											
CURRICULUM & INSTRUCTION - PHD	9	2	2				4	2	2	1	1	1	4	1	1	17	9	4	5	1	0				40	16	10
EDUCATIONAL PSYCHOLOGY - PHD * * NEW FALL 2003	12	0	0				4	1	1	4	3	1	2	0	0	15	8	2							37	12	4
INSTRUCTIONAL LEADERSHIP - MED	11	2	1	1	1	1	25	13	10	15	10	7	38	25	20	145	88	66	28	12	7	1	0	0	264	151	112
INSTRUCTIONAL LEADERSHIP - NDEG							2	1	0				4	1	1	13	4	3	4	2	1				23	8	5
LEADERSHIP & ADMINISTRATION - MED	2	0	0				1	0	0							8	0	0	1	0	0				12	0	0
LEADERSHIP & ADMINISTRATION - NDEG																1	0	0							1	0	0
POLICY & ADMINISTRATION - PHD ** ** PHASING OUT FALL 01																									0	0	0
POLICY STUDIES IN URBAN EDUCATION - PHD	5	0	0				9	1	0	1	0	0				4	2	1	3	1	0				22	4	1
POLICY STUDIES IN URBAN EDUCATION - NDEG													2	0	0										2	0	0
SPECIAL EDUCATION - MED	4	0	0				49	15	6	10	3	2	22	12	4	62	27	15	22	8	5	1	1	0	170	66	32
SPECIAL EDUCATION - PHD										1	0	0				1	1	1							2	1	1
SPECIAL EDUCATION - NDEG							2	0	0				1	0	0	3	1	0	2	0	0				8	1	0
URBAN EDUCATION LEADERSHIP - EDD							17	10	9				4	4	4	9	8	7	11	3	1	1	1	1	42	26	22
SUBTOTAL	43	4					113	43	28	32	17	11	77	43	30	278	148	99	78	27	14	1	2	1	623	285	187

SECTION III,
TABLE VI - RACIAL/ETHNIC BACKGROUND OF ENROLLED STUDENTS

PROGRAM	INTERNATIONAL			NATIVE AMERICAN			AFRICAN AMERICAN			ASIAN AMERICAN			HISPANIC			CAUCASIAN			NOT REPORTED			UNKNOWN			TOTAL		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
BUSINESS ADMIN																											
ACCOUNTING - MS	42	34	19					4	6	12	17	18	3	10	10	25	27	40			6		7	2	82	99	101
ACCOUNTING - NDEG																											
BUSINESS ADM - MBA *	207	125	181	1		1	37	32	23	37	43	49	13	14	16	210	207	220			42	34	45	17	539	466	549
BUSINESS ADM - NDEG *																											
* ALTHOUGH THIS PROGRAM IS NOT A PART OF THE GRADUATE COLLEGE, THE DATA IS INCLUDED IN THIS TABLE.																											
BUSINESS ADM - PHD	18	20	24					1					1	1	3	5	7	12			1	1			25	29	40
BUSINESS ADM - NDEG			2															3									5
BUSINESS ADM PHD - ECON **	2									1															3	0	0
BUS ADM PHD - HRM **													1	1		2	2					1			4	3	0
BUS ADM PHD - MRKT **	2	1														3	1								5	2	0
BUS ADM PHD - MIS **	1	1	1				1			1						1									4	1	1
** BEING PHASED OUT																											
ECONOMICS - MA	12	14	12				1	2	1	1	2	4	1	2	18	9	14				1	1	1		25	35	36
ECONOMICS - PHD	24	28	37				4	1	2		1		1	1	3	17	16	17			1	1	1		47	48	60
ECONOMICS - NDEG									2									1			1						4
MIS - MS	49	42	28				1	1	1	4	15	9		1	1	11	7	6			1	1			66	66	46
MIS - PHD	4	8	11						1			1				1	2	3							5	10	16
MIS - NDEG																											
REAL ESTATE - MA NEW FALL 04																		3			1	1					4
SUBTOTAL	361	273	315	1	0	1	44	41	36	56	78	81	20	30	51	284	283	305	0	0	54	39	54	19	805	759	862
% OF CBA ENROLLMENT	44.8%	35.0%	36.5%	0.1%	0.0%	0.1%	5.5%	5.4%	4.2%	7.0%	10.3%	9.4%	2.5%	4.0%	5.9%	35.3%	37.3%	35.4%	0.0%	0.0%	6.3%	4.8%	7.1%	2.2%			
DENTISTRY																											
ORAL SCIENCES - MS	7	6	5							1	1			1	2	2	3	1					1		10	12	8
ORAL SCIENCES - NDEG			1																								1
SUBTOTAL	7	6	6	0	0	0	0	0	0	1	1	0	0	1	2	2	3	1	0	0	0	0	1	0	10	12	9
% OF DENT ENROLLMENT	70.0%	50.0%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%	8.3%	0.0%	0.0%	8.3%	22.2%	20.0%	25.0%	11.1%	0.0%	0.0%	0.0%	0.0%	8.3%	0.0%			
EDUCATION																											
CURR & INSTRUCTION - PHD	7	9	9		1	2	25	20	16	6	5	4	15	16	16	74	66	58				8	6	2	135	123	107
ED PSYCHOLOGY - PHD *		2	4					2	5		2	3		1	3		18	25					1				40
* NEW FALL 2003																											
INSTR LEADERSHIP - MED	4	8	4	4	4	3	32	46	37	29	35	31	105	100	89	217	251	241			20	14	22	6	405	466	431
INSTR LEADERSHIP - NDEG												1						7			9			4			21
LEADERSHIP & ADMIN - MED		1	1				9	4	2	1		1	5	4	2	17	21	8							32	30	14
LEADERSHIP & ADMIN - NDEG																											0
POLICY & ADMINISTRATION - PHD **							8	5	5	1	1	1	2	2	2	4	3	4							15	11	12
** PHASING OUT FALL 2001																											
POLICY STUDIES IN URB EDUC - PHD	2	1	1				4	5	4	1	1		2	2	2	6	13	8								22	15
POLICY STUDIES IN URB EDUC - NDEG																											0
SPECIAL EDUCATION - MED		1	1				10	5	13	3	7	9	5	7	9	62	72	68			7	2	7	4	82	99	111
SPECIAL EDUCATION - PHD							1	1	2	1			2	2	1	17	15	10				1		1	22	18	14
SPECIAL EDUCATION - NDEG																		1									1
URB EDUC LEADERSHIP - EDD ***									9			1			1			4			10			1			26
*** NEW FALL 2004																											
SUBTOTAL	13	22	20	4	5	5	89	88	93	42	51	51	136	134	135	397	459	442	0	0	33	25	36	13	691	769	792
% OF ED ENROLLMENT	1.9%	2.9%	2.5%	0.6%	0.7%	0.6%	12.9%	11.4%	11.7%	6.1%	6.6%	6.4%	19.7%	17.4%	17.0%	57.5%	59.7%	55.8%	0.0%	0.0%	4.2%	3.6%	4.7%	1.6%			

Student Engagement Survey: Highlights of Open-Ended Feedback

The Student Engagement Survey: What is it?

The purpose of the Student Engagement Survey is to help us develop an understanding of the academic and social climate in the College of Education, as well as develop an understanding of the character and quality of relationships that exist among members of our educational community. This information will help us identify opportunities for change that can create a more valuable educational experience for all. To that end, we asked each student enrolled in a class during the Spring term to fill out a survey which consisted of both multiple choice and "free response" items. Although surveys were distributed in classes, responses were kept anonymous.

The findings presented here are preliminary and focus on those issues and concepts which most clearly emerge from the "free-response" data.

What's the good news?

The preliminary results of the Spring, 2005 Survey of Student Engagement free-response items indicate positive outcomes in the several areas. Approximately 1/4 of the overall "free response" commentary was positive in nature.

> **Mission and Purpose:** Several students indicated that the "social justice" and "urban focus" mission of the College helps infuse their study with a sense of purpose and their teaching with a new and valuable perspective.

> **Faculty, Instruction and Courses:** Students indicate that faculty are "excellent" in terms of being "helpful and supportive," providing "superior instruction," acting in "open-minded," "sensitive," and "inspiring" ways, and facilitating opportunities for "intellectual stimulation." Students indicate that faculty are responsive to student concerns and constraints, and are attentive to student needs. Numerous individuals were specifically identified for a variety of reasons. Students indicate that classes are "worthwhile" and instructors hold students to a high standard. Students indicate that although courses can be overwhelming at times, the knowledge gleaned from the experience is worth the effort.

> **Sense of Community:** Students that identified themselves as cohort members indicated that this relationship was beneficial to them in a variety of ways throughout their program. Issues of enhanced support, sense of community, and source of personal motivation were highlighted.

> **Climate and Personal Experience:** Respondents indicated feelings of growth, empowerment, challenge, and the sense of being involved in something bigger than themselves as positive indicators of College climate. Students characterized their experiences as in the College as "rewarding," "intellectually stimulating," "engaging," and "expanding."

What issues emerged?

The preliminary results of the free-response items also indicated emergent issues several areas. Approximately 3/4 of the overall commentary identified issues to be addressed in the College.

> **Mission and Purpose:** Some respondents indicated that the "social justice" and "urban" focus of the College was not evident throughout their coursework, but rather in select courses. Some respondents indicated that they felt the College was too focused on preparing students for careers in CPS (rather than "urban" environments in general), and felt ill-prepared to accept positions in non-CPS schools.

Advising: approximately 1/3 of this commentary identified "advising" as a significant problem within the College. Concerns emerged in every academic area and certification program. Generally, students indicate advisors are often unavailable or simply non-responsive, are not knowledgeable regarding program requirements and academic planning, and are not supportive in terms of academic and professional development. Numerous respondents indicate that they receive the majority of their academic advice from other students rather than faculty members. Respondents in the secondary certification program indicate that issues with advising could perhaps be addressed if there was more articulation between LAS and COE.

