



School of Education Annual Report

May 1, 2008 - May 1, 2009

Submitted June 1st, 2009
Bette S. Bergeron, PhD
Dean



School of Education

Annual Report

Abridged

Submitted June 1, 2009

Bette S. Bergeron, Ph.D.
Dean

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE
SCHOOL OF EDUCATION

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I. INTRODUCTION

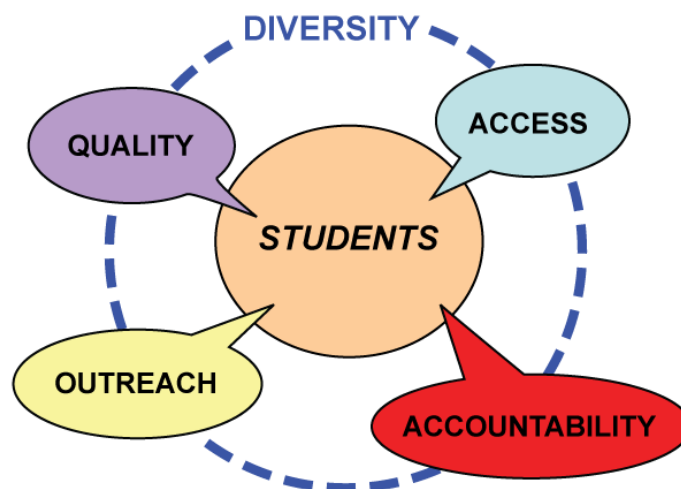


On behalf of the School of Education's faculty, staff, and students, it is my pleasure to provide an update on the many activities of the School accomplished during the 2009 academic year. The School of Education (SOE) has had a productive year in terms of its academic excellence, dissemination of scholarship, and outreach into the community. At the core of these activities is our mission to prepare high-quality and competent professionals for our region through programs and experiences that:

- integrate inquiry-based teaching, research, theory, and practice;
- engage learners in an inviting, collaborative, and rigorous academic atmosphere;
- challenge learners to synthesize discipline-based knowledge and to generate new perspectives;
- stimulate critical dialogue about social justice and equity that encourages ethical action; and
- promote participation in change strategies that serve the individual, the organization, and the community. (*SOE's Mission Statement, adopted in 2003*)

As described in the 2008 Annual Report, the SOE's activities are framed by a student-centered philosophy that guides its academic programs as well as the research and service opportunities undertaken by faculty, staff, and students. This philosophy and its guiding principles are roughly illustrated in Figure 1.

Figure 1. SOE Guiding Principles



As indicated in Figure 1, the guiding principles of this student-centered philosophy include quality, access, outreach, and accountability. A fifth principle, diversity, interacts and intersects with all aspects of the philosophy. The SOE recognizes that issues of diversity are critical in preparing professionals who can meet today’s unique social, economic, and cultural challenges. In order to more clearly articulate this commitment to diversity, the SOE’s Office of Diversity and Faculty Development (ODFD) was established in AY 08 to coordinate activities and initiatives and make this important work more visible both within the SOE and the community.

Through this report, an attempt is made to connect the School’s initiatives, opportunities, and challenges back to the student-centered philosophy and its principles. As Dean, these principles are used to guide my actions and determine priorities, which are collaboratively discussed across the unit. These principles and their definitions are evolving, as we as a School continue to better understand the needs of our students, the community, and the many disciplines that the SOE represents.

The guiding principles that define the School’s student-centered vision have also been articulated through the SOE’s academic goals and strategic planning to be described in this report. The academic goals, and their relationship with the academic priorities established through the Office of the Provost, are summarized in Table 1.

Table 1. AY 09 Academic Goals

| AY09 Academic Goals | |
|---|---|
| <i>SIUE Academic Affairs</i> | <i>School of Education</i> |
| <ul style="list-style-type: none"> • Academic Quality/ Effective Assessment • Enrollment Management • Faculty Development • Educational Outreach • Student Success | <ul style="list-style-type: none"> • Assessment Alignment • Leadership Development • Community Outreach • Diversity • Student Access • STEM Education |

I. A. CURRENT STATE OF THE SCHOOL

1. Faculty

The following section provides an overview of the School's current data related to faculty, enrollment trends, and graduation rates over the past 10 years. Analysis of significant changes is also offered.

Table 2 includes data comparing the SOE's tenure-track faculty by rank in the Fall of 1998, 2003, and 2008 (*source: SIUE Fact Book, 2009 ed., pg. 92*). Also included are the statistics for the School's full-time instructors. As indicated on this Table, the number of tenured/tenure-track positions has risen from 57 to 71 within the past decade, an increase of 25%. It could be suggested that this increase reflects the addition of tenure-track faculty to teach in the School's expanding graduate programs, which require faculty with a terminal degree, as well as overall enrollment growth trends within the University that necessitated corresponding growth in the faculty. Other areas of note include:

- There is a balance of male and female tenured/tenure-track faculty members in the SOE.
- There is a balance of tenured and tenure-track (not yet tenured) faculty members in the SOE.
- The number of full-time instructors has dramatically increased, in part due to the University's redefinition of this specific position and also due to the use of instructors for field experience supervision in many of the educator preparation programs.

Table 2. SOE Full-Time Faculty

| Rank | Fall 1998 | | | Fall 2003 | | | Fall 2008 | | |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | M | F | Total | M | F | Total | M | F | Total |
| Professor | 11 | 3 | 14 | 7 | 7 | 14 | 7 | 5 | 12 |
| Associate Professor | 11 | 6 | 17 | 6 | 12 | 18 | 10 | 14 | 24 |
| Assistant Professor | 15 | 11 | 26 | 15 | 20 | 35 | 18 | 17 | 35 |
| Total TT Faculty | 37 | 20 | 57 | 28 | 39 | 67 | 35 | 36 | 71 |
| Instructors | 1 | 3 | 4 | 2 | 7 | 9 | 3 | 17 | 20 |
| Total Full-Time Faculty | 38 | 23 | 61 | 30 | 46 | 76 | 38 | 53 | 91 |

During AY 09, the SOE conducted seven successful tenure-track faculty searches. All positions were replacements for faculty no longer at SIUE (i.e., none were new position lines), and all were hired with the rank of Assistant Professor.