Organization and Information: many respondents indicate the College is "disorganized" in a variety of ways. Respondents indicate difficulty in dealing with administrative offices (student services, certification), that phone calls, emails, or other requests for information about the College in general are often unanswered or redirected, and that the information provided is often contradictory. Further, respondents indicate that accurate information is difficult to find on their own, and the bureaucracy of the College is difficult to navigate. In terms of academic programs, students indicate that these as well seem "disorganized," "inconsistent" or "disconnected." Students across academic areas indicate a degree of confusion in terms of program requirements and expectations, and that a lack of consensus, communication, or "unity" between faculty is problematic. Comments in this regard were often closely followed by comments regarding poor advising experiences.

Faculty, Instruction and Courses: In general, issues in this area relate to inconsistency in the expectations of instructors and in terms of coursework, inconsistency in the quality of instructional staff (both adjunct and faculty), and (in SPED in particular) a high degree of redundancy in courses and coursework. Some respondents indicated that in some courses, more attention to the "practical" versus the theoretical would be helpful in terms of translating the knowledge developed into skills for the classroom. Respondents indicate that communication and collaboration between faculty is desirable.

Sense of Community: Respondents indicate that there is little sense of community in either the College or within academic areas. Respondents identified this as both an issue between students as well as between students and faculty. Faculty have been identified as "unfriendly" or "unapproachable," appear to have little concern or regard for students outside the classroom context, and generally not open to developing lines of communication, either social or academic, with students. Some respondents indicated that the College should seek to cultivate a graduate student community that is both social and academic.

Facilities: Respondents indicate that classrooms are often over-crowded and uncomfortable, and that in general, the classrooms and other building facilities are "a mess," "filthy," and the restrooms are often without adequate supplies of toilet paper, soap, and paper towels. Further, students indicate that classrooms requiring technology are often not ready when class starts.

UIC College of Education
First Annual Student Engagement Survey
Spring, 2005

Dear Student,

The purpose of the Student Engagement Survey is to help us develop an understanding of the academic and social climate here in the College of Education. We are also interested in developing an understanding of the character and quality of relationships that exist among members of our educational community. This information will help us identify opportunities for change that can create a more valuable educational experience for all. To that end, we are asking that you take about 20 minutes to complete the following survey. If you are taking more than one course this term, you need fill the survey out only once.

Your input and perceptions are very important, and your voice is essential in helping us develop a fuller understanding of these issues in the College of Education. Your response is valuable, appreciated and anonymous. Individual responses will not be available to your course instructors, and all data will be aggregated to ensure confidentiality.

Thank you for your participation and contribution to this very important project!

First, please tell us a bit about yourself:

1. I am submitting this survey in my _____ course (ex: PS 594).

2. Which College of Education program are you currently enrolled in? *(circle, check or write in your response)*

BFA/BA/BS	MEd	PhD or EdD	Endorsement only
Elementary Education Secondary Education *(not enrolled in COE)*	Elementary Education Secondary Education Early Childhood Education Curriculum & Instruction Literacy, Language & Culture Self Designed Program Special Education Leadership & Administration	Curriculum and Instruction Educational Psychology Policy Studies in Urban Ed Special Education Urban Education Leadership	Bilingual/English as a New Language Middle School Endorsement

   -OR-

   I am a graduate, non-degree student
   I am a Continuing Education student, not enrolled in a COE academic program
   I am enrolled at UIC in another College (LAS, etc.)
   I am enrolled at a college or university other than UIC
   Other *(please explain)* _____

3. If applicable, what is your area of specialization? _____
   (ex: Math Education, Social Foundations, Curriculum Design, MESA, etc.)

4. How many courses are you taking this term:
   a. within the College of Education ?..................................... 1   2   3   4   4+
   b. within UIC but outside the College of Education?.............................. 1   2   3   4   4+
   c. outside of UIC (community college, etc)?.. 1   2   3   4   4+

5. What have most of your grades been in the *College of Education*?   A   B   C   C- or lower

6. **Have you attended any post-secondary institutions *other* than UIC?**
   _____ Vocational or technical school
   _ Community or junior college
   _ 4-year college other than UIC
   _ Graduate school other than UIC
   _ None
   _ Other (please specify) _____

7. Did you begin your current degree program at an institution other than UIC?   UIC   Elsewhere

Please help us understand how different groups of people experience the College of Education:

8. **Please mark the highest level of education that your parent(s) completed.**

    Mother   **Father**

                                     Did not finish high school

_____ _____ Obtained a GED

                                       Graduated from high school

                                       Attended college but did not complete degree

_____ _____ Completed an associate's degree

_____ _____ Completed a bachelor's degree

_____ _____ Completed a master's degree

_____ _____ Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

_____ _____ Don't know

9. **What year were you born?**   _____

10. **Are you?**   an international student or foreign national?   **Yes**   **No**

11. **Are you?**   ___ Female   ___ Male

12. **Are you?**
    - _ African American/Black   _ _ Hispanic, Latino   White, non-Hispanic
    - _ Asian/Pacific Islander   _ _ Bi/Multiracial   American Indian/Native American
    - _ Other (please specify) _____

Please tell us about your experiences in the College of Education:

13. **In your experience in the College of Education during the current school year, about how often have you done each of the following?**

            V = Very Often   **O = Often**   **S = Sometimes**   **N = Never**

a.	Asked questions in class or contributed to class discussions	V O S N
b.	Made a presentation in class	V O S N
c.	Prepared two or more drafts of a paper or assignment before turning it in	V O S N
d.	Worked on a paper/project that required integrating ideas or information from various sources	V O S N
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	V O S N
	Come to class without completing readings or assignments	V O S N
g.	Worked with other students on projects *during class*	V O S N
h.	Worked with classmates *outside of class* to prepare class assignments	V O S N
	Put together ideas or concepts from different courses when completing assignments or during class discussions	V O S N
j.	Tutored or taught other students (paid or voluntary)	V O S N
k.	Participated in a community-based project (e.g., service learning) as part of a regular course	V O S N
	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	V O S N
m.	Used email to communicate with an instructor	V O S N
	Discussed grades or assignments with an instructor	V O S N
o.	Talked about career plans with a faculty member or advisor	V O S N
p.	Discussed ideas from your readings or classes with faculty members outside of class	V O S N
q.	Received prompt feedback from faculty on your academic performance (written or oral)	V O S N
	Worked harder than you thought you could to meet an instructor's standards or expectations	V O S N
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	V O S N
	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	V O S N
	Had serious conversations with students of a different race or ethnicity than your own	V O S N
	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	V O S N

14. To what extent do you agree with the College of Education's mission to "maximize educational benefits for all?"

<div align="center">Very much   Quite a bit   Some   Very little</div>

15. To what extent do you believe that the College of Education is dedicated to the following principles?

<div align="center">M = Very much   Q = Quite a bit   S = Some   L = Very little</div>

a. Access and equity in education..... **M Q S L**
b. Broad issues of social justice..... **M Q S L**
c. Overall excellence in teacher preparation..... **M Q S L**
d. Preparing teachers for specific needs of student in urban schools..... **M Q S L**
e. Intellectual rigor and development..... **M Q S L**
f. Excellence in research..... **M Q S L**
g. Preparing teachers and administrators as leaders/change agents ..... **M Q S L**

16. During the current school year, how much has your College of Education coursework emphasized the following mental activities?

<div align="center">M = Very much   Q = Quite a bit   S = Some   L = Very little</div>

a. **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them..... **M Q S L**
in pretty much the same form
b. **Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular..... **M Q S L**
case or situation in depth and considering its components
c. **Synthesizing** and organizing ideas, information, or experiences into new, more complex..... **M Q S L**
interpretations and relationships
d. **Making judgments** about the value of information, arguments, or methods, such as examining..... **M Q S L**
how others gathered and interpreted data and assessing the soundness of their conclusions
e. **Applying** theories or concepts to practical problems or in new situations..... **M Q S L**
f. **Challenging** you to do your best work..... **M Q S L**

17. During the current school year, about how much reading and writing have you done?

	None	1-4	5-10	11-20	21+
a. Number of assigned textbooks, books, or book-length packs of course readings	**None**	**1-4**	**5-10**	**11-20**	**21+**
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	**None**	**1-4**	**5-10**	**11-20**	**21+**
c. Number of written papers or reports of **20 pages or more**	**None**	**1-4**	**5-10**	**11-20**	**21+**
d. Number of written papers or reports **between 5 and 19 pages**	**None**	**1-4**	**5-10**	**11-20**	**21+**
e. Number of written papers or reports of **fewer than 5 pages**	**None**	**1-4**	**5-10**	**11-20**	**21+**

18. Which of the following have you done or do you plan to do before you graduate from your program?

<div align="center">D = Done   P = Plan to do   N = Do not plan to do   H = Have not decided</div>

a. Practicum, internship, field experience, co-op experience, or clinical assignment..... **D P N H**
b. Community service or volunteer work..... **D P N H**
c. Participate in a learning community, cohort or some other formal program where groups of..... **D P N H**
students take two or more classes together
d. Work on a research project with a faculty member outside of course or program requirements..... **D P N H**
e. Foreign language coursework..... **D P N H**
f. Independent study or self-designed major..... **D P N H**
g. Culminating program experience (comprehensive exam, thesis, etc.)..... **D P N H**
h. Attend a professional or scholarly conference..... **D P N H**
i. Present original work at a professional or scholarly conference..... **D P N H**
j. Co-present at a professional or scholarly conference with a faculty member..... **D P N H**
k. Co-present at a professional or scholarly conference with other students..... **D P N H**
l. Submit original work to a professional or scholarly publication ..... **D P N H**
m. Co-author a research or scholarly paper with a faculty member..... **D P N H**
n. Co-author a research or scholarly paper with a other students..... **D P N H**
o. Participate in a formal or informal writing group..... **D P N H**

19. Please circle the degree that best represents the quality of your relationship with people within the College of Education.

    a. Relationships with **other students**

Friendly, supportive, sense of belonging					*Unfriendly, unsupportive, sense of alienation*	
1	2	3	4	5	6	7

    b. Relationships with **faculty members**

Available, helpful, sympathetic					*Unavailable, unhelpful, unsympathetic*	
1	2	3	4	5	6	7