2. Students

Tables 3-5 illustrate the change in the numbers of students, credit hour production, and degrees awarded for undergraduate and graduate students in 1998, 2003, and 2008 (source: *SIUE Fact Book, 2009 ed., pgs. 58, 62, 66*).

Table 3. SOE Student Enrollments

| | 1998 | 2003 | 2008 |
|-----------------------|--------------|--------------|--------------|
| Undergraduates | 945 | 1,065 | 1,064 |
| Graduates | 692 | 797 | 608 |
| TOTAL | 1,637 | 1,862 | 1,672 |

Table 4. SOE Student Credit Hours

| | 1998 | 2003 | 2008 |
|----------------------------|---------------|---------------|---------------|
| Lower Undergraduate | 6,353 | 7,897 | 6,636 |
| Upper Undergraduate | 26,727 | 28,489 | 33,063 |
| Graduate I | 15,274 | 15,754 | 10,766 |
| Graduate II | 116 | 72 | 24 |
| TOTAL | 48,470 | 52,213 | 50,489 |

Table 5. SOE Degrees Awarded

| | 1998 | 2003 | 2008 |
|-------------------------------|-------------|-------------|-------------|
| Undergraduates | 373 | 420 | 478 |
| Graduates/Professional | 291 | 295 | 265 |
| TOTAL | 664 | 715 | 743 |

The predominant feature indicated by these data is the decline in graduate enrollments, credit hours, and degrees awarded over the past 10 years. However, what is not reflected in these data is the increase in graduate enrollment from 532 in AY 07 to the reported enrollment of 608 in AY 08, and increase of 14 % in one academic year. As described later in this report (see pages 23-24), a P-12 Graduate Working, formed in Fall of 07, has been working over the past two years to identify internal and external barriers to growth, create a system for identifying potential off-campus sites, and develop a marketing

strategy to enhance the SOE's visibility in the region. As a result, graduate enrollments and applications are increasing, and it is anticipated that this trend will continue into AY 10.

1. Accreditation Reviews

In May of 2008, the School of Education (SOE) was formally notified by the National Accreditation of Colleges of Teacher Education (NACTE) of its full accreditation. The next site visit will not occur until the spring of 2015. As reported last year, while the SOE's programs are fully accredited by NCATE, the final accreditation action report noted the following as weaknesses to be addressed before the next on-site visit:

- The unit has limited evidence that candidate dispositions are being assessed in all programs (advanced level).
- The unit does not systematically summarize, report, or use program level data to improve programs in the unit (initial level).
- The unit does not ensure consistent communication among university supervisors and cooperating teachers regarding the specific expectations for student teaching (initial and advanced levels).
- Candidates have limited opportunities to interact with faculty from ethnically diverse groups (initial and advanced levels).

As noted in this report's Introduction, accountability is one of the SOE's guiding principles. Concerns regarding dispositions and assessments that are part of the School's wider accountability plan are currently being addressed through a review, revision, and implementation of a data collection system in all of the SOE's preparation programs. During the past academic year, major improvements have been made to program assessment systems, including providing access to data and reports for program directors and faculty via the shared drive. More clearly articulated connections have also been made between the assessment systems from NCATE, the SOE, and SIUE. In addition, the SOE has implemented an assessment system for the advanced programs using a new graduate database, which has also been placed on the shared drive. Issues of diversity are being reviewed through the SOE's Office of Diversity and Faculty Development (ODFD). Among the activities conducted by the Office this year included the creation and implementation of the School's faculty search policies, which are aimed at increasing

the pool of high quality and diverse candidates during recruitment, and more systematic mentoring of junior faculty to increase the School's retention of all faculty members including those from diverse ethnic groups.

As noted in the 2008 Annual Report, the SOE's educator preparation programs must also be accredited by the Illinois State Board of Education (ISBE) in addition to national accreditation. In December of 2007, the state's certification board acted on the SOE's continued approval and accreditation based on input from the NCATE team. As a result, the ISBE has also fully accredited the SOE's preparation programs at both the initial and advanced levels.

In addition to the school-wide accountability system and NCATE, the SOE's individual educator programs must also be reviewed and approved by Specialized Professional Associations (SPAs). During the 2009 academic year, the SOE achieved National Recognition for Foreign Language Education, Science Education, Early Childhood Education, and School Psychology. The first two programs achieved recognition through the School's collaborative efforts with colleagues in the College of Arts and Sciences. The School's Speech Pathology and Audiology program received its annual accreditation report from the Council of Academic Programs in Speech-Language Pathology and Audiology, which noted that the SOE's program continues in good standing.

2. Program Reviews

To date, all of the SOE's programs are currently in good standing with the University, with no programs being flagged for priority review or possible termination.

3. Certification Scores

In order to be certified in the State of Illinois, all prospective P-12 educators must pass a series of professional exams. For classroom teachers, this includes:

- *Illinois Test of Basic Skills*- taken prior to admission into teacher education
- *Content Area Test*- taken prior to admission to student teaching
- *Assessment of Professional Teaching*- taken prior to certification

- *Special Education General Curriculum Test*- taken by special education candidates prior to certification

Because the Basic Skills and Content tests are “gatekeeping” assessments, all of the SOE’s students must successfully pass these exams if they are to complete a preparation program at SIUE. Therefore