       Relationships with **administrative personnel and offices**

Helpful, considerate, flexible					*Unhelpful, inconsiderate, rigid*	
1	2	3	4	5	6	7

20. About how many hours do you spend in a typical 7-day week doing each of the following?

		0	1-5	6-10	11-15	16-20	21-25	26-30	31+
a.	Preparing for class (studying, reading, writing, homework or lab work, analyzing data, other academic activities)	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
b.	Employed:								
	• at an on campus job (work-study, etc.)	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
	• as part of a research or graduate assistantship	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
	• at an off campus, non-professional job	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
	• in a non-educational, *professional level* position	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
	• in a *certificated* capacity (teacher, etc.) in a PK-12 school	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
	• in a *non-certificated* capacity in a PK-12 school	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
c.	Community service or volunteer work	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
d.	Participating in co-curricular activities (campus publications, organizations, student government, social fraternity/sorority, etc.)	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
e.	Relaxing and socializing (watching TV, partying, exercising, spending time with family, etc.)	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
f.	Fulfilling family responsibilities:								
	• Caring for a family member (child, parent, etc.)	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
	• Maintaining/serving as the head of your household	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
	• Attending school/social/sports events for a child	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
g.	Commuting to class (driving, walking, etc.)	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
h.	How much flexible or uncommitted time do you have in a typical week?	0	1-5	6-10	11-15	16-20	21-25	26-30	31+

21. Have you ever felt that your home/family responsibilities have prevented you from fully engaging in the educational process (e.g. inability to participate in group projects, etc.)   Yes   No

22. To what extent do you feel the College of Education emphasizes each of the following?

        M = Very much   Q = Quite a bit   S = Some   L = Very little

		M	Q	S	L
a.	Spending significant amounts of time studying and on academic work	M	Q	S	L
b.	Providing the support you need to help you succeed academically	M	Q	S	L
c.	Encouraging contact among students from different economic, social, racial, ethnic backgrounds	M	Q	S	L
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	M	Q	S	L
e.	Providing the support you need to thrive socially	M	Q	S	L
f.	Providing the support you need to help you succeed professionally	M	Q	S	
g.	Helping you feel like part of a learning community	M	Q	S	L
h.	Attending campus events and activities (special speakers, cultural performances, etc.)	M	Q	S	L
i.	Using computers in academic work	M	Q	S	L
j.	Developing a sense of community among students in your academic program	M	Q	S	L
k.	Developing a sense of community among students and faculty in your academic program	M	Q	S	L

23. To what extent has your experience in the College of Education contributed to your knowledge, skills, and personal development in the following areas?

M = Very much   Q = Quite a bit   S = Some   L = Very little

a. Acquiring a broad general education.. M   Q   S   L
b. Acquiring job or work-related knowledge and skills.. M   Q   S   L
c. Writing clearly and effectively... M   Q   S   L
d. Speaking clearly and effectively.. M   Q   S   L
e. Thinking critically and analytically.. M   Q   S   L
f. Analyzing quantitative problems... M   Q   S   L
g. Using computing and information technology.. M   Q   S   L
h. Working effectively with others.. M   Q   S   L
i. Voting in local, state, or national elections... M   Q   S   L
j. Learning effectively on your own... M   Q   S   L
k. Understanding yourself... M   Q   S   L
l. Understanding people of other racial and ethnic backgrounds.......................... M   Q   S   L
m. Understanding people of different economic or social backgrounds................. M   Q   S   L
n. Solving complex real-world problems.. M   Q   S   L
o. Developing a personal code of values and ethics... M   Q   S   L
p. Contributing to the welfare of your community... M   Q   S   L
q. Developing a deepened sense of spirituality.. M   Q   S   L

24. Overall, how would you rate the quality of academic advising you have received *in the College of Education*?

Excellent   Good   Fair   Poor   Not enrolled in COE

25. Please tell us more about your advising experiences *in the College of Education*:

V = Very Often   O = Often   S = Sometimes   N = Never

a. How often do you meet with your academic advisor? V   O   S   N
b. How often do you seek academic advice from faculty members other than your official advisor?   V   O   S   N
c. How often do you seek academic advice from other students? V   O   S   N

26. Have you changed academic advisors since you enrolled in your program?   Yes   No

27. How would you rate your overall educational experience within the College of Education?

Excellent   Good   Fair   Poor

28. Given the opportunity, would you choose to attend the UIC College of Education again?

Definitely YES   Probably YES   Probably NO   Definitely NO

Please use the following space to add your own comments regarding your College of Education experience:

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for participating in the 2005 College of Education Student Engagement Survey. Your responses are valued and appreciated.

The following illustrates advising load for individual faculty by rank and area. The first four tables show advising load by academic area. Advising is broken down in each area by rank and individual. The out of area numbers will be reflected on annual reviews. "Total" numbers only reflect actual advising relationships, not committee memberships.

C & I Professors	Total	PhD	MEd	Cmte	Out of Area
	18	15	3	6	
	1	1	0	1	
	4	3	1	0	
	17	13	4	0	
	95	8	87	2	
	57	9	48	3	
	196	24	172	5	
	29	3	26	0	
	13	7	6	2	
	5	4	1	3	
	13	13	0	2	
	14	12	2	1	
	462	**112**	**350**	**25**	
Associate					
	12	2	10	0	
	20	6	14	0	
	23	6	17	0	
	12	8	4	0	
	1	1	0	0	
	11	3	8	2	
	20	9	11	0	
	99	**35**	**64**	**2**	
Assistant					
	7	3	4	1	
	6	3	3	4	
	0	0	0	0	
	13	**6**	**7**	**5**	
Clinical					
	10	0	10	0	
	57	0	57	1	
	6	0	6	0	
	7	0	7	1	
	9	0	9	0	
	19	0	19	0	
	41	0	41	1	
	11	0	11	1	
	11	0	11	0	
	171	**0**	**171**	**4**	

ED PSYCH
Professors

	Total	PhD	MEd	Cmte	Out of Area
	1	1	0	1	
	7	6	1	0	
	4	4	0	2	
	2	2	0	1	
	2	2	0	0	
	4	4	0	2	
	5	5	0	1	
	25	**24**	**1**	**7**	

Associate

	Total	PhD	MEd	Cmte	Out of Area
	3	3	0	2	
	8	8	0	3	
	15	15	0	1	
	8	8	0	4	
	34	**34**	**0**	**10**	

Assistant

	Total	PhD	MEd	Cmte	Out of Area
	6	5	0	2	
	5	4	0	1	
	11	**9**	**0**	**3**	

Clinical

	Total	PhD	MEd	Cmte	Out of Area
Cathy Main	39	0	39	0	

POLICY
Professors

	Total	PhD	EdD	MEd	Cmte	Out of Area
	41	29	6	6	1	
	39	17	20	2	4	
	80	**46**	**26**	**8**	**5**	

Associate

	Total	PhD	EdD	MEd	Cmte	Out of Area
	11	11	0	0	3	
	7	6	1	0	2	
	14	2	5	7	6	
	32	**19**	**6**	**7**	**11**	

Assistant

	Total	PhD	EdD	MEd	Cmte	Out of Area
	1	0	1	0	0	
	16	4	3	9	3	
	2	1	1	0	0	
	15	9	3	3	1	
	34	**14**	**8**	**12**	**4**	

Other

	Total	PhD	EdD	MEd	Cmte	Out of Area
	4	4	0	0	3	

SPED *Professors*	*Total*	PhD	MEd		Cmte	Out of Area
	31	6	25		0	
	29	4	25		0	
	9	3	6		0	
	69	**13**	**56**		**2**	
Associate						
	40	2	38		1	
	12	5	7		0	
	14	3	11		1	
	66	**10**	**56**		**2**	
Assistant			Solo	Co		
	34	5	14	15	0	
	37	1	20	15	1	
	71	**6**	**34**	**15**	**1**	
Other						
	1	1	0		0	

Dissertation completers by area and year

	1999	2000	2001	2002	2003	2004	TOTAL
C & I	6	7	7	7	11	2	40
EPSY	2	2	5	3	3	2	17
PS	1	1	2	3	5	2	14
SPED	1	1	3	1	2	1	9
	10	11	17	14	21	7	80

*this chart ONLY accounts for the finishers of faculty currently employed by UIC through May 2004

	1999	2000	2001	2002	2003	2004	TOTAL
C & I	7	8	10	12	11	3	51
EPSY	2	2	5	3	3	2	17
PS	2	1	2	4	5	3	17
SPED	2	1	3	1	2	2	11
	13	12	20	20	21	10	96

*this chart accounts for all finishers through May, 2004

	Academic Year 2000	Academic Year 2001	Academic Year 2002	Academic Year 2003	Academic Year 2004*	Total
Undergraduate - BA						
Elementary	89	77	62	65	95	388
Graduate - M.Ed.						
Instructional Leadership						
Educational Studies-Elementary	41	27	36	56	60	220
Educational Studies-Secondary	23	16	18	20	24	101
Educational Studies-Self Designed	31	22	35	59	64	211
Early Childhood Education	6	5	9	4	12	36
Literacy, Language and Culture	13	12	18	21	25	89
Curriculum and Instruction	2	2	5	7	2	18
Special Education	30	25	37	20	32	144
Leadership and Administration	30	30	18	15	4	97
M.Ed. Total	176	139	176	202	223	916
Graduate - Ph.D.						
Curriculum & Instruction						
Curriculum Design	7	8	11	11	10	47
Literacy, Language and Culture	3	4	3	2	3	15
Educational Psychology	3	3	1	0	0	7
Special Education	0	3	2	2	2	9
Public Policy Analysis						
Evaluation Research	1	0	0	1	0	2
Higher Education	0	0	0	1	2	3
Administration	1	1	1	1	2	6
Educational Policy & Administration						
Evaluation	0	0	1	0	0	1
Higher Education	0	1	0	0	2	3
Elementary & Secondary	0	0	0	1	0	1
Policy Studies in Urban Education						
Education Organization and Leadership	0	0	0	0	0	0
Social Foundations of Education	0	0	0	0	0	0
Educational Psychology	0	0	2	1	3	6
Ph.D. Total	15	20	21	20	24	100
* Academic Year 2004 only includes Fall 2004 Graduates and Spring 2005 Potential Graduates						

108

TIME TO DOCTORATE 2004

Time to Doctorate for Academic Year 2003-2004

Area	Avg. Time to Doctorate	Number of Graduates	Least Number of Years TTD	Most Number of Years TTD
Curriculum Design	5.62	13	3	10
Reading, Writing, & Literacy	9.33	3	5	12
Educational Psychology	5.5	2	5	6
Special Education	7.5	2	7	8
Policy Studies	8.75	4	7	10

Totals

Total 2003-2004	6.75	24	7	10
Total 2002-2003	7.67	15	5	11
Total 2001-2002	8.18	14	5	13.5
Total 2001-2004	7.30	69	3	13.5
Total since 1990	6.40	275	2	13.5

Median TTD for 2001-2004 is between six and seven years.

Mode Distribution for TTD 2001-2004 n=69

Number of Grads
2   grads took 3 years to complete doctorate
5   grads took 4 years to complete doctorate
10 grads took 5 years to complete doctorate
7   grads took 6 years to complete doctorate
17 grads took 7 years to complete doctorate
8   grads took 8 years to complete doctorate
10 grads took 9 years to complete doctorate
4   grads took 10 years to complete doctorate
2   grads took 11 years to complete doctorate
2   grads took 12 years to complete doctorate
2   grads took 13 years to complete doctorate

The mode is 7 years TTD.

Distribution of TTD by Program 2001-2004

Program	Grads taking more than 7 years	Grads taking 7 years or less
Curriculum Design	12	21
Literacy, Language, & Culture	5	5
Policy Studies	4	5
Educational Psychology	3	7
Special Education	4	3
Total	28	41

SUMMARY

Department/Program	Summer 2004						Fall 2004						Spring 2005					
	Extramural	Colisted	Contract	Hours	CE	UIC	Extramural	Colisted	Contract	Hours	CE	UIC	Extramural	Colisted	Contract	Hours	CE	UIC
Colists																		
Curriculum, Instruction, and Evaluation		5		19	16			8		31	9			6		23	7	
Education		1		3				3		9	4							
Education Psychology														2		6	4	
Policy Studies														3		12	5	
Special Education		1		3	2													
Total Colists:		7		25	18			11		40	13			11		41	16	
Ed.D.	1	1		8	17													
Total Ed.D.:	1	1		8	17													
Alternative Certification																		
GATE III	1			2	2	15												
MGS II	1			3	2	10												
MGM III	1			4	3	14												
MGS III	3			11	33	3	2			10	14	8	2			10	4	18
MGM IV	3			11	36	9	2			10	12	18	2			10	6	24
FACE II	3			9	72		3			9		69	3			8		57
Total Alternative Certification:	12			40	148	51	7			29	26	95	7			28	10	99
Other Funded Programs																		
TATAT								1		4	7			1		4	3	
Center for Literacy													1			1	19	
Partnership READ Program	2			4	16	1												
Partnership READ Fellows Program	(1)		1	4	30		(1)		1	4	31			5		20	25	
Steans Foundation													1			2	14	
Middle Grades Endorsement (Medill)	2			6	27		2			6	14		1			3	19	
Total Other Funded Programs:	4		1	14	73	1	2	1	1	14	52		3	6		30	61	
Semester Totals	17	8	1	87	256	52	9	12	1	83	91	95	10	17		99	106	99

111

FY03 Expenditures by Fund Source - UIC Colleges
Source: RPM Data Book
($ in thousands)

	Grants & Contracts
Medicine	$98,263
SPH	$30,797
LAS	$25,382
Engineering	$24,048
AHS	$12,371
Nursing	$11,255
Pharmacy	$11,102
Education	$9,711
CUPPA	$7,542
Dentistry	$6,348
Social Work	$5,012
CBA	$616
A&A	$351

Grant Expenditures by Funding Source: FY97-04

	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04
Federal	20.1%	14.2%	23.3%	24.5%	22.7%	27.6%	18.7%	40.0%
State	20.8%	20.1%	13.0%	7.8%	4.5%	1.7%	4.4%	2.9%
Foundation	31.7%	34.9%	34.5%	31.9%	39.0%	16.1%	11.7%	9.0%
City	25.3%	21.8%	23.2%	30.4%	27.9%	46.5%	53.9%	40.1%
Other	2.2%	9.0%	6.0%	5.4%	6.0%	8.2%	11.3%	8.0%

Grant and Contract Expenditures: FY97-04

	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04	% Increase FY97-04
Research	$443,000	$504,000	$578,000	$411,000	$904,000	$1,377,000	$1,820,000	$2,370,000	435.0%
Non-Research	$3,004,000	$2,832,000	$3,635,000	$4,769,000	$5,223,000	$6,012,000	$7,891,000	$8,707,000	189.8%
Total	$3,447,000	$3,336,000	$4,213,000	$5,180,000	$6,127,000	$7,389,000	$9,711,000	$11,077,000	221.4%

Research Proposal Activity: FY98-03

	FY98	FY99	FY00	FY01	FY02	FY03
Total Proposals Submitted	53	74	63	80	85	92
Total Proposal Dollars	$5,900,157	$12,555,694	$9,797,864	$12,098,460	$12,144,153	$26,325,025
Total Awards	47	44	43	62	61	65
Total Award Dollars	$4,170,208	$4,917,936	$6,218,771	$8,008,225	$7,300,114	$13,669,864

Note: Proposals and Awards do not always occur in the same fiscal year.

ICR Earnings FY97 - 05

	Dean's Office Portion	Total College Earnings
FY97	$26,640	$63,321
FY98	$21,543	$33,568
FY99	$30,025	$70,480
FY00	$50,265	$86,345
FY01	$63,888	$136,481
FY02	$68,463	$183,670
FY03	$112,420	$281,076
FY04	$143,994	$276,425
FY05	$207,500	$415,000*

* Includes $68,000 as special increase. Standard 30% amount estimated at $347,000.

ICR Earnings by Area FY00-04

	FY00	FY01	FY02	FY03	FY04
Curriculum & Instruction	43,556	60,064	53,842	52,174	60,343
Special Education	4,684	5,358	5,513	18,752	36,123
Educational Psychology	7,389	10,432	8,820	10,908	22,713
Policy Studies	2,862	1,928	2,288	0	1,916
	$58,491	$77,782	$70,463	$81,834	$121,095

Faculty Publishing by Area and Year

Number of faculty authors by area and year (total number of articles generated = 41)

	2000	2001	2002	2003	2004	Total
C & I	2	2	2	4	--	10
EPSY	3	1	5	4	4	17
PS	4	1	1	--	--	6
SPED	1	2	3	6	1	13
	10	6	11	14	5	46

The totals generated in all of these charts are slightly higher than the total number of articles that actually appeared in journals due to faculty in different academic areas co-authoring pieces.

Number of faculty authors by area and year with cross-area collaborations identified

	2000	2001	2002	2003	2004	Total
C & I	2	2 (1 co w/epsy)	2 (1 co w/epsy)	4	--	10
EPSY	3 (1 co w/sped)	1 (co w/CI)	5 (1 co w/sped, 1 co w/CI)	4 (1 co w/sped)	4	17
PS	4	1	1	--	--	6
SPED	1	2	3 (1 co w/epsy)	6 (1 co w/epsy)	1	13
	10	6	11	14	5	46

The totals generated in all of these charts are slightly higher than the total number of articles that actually appeared in journals due to faculty in different academic areas co-authoring pieces.

Faculty Publishing by Area and Rank

Number of faculty authors by area and rank (total number of articles generated = 41)

	Professor	Associate	Assistant	Other	Total
C & I	4	4	2	0	10
EPSY	9	7	1	0	17
PS	0	3	2	1	6
SPED	4	2	3	4	13
	17	16	8	5	46

The totals generated in all of these charts are slightly higher than the total number of articles that actually appeared in journals due to faculty in different academic areas co-authoring pieces.

118

Faculty Publishing by Area, Rank and Year

	Professor					Associate					Assistant					Other					Total
	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04	
C & I	2	1	--	1	--	--	1	1	2	--	--	--	1	1	--	--	--	--	--	--	10
EPSY	3	--	2	2	2	--	1	3	1	2	--	--	--	1	--	--	--	--	--	--	17
PS	--	--	--	--	--	2	1	--	--	--	1	--	1	--	--	1	--	--	--	--	6
SPED	1	--	1	2	--	--	--	--	1	1	--	1	1	1	--	--	1	1	2	--	13
	6	1	3	5	2	2	3	4	4	3	1	1	3	3	0	1	1	1	2	0	46

The totals generated in all of these charts are slightly higher than the total number of articles that actually appeared in journals due to faculty in different academic areas co-authoring pieces.

Faculty Publishing by Area, Rank and Authorship

	Professor				Associate				Assistant				Other				Total
	Solo	1st	Othr	"co"	Solo	1st	Othr	"co"	Solo	1st	Othr	"co"	Solo	1st	Othr	"co"	
C & I	1	--	3	--	2	--	--	2	--	2	--	--	--	--	--	--	10
EPSY	4	1	1	3	--	4	1	2	1	--	--	--	--	--	--	--	17
PS	--	--	--	--	1	1	1	--	--	--	2	--	1	--	--	--	6
SPED	1	--	--	3	--	1	1	--	--	--	3	--	--	4	--	--	13
	6	1	4	6	3	6	3	4	1	2	5	0	1	4	0	0	46

	Professor				Associate				Assistant				Total
	Solo	1st	Other	"co"	Solo	1st	Other	"co"	Solo	1st	Other	"co"	
C & I	1	--	3	--	2	--	--	2	--	2	--	--	10
EPSY	4	1	1	3	--	4	1	2	1	--	--	--	17
PS*	--	--	--	--	1	1	1	--	--	--	2	--	5
SPED*	1	--	--	3	--	1	1	--	--	--	3	--	9
	6	1	4	6	3	6	3	4	1	2	5	0	41

this chart does NOT reflect one solo authorship from Yowell (PS) or the two first authorships from Salisbury(SPED) or first authorships from Delaney (SPED) and Craig-Unkefer (SPED).

UIC
College of Education
Faculty Publishing
FY2000-2004
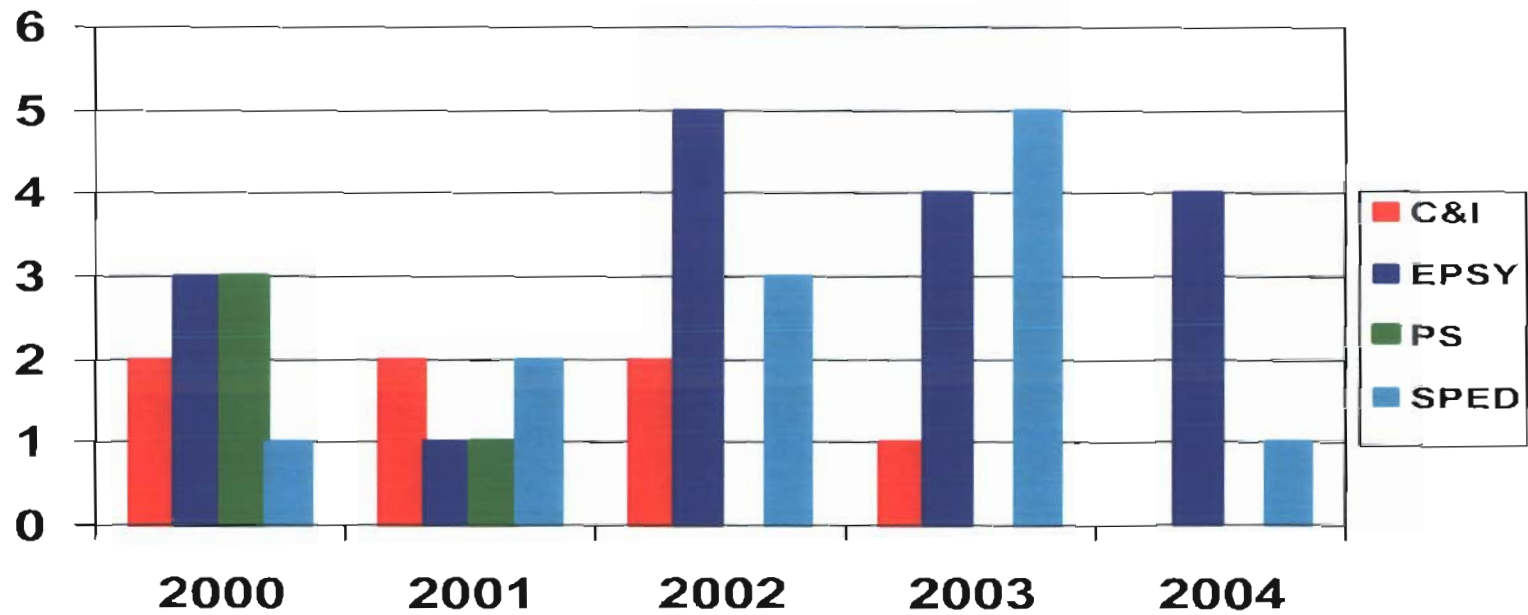
	2000	2001	2002	2003	2004	Total
C&I	2	2 (1 co w/EPSY)	2 (1 co w/EPSY)	1	--	**7**
EPSY	3 (1 co w/SPED)	1 (co w/C&I)	5 (1 co w/SPED, 1 co w/C&I)	4 (1 co w/SPED)	4	**17**
PS	3	1	--	--	--	**4**
SPED	1	2	3 (1 co w/EPSY)	5 (1 co w/EPSY)	1	**12**
Total	9	6	10	10	5	40

UIC
College of Education
Faculty Publishing by Area and Rank

Bar chart: Faculty Publishing by Area and Rank. Categories: Professor, Associate, Assistant, Other. Legend: C&I, EPSY, PS, SPED.
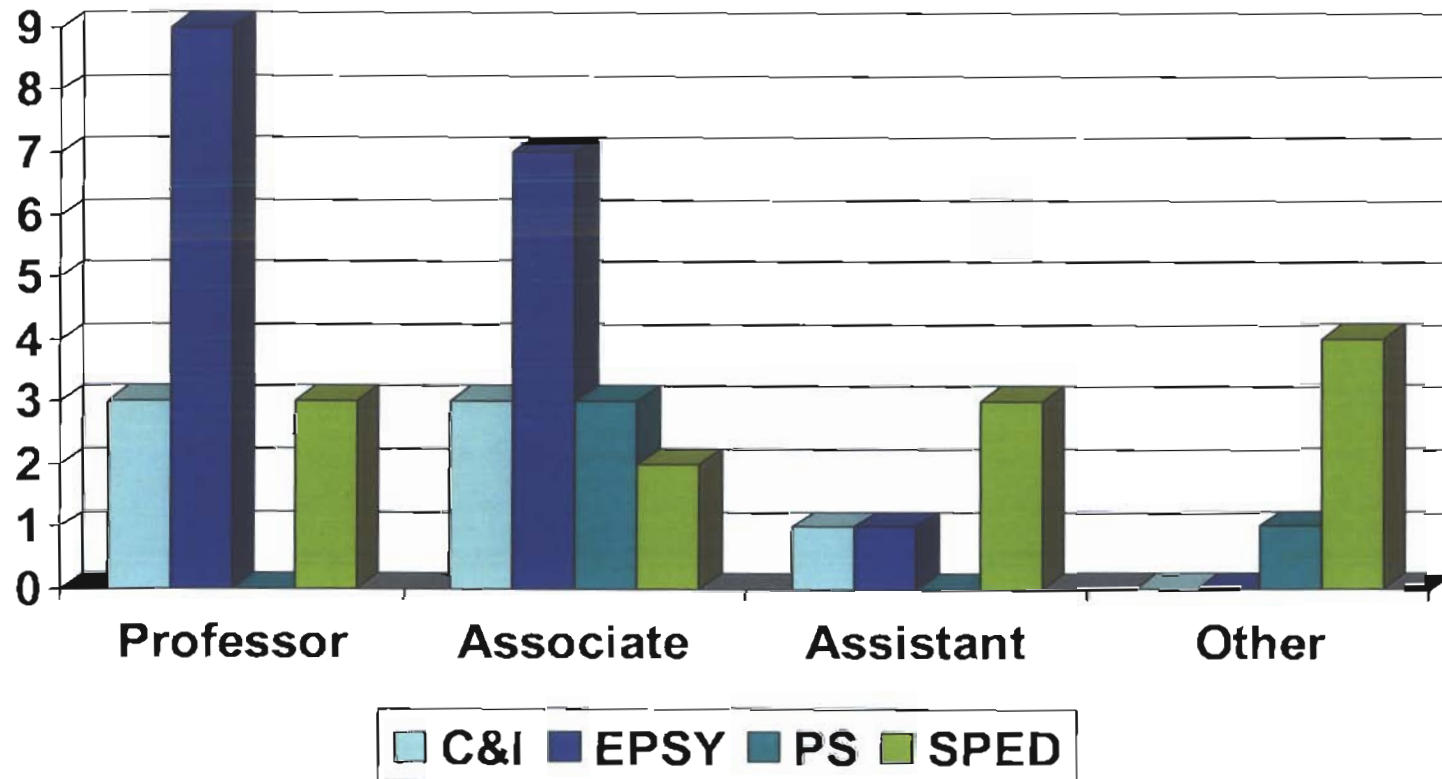
Underrepresented Faculty FY95-05

Headcount by Area	FY95	FY96	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05
Curriculum and Instruction	4	4	4	4	4	5	5	7	7	7	9
Educational Psychology	0	0	0	0	0	0	0	0	0	0	0
Policy Studies	3	2	2	2	2	4	6	7	7	6	4
Special Education	1	1	1	2	3	2	2	3	3	2	2
Total	8	7	7	8	9	11	13	17	17	15	15

Ethnicity Distribution	FY95	FY96	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05
African American	3	3	3	4	5	4	6	8	7	5	7
Hispanic	5	4	4	4	4	6	6	8	9	9	8
Native American						1	1	1	1	1	

Ethnicity %	FY95	FY96	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05
Asian			2.4%	4.5%	4.5%	4.1%	3.9%	3.4%	4.5%	4.8%	4.8%
African-American			7.3%	9.0%	11.2%	8.2%	11.7%	13.8%	11.5%	8.6%	12.1%
Hispanic			9.8%	9.0%	9.0%	12.2%	11.7%	13.8%	14.8%	15.5%	13.8%
Native American			0.0%	0.0%	0.0%	2.0%	2.0%	1.7%	1.6%	1.7%	0.0%
Caucasian			80.5%	77.5%	75.3%	73.5%	70.7%	67.2%	67.6%	69.3%	69.3%

Tenured and Tenure-Track Faculty by Rank

	FY98		FY99		FY00		FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Assistant	10.00	25.6%	11.00	26.2%	7.00	18.5%	10.00	20.8%	10.00	21.1%	10.25	20.4%	9.25	19.6%	7.25	15.7%
Associate	13.00	33.3%	14.00	33.3%	16.25	43.0%	18.00	37.5%	18.00	37.9%	20.00	39.9%	18.00	38.2%	20.00	43.2%
Full	16.00	41.0%	17.00	40.5%	14.50	38.4%	20.00	41.7%	19.50	41.1%	19.88	39.7%	19.88	42.2%	19.00	41.1%
	39.00		42.00		37.75		48.00		47.50		50.13		47.13		46.25	

What's Urban Got to Do With It?

Rethinking Urban Teacher Preparation in a
Local Context
(What We've Learned So Far)
May 14, 2005

Victoria Chou
University of Illinois at Chicago
College of Education

(Urban) context matters

- Sheer size and scale—big city bureaucracies
  - CPS as an example
- Heterogeneity of cultures
- Extremes of wealth and poverty
- Cultural politics of urban school reform
- Effects on achievement (opportunity) gap, teacher turnover rates, student dropout rates
- Where social justice talk *must* walk—who is being served?

Systemic thinking and penumbra of one's own influence

- Rationale for UIC going where the greatest needs are
  - Disciplinary, geographic shortages
- Principal effects
- District matters
- Community matters
  - Children living under extraordinary circumstances
- Embedding of TE in multiple regulatory systems and professional organizations

Story of our never-ending journey

- Moving from a "generic" model of good teacher preparation to a model of good preparation for teaching in *urban* schools
- Challenging assumptions—beyond preaching to the choir
  - Purposes of teacher ed tied to our actions—are we serving students or serving teacher candidates or ourselves?
  - Commitment to "priority schools"—whose priority schools?

Story of our never-ending journey (cont.)

- Locating initial teacher preparation in students' culture
- Involving every aspect of teacher development
- Data informing decisions
  - Setting up data systems = huge investment
- Building for scale at the beginning (or else articulation issues disrupt and befuddle later)

Taking stock of relationships with schools
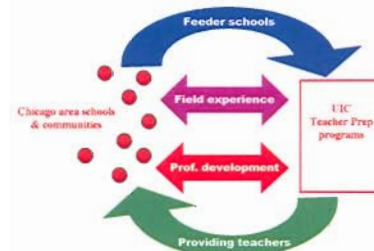
- Where were we? Where *weren't* we?
- How is each relationship influenced by urban context?

124

Recruitment into urban teacher preparation programs

- Grow Your Own vs. Teach for America (both/and strategy)
- Predicting who will succeed and persist; who selects?
  - "My children" vs. "other people's children"
  - Re: a set for social justice—e.g., can humility be developed?
  - If limited resources, where to invest—in changing people's biases or in developing members of the choir?
- Removing academic preparation barriers
  - Meeting candidates where they are, finding ways to develop knowledge, rather than automatically exclude candidates from teaching
  - Focus on content knowledge needed for teaching (e.g., Natural Science sequence)

- Re: the pipeline—how to increase number of Chicago Public Schools grads/Chicago residents who become teachers?
  - Losing many CPS graduates in the Gen Ed pipeline
  - …including many Black & Latino teacher candidates
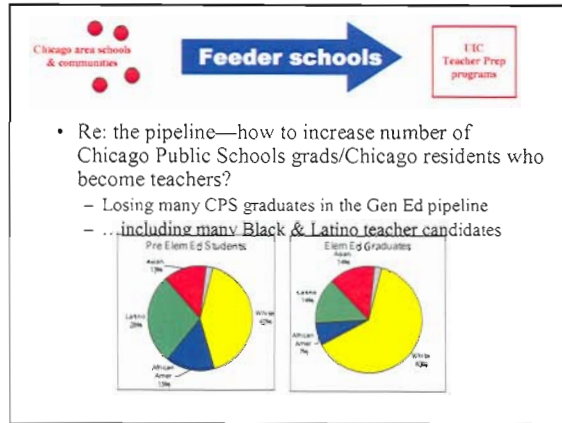
Addressing academic gaps: An extended math ed example

- Remedial courses are show-stoppers for many
  - Myriad obstacles, especially in mathematics
  - Example of A&S/Ed partnership: ED 194 to replace remedial MATH 090 course; focus on individualized content gap-filling
- Tracked impact on teacher candidates who were CPS graduates, and on African American and Latino candidates
  - Asked whether ED 194 helps retain CPS grads, students of color
  - Asked how well students do fare *after* ED 194

How did they do in ED 194?
Pass rates by ethnicity & CPS grad status

Ethnicity	Pass rate in Math 090	Pass rate in Ed 194
African American	49%	77%
Latino	57%	95%
Asian	70%	92%
Native American	50%	100%
White	62%	100%
Undeclared	50%	100%
TOTAL	60%	91%
CPS graduates (all ethnicities)	54%	88%

Success *in* and *after* remedial math course

Pre-Elem Ed students taking traditional remedial course

Pre-Elem Ed students taking Ed 194
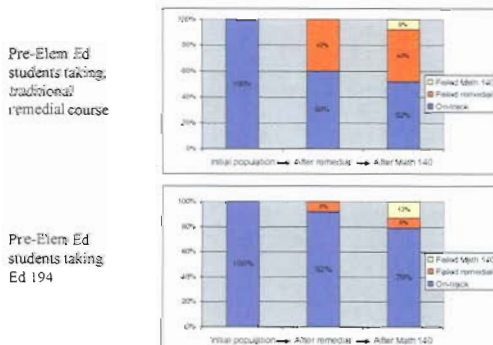
A teacher candidate's perspective on ED 194

Well, let me tell you about my math experience at UIC!

Okay, in [MATH] 090, I didn't pass, because I wasn't doing it the way that the TA wanted it to be.

So I was so frustrated. I was like, "I'm getting the right answers." But she said, "You're not doing it this way."

And I was like, "But I'm doing it this way! And I'm showing you how I'm doing it!"

So that was my first, just THUMP! of frustration.

And then in high school, I was never a strong math student. Ever. But I think it was because I didn't really understand it.

I thought math was something that just one day you realize it....

You know, I didn't—it was like abstract.

They were just numbers.

Like, I didn't really care....

So having that experience in math, and then the [MATH] 090 experience, I was just like, "This is so horrible!"

How could you tell me that I'm not doing it the right way? Who's this person that said that this is how you have to do math? X-X-X, and that's it! Is he like a king or something? You know, let me talk to him!

So that, I think, that was my frustration.

And then I took [ED] 194. And I was like—hah! This makes more sense! I was like, "Obviously!"

And then with MATH 140, I was frustrated. Because it was tough. They would ask, "Think about different ways to think about the problem. Think about how else would you explain this to someone?" That was hard.

So I had a hard time with it. But then once I got through it, I was like, "Why would you not think about math this way?"

I think my math experience would be so much enlightened, if I knew what I know now in the first grade.

Remaking Professional Preparation for Urban Classroom Teaching

- Integrating historically segregated curricula
    - Reflecting disciplinary/philosophical/ideological divides
- Including content typically excluded from teacher preparation curricula
- Developing "soft" skills, particularly in ethnically diverse contexts
    - Reading "Others" (sharing "reads," learning from others)
- Unpacking the "black box" of clinical practice
    - Fiercely contested territories: What makes a good site for student teaching? What should field instruction look like? How much field instruction is optimal? Who are our field instructors? Classroom mentors? Who gets to decide all this?
    - Segues into induction

Remaking Professional Preparation for Urban Classroom Teaching (cont.)

- Anticipating fears and surprises inherent in teaching on one's own
    - Intractable school culture/ethos
    - Racial/cultural politics
    - Little to no control over or choice about established school-level curricula, instructional routines, assessments (particularly if different from those experienced in TEP)
    - Student anger and mistrust
- Absent scaffolding for transition to teaching in modal CPS classrooms:
    - Expect more whole class instruction, worksheets, round robin reading, classroom management issues, and student referrals
    - Expect increased burnout and attrition

Field placements

Chicago area schools & communities → UIC Teacher Prep programs

- Shifting placement sites
  - Step 1: Suburban & Chicago placements → CPS only
  - Step 2: CPS → CPS West Side
  - Step 3: Increasing placements in African American schools
- Tensions
  - What makes a "good placement" vs. where are teachers most needed?
  - Need faculty who are willing to go there—no excuses
- What is required for these new placement sites?
  - Need mentor teachers to place with → professional development
  - Need support on the curriculum end
  - What additional support is needed in field instruction? (Quantity matters.)

Student teaching placement sites

Schools with UIC placements

Schools with UIC placements   All public schools

Focus on the West Side

West Side Student Teaching Placements

2001-02

2002-03

2003-04

2004-05
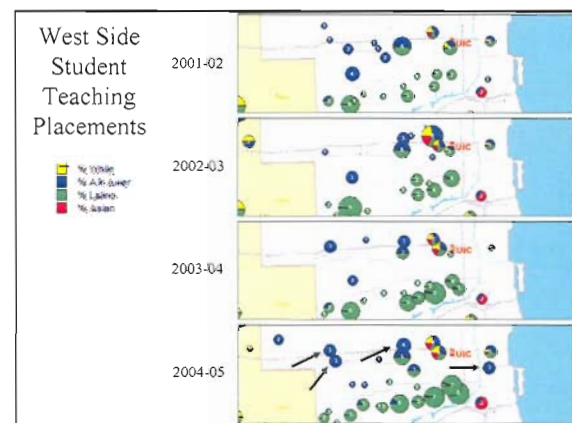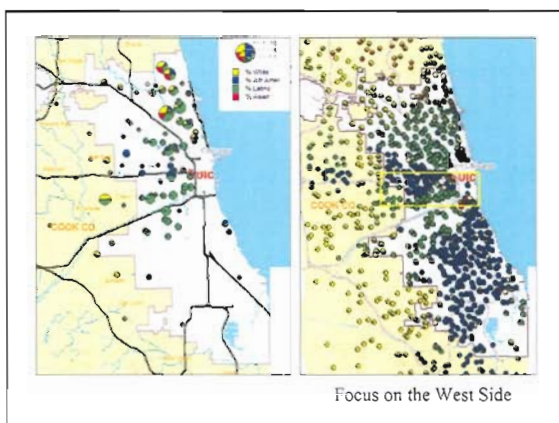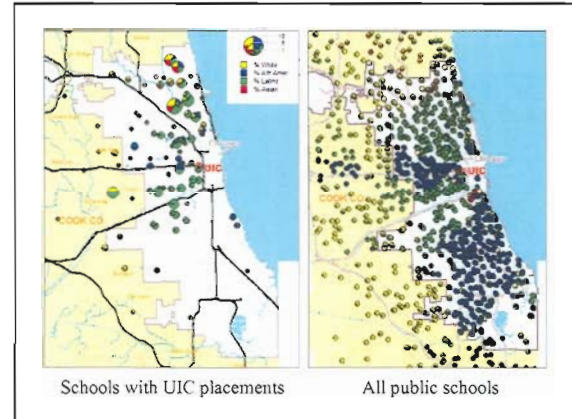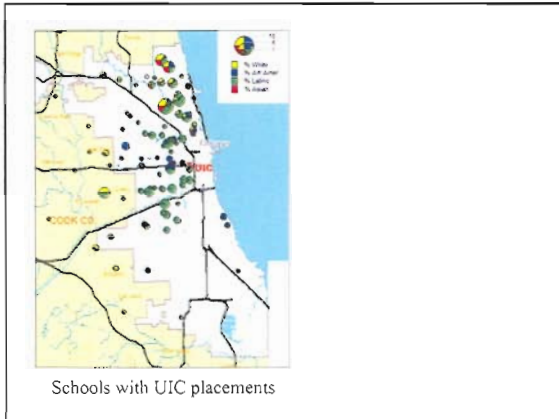
New teacher induction and support in urban classrooms

- *Supporting Teachers Supporting Teaching (ST2)*
  - Preservice-beginning teacher support in school-based professional learning communities
  - Second pair of expert eyes on teaching and learning events
  - Crucial role of cooperating/mentor teachers
- *Lehman New Teacher Support Program*
  - Support for beginning teachers in today's classrooms
  - Helping teachers cope with teaching that breaks your heart— reducing isolation and despair
- Common themes of time and need for personal and professional growth

Professional Development to Support Urban Teacher *Preparation*

- Most institutions of higher education provide PD, but few tie PD to teacher preparation
- Creating opportunities for student teaching where good teachers are most needed by:
  - Increasing cooperating/mentor teacher skill
  - Reducing our own ignorance about local context

Chicago area schools & communities → **Professional Development** → UIC Teacher Prep programs

- PD partnerships with West Side schools
  - Crane CMSTA
  - Manley
  - STEP-UP
  - Partnership Read
- Trying to coordinate the PD with identifying & developing new placement sites

---

Professional Development Involvement in West Side schools

★ = PD site 2000-03 that was also a Student Teaching site in 2003-04

Chicago area schools & communities → **Providing teachers** → UIC Teacher Prep programs
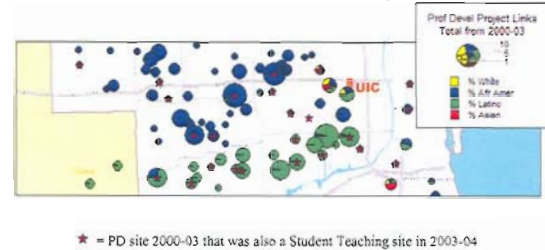
- For the first time, able to track where people go to teach, and how long they stay
- How to increase numbers going into priority schools?
  - Examining effects of field placements on first teaching job
  - Checking change over time
  - Looking for new routes to certification that maintain high standards and focus on priority school placements

---

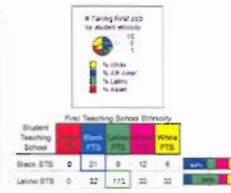Ethnicity of ST sites and First Teaching Schools

Ethnicity of ST sites and First Teaching Schools
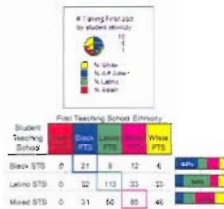African American school placements: First Job
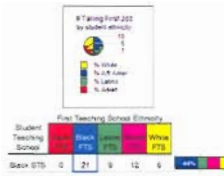
Ethnicity of ST sites and First Teaching Schools
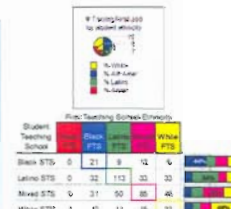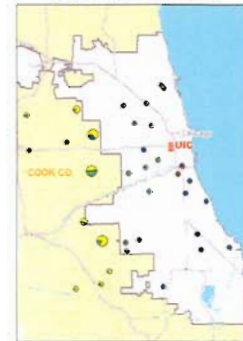Latino school placements: First Job

Ethnicity of ST sites and First Teaching Schools
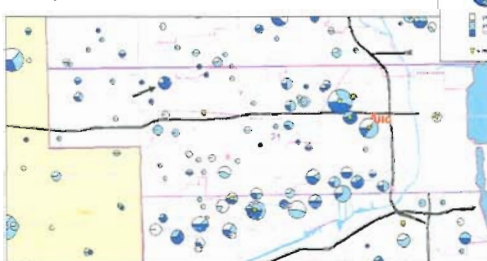Mixed school placements: First Job

Ethnicity of ST sites and First Teaching Schools
White school placements: First Job

Recently certified UIC teachers in West Side schools in 2003

Initial teaching sites for Alternative Route certification programs
2001-2004 placements

Where Are We Now?

- We've looked at 4 relationships
  - We know better where we are
  - We've seen where we aren't

- Local context shapes our work
  - Engaging our urban context and rethinking our practice
- *Critical* reflection a crucial component of this work
  - Unpacking these relationships allows us to ask new questions that we would not have otherwise asked
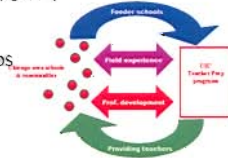
Appendix II

Background for Planning

The last College of Education (COE) strategic plan covered the period from 1998-2003. Ideally, we would have completed a plan to over 2004-2009, but an Illinois State Board of Education (ISBE)-mandated conversion to standards-based certification programs, two sets of program reviews, and two higher-order strategic planning processes intervened, and ironically, now inform this document. These impending reviews and planning processes forced us to turn our attention to the preparation for these activities. Of course, we also realized that the planning processes and reviews would serve as a source for valuable internal assessment and external scanning data, information, and feedback. (See the COE Strategic Planning Critical Events Timeline in Appendix III.)

With the exception of the programs in Literacy Language and Culture; the newly approved Ph.D. in Educational Psychology; and the Ed.D. in Urban Education Leadership; the external reviewers associated with the Illinois Board of Higher Education (IBHE) review visited us in the spring of 2005. Their reports were submitted to us in May of 2005. These reports, and our responses to the reports, may be obtained from the College Associate Dean for Academic Affairs.

The ISBE review visit was postponed until the spring of 2007, but the program coordinators have already gathered much of the data and information necessary for the report. The Executive Director of the Council on Teacher Education and the UIC program coordinators will work to complete the reports by the early spring 2006 due date.

In addition to these program reviews, the campus began a "Strategic Thinking" process under the leadership of the Provost. In the spring of 2005, as President White arrived, he announced that the University of Illinois would engage in a Strategic Planning process. Our Associate Dean for Academic Affairs served on the Strategic Thinking 2010 Committee for eighteen months, and at present, our Dean is a member of the UIC Planning Council. The Dean and Associate Dean serve as the information conduit between the university, campus, and College planning processes. The present report format conforms to the plan guidelines outlined by President White. The goals and action items developed at the 2005 Leadership Retreat are available at http://tigger.uic.edu/htbin/retreat/index.cgi.

The COE also engaged in internal and external scanning by inviting speakers to faculty and staff meetings to discuss various issues of strategic importance to the College. A list of speakers may be found in Appendices I, C and E. These discussions influenced our thoughts about the organizational structure, programs, and resources required to meet future challenges and opportunities.
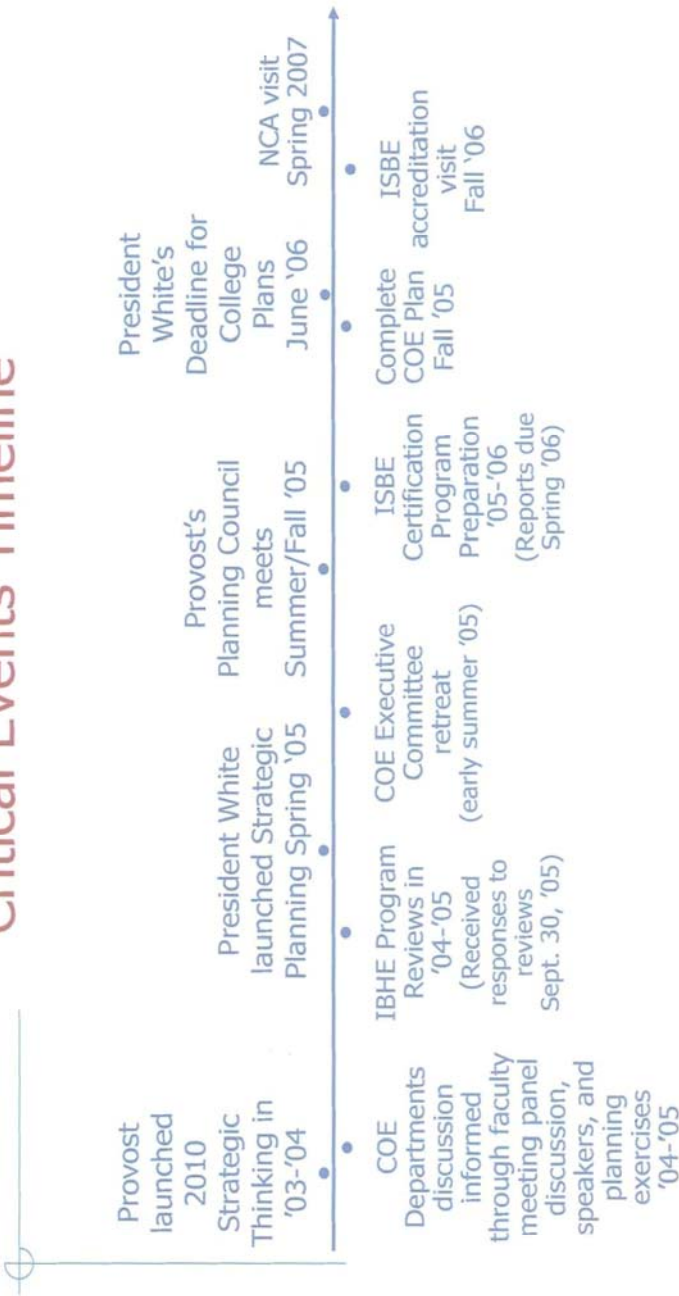
With data and information gleaned from the various planning processes listed above, and an analysis of internal strengths and weaknesses, and external opportunities and threats (Appendix I), the COE Executive Committee engaged in two planning retreats; May 26-27, and November 1, 2005, during which the College mission, strategic

directions, and spanning strategies were outlined. This report is largely a product of their deliberations.

During the fall 2005 term, COE faculty, staff, and students were invited to respond to the report on November 11, 2005. The College of Education faculty voted on and approved the draft report on January 13, 2006.

Appendix III

Appendix III
COE Strategic Planning
Critical Events Timeline

Provost launched 2010 Strategic Thinking in '03–'04

President White launched Strategic Planning Spring '05

Provost's Planning Council meets Summer/Fall '05

President White's Deadline for College Plans June '06

NCA visit Spring 2007

COE Departments discussion informed through faculty meeting panel discussion, speakers, and planning exercises '04–'05

IBHE Program Reviews in '04–'05 (Received responses to reviews Sept. 30, '05)

COE Executive Committee retreat (early summer '05)

ISBE Certification Program Preparation '05–'06 (Reports due Spring '06)

Complete COE Plan Fall '05

ISBE accreditation visit Fall '06

Appendix IV

Competitive Benchmark Analysis
Colleges/Schools of Education

Institution/ Ranking	UCLA 2	U-WA tied 11	MSU 14	UT- Austin tied 15	UIUC 18	Pen State 29	ASU 32	Temple 35	UIC 42	Rutgers 43
Total Score	98	80	76	73	70	65	62	60	58	57
Peer Assessment Score	4.1	3.8	4.2	3.9	4.2	3.8	3.6	3/1	3.5	3.2
05 Mean GRE	558/601	531/577	538/630	531/594	563/681	518/588	522/600	553/540	516/553	524/601
05 PhD/Ed Accep. rate	30.9	42.1	48.0	38.6	41.1	38.9	28.8	32.0	59.1	29.3
05 Faculty/ Student Ratio	14.9	8.0	6.2	7.1	4.9	5.2	7.6	2.4	3.3	6.7
04-05 PhD/EdDs Granted	69	29	80	130	65	90	77	66	19	19
05 % PhD/Ed/SS	46.9	38.5	52.9	62.5	51.8	69.3	41.8	33.5	33.7	30.2
FY 04 & FY 05 05 Funded Research	$30.7	$27.19	$19.9	$20.9	$8.7	$9.8	$12.7	$14.9	$12.3	$10.6
05 Funded research/ faculty member	$613.8	$492.6	$174.6	$168.9	$91.7	$84.8	$140.7	$194.0	$260.9	$185.7

References

Allen, W. R. (1991). Introduction. In W. R. Allen, E. Epps, & N. Haniff (Eds.), <u>College in black and white: African-American students in predominantly White and in historically Black public universities </u>(pp. 1-14). Albany: State University of New York Press.

Ayers, W. (2004). <u>Teaching the personal and the political: Essays on hope and justice</u>. New York: Teachers College Press.

Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2003). <u>The draw of home: How teachers' preferences for proximity disadvantage urban schools (Working Paper 9953)</u>. Cambridge, MA: National Bureau of Economic Research.

Brown, D. R., & Gary, L. E. (1991). Religious socialization and educational attainment among African Americans: An empirical assessment. <u>Journal of Negro Education</u>, <u>60</u>, 411-426.

<u>Children in urban areas are increasingly low income</u>. (November, 2005). The National Center for Children in Poverty. New York: Columbia University Mailman School of Public Health.

Clewell, B. C., & Villegas, A. M. (2001). <u>Absence unexcused: Ending teacher shortages in high-need areas</u>. Washington, DC: The Urban Institute.

Cooper, P. M. (200X). Does race matter? In XX, pp. 47-63.

Cooper, P. M. (2003). Effective white teachers of black children: Teaching within a community. <u>Journal of Teacher Education</u>, <u>54</u>, 413-427.

Cross, W. E., Jr. (1995). The psychology of Nigrescence: Revising the Cross model. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), <u>Handbook of multicultural counseling</u> (pp. 93-122). Thousand Oaks, CA: Sage.

<u>Educational level of Illinois' workforce projected to decline</u>. (November, 2005). The National Center for Public Policy and Higher Education. San Jose, CA: NCHEMS.

Gay, G., Dingus, J. E., & Jackson, C. W. (2004). <u>The presence and performance of teachers of color in the profession</u>. Washington, DC: The National Collaborative on Diversity in the Teaching Force.

Gutstein, E., & Peterson, B. (Eds.).   (2005). <u>Rethinking mathematics: Teaching social justice by the numbers</u>. Milwaukee: Rethinking Schools, Ltd.

Haberman, M. (1996). Selecting and preparing culturally competent teachers for urban schools. In J. Sikula, T. Buttery, & E. Guyton (Eds.), <u>Handbook of research on teacher education (2<u>nd</u> ed., pp. 747-760</u>. New York: Macmillan.

Haberman, M. (2003). Who benefits from failing urban school districts? An essay on equity and justice for diverse children in urban poverty. <u>EducationNews.org</u>.

Harper, S., Bolden, M., & Samuels, L. (2004, April). Connecting African American first year students to predominantly White institutions. Presentation at the Conference of the American College Personnel Association, Philadelphia, PA.

Hartocollis, A. (2005, July 31). Who needs education schools? *New York Times.* Retrieved October 28, 2005 from the New York Times Web site: http://www.nytimes.com/2005/07/31/education/edlife/hartocollis31.

Irvine, J. J. (2003). When difference makes a difference. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Kozol, J. (2005, September). Still separate, still unequal: American's educational apartheid. *Harper's Magazine, 311*(1864), 41-54.

Ladson-Billings, G. J. (2005). Is the team all right? Diversity and teacher education. Journal of Teacher Education, 56, 229-234.

Levine, A. (2005, May 27). *Why should I worry about schools my children won't attend?.* Retrieved October 28, 2005 from Teachers College, Columbia University, News Web site: http://www.tc.columbia.edu/news/article.htm?id=5150.

Martin, D. B. (2000). Mathematics success and failure among African-American youth: The roles of sociohistorical context, community forces, school influence, and individual agency. Mahwah, NJ: Lawrence Erlbaum Associates.

Metz, M. H. (1990). How social class differences shape teachers' work. In M. W. McLaughlin, J. E. Talbert, & N. Bascia, (Eds.), The contexts of teaching in secondary school: Teachers' realities pp. 40-110. New York: Teachers College Press.

Nance, O. (2005). First year journey: Spirituality and religion in the lives of five African American Christian students. Unpublished doctoral dissertation, University of Illinois at Chicago, Chicago.

National Collaborative on Diversity in the Teaching Force. (2004). Assessment of diversity in America's teaching force: A call to action. Washington, DC: National Education Association.

Nettles, M. (1988). Toward Black undergraduate student equality in American higher education. Westport, CT: Greenwood Press.

Pappas, C. C., Kiefer, B. Z., & Levstik, L. S. (2006). An integrated language perspective in the elementary school: An action approach (4th ed.). Boston: Allyn and Bacon.

Pappas, C. C., & Zecker, L. B. (Eds.) (2001). Teacher inquiries in literacy teaching-learning: Learning to collaborate in elementary urban classrooms. Mahwah, NJ: Lawrence Erlbaum Associates.

Pappas, C. C., & Zecker, L. B. (2001). Transforming literacy curriculum genres: Working with teacher researchers in urban classrooms. Mahwah, NJ: Lawrence Erlbaum Associates.

Quartz, K. H., Olsen, B. and Duncan-Andrade, J. (2003). The Fragility of Urban Teaching: A Longitudinal Study of Career Development and Activism. UCLA's Institute for Democracy, Education, & Access. Retention Report Series. Paper rrs-rr002-1003.

Tucker-Raymond, E., Varelas, M., Pappas, C. C. with Korzh, A. & Wentland, A. (in press). "They probably aren't named Rachel:" Young children's emergent multimodal narratives of scientist identities. Cultural Studies in Science Education.

Varelas, M., & Pappas, C. C. (in press). Intertextuality in read-alouds of integrated science-literacy units in primary classrooms: Opportunities for the development of thought and language. Cognition and Instruction. (Fully co-authored.)

Varelas, M., Pappas, C. C., with Rife, A. (in press). Exploring the role of intertextuality in concept construction: Urban second-graders make sense of evaporation, boiling, and condensation. Journal of Research in Science Teaching. (Joint lead authorship of the first two authors.)

Varelas, M., House, R., & Wenzel, S. (2005). Beginning teachers immersed into science: Scientist and science teacher identities. Science Education, 89, 492-516. Pappas, C. C., Varelas, M., Barry, A., & Rife, A. (2003). Dialogic inquiry around information texts: The role of intertextuality in constructing scientific understandings in urban primary classrooms. Linguistics and Education, 13(4), 435-482. (Joint lead authorship of the first two authors)

Varelas, M., Becker, J., Luster, B., & Wenzel, S. (2002). When genres meet: Inquiry into a sixth-grade urban science class. Journal of Research in Science Teaching, 39(7), 579-605.

Varelas, M., Luster, B., & Wenzel, S. (1999). Meaning making in a community of learners: Struggles and possibilities in an urban science class. Research in Science Education, 29(2), 227-245.

Varelas, M., & Pineda, E (1999). Intermingling and bumpiness: Exploring meaning making in the discourse of a science classroom. Research in Science Education, 29(1), 25-49.

Watkins, W. H. (2005). Black protest thought and education. New York: Peter Lang Publishing.

Watkins, W. H. (2001). The White architects of Black education: Ideology and power in America, 1865-1954. New York: Teachers College Press.

Watson, L. W., Terrell, M. C., Wright, D. J., & Associates (Eds.). (2002). How minority students experience college: Implications for planning and policy. Sterling, VA: Stylus Publishing.

Zeichner, K. M. (2003). The adequacies and inadequacies of three current strategies to recruit, prepare, and retain the best teachers for all students. Teachers College Record, 105, 490-519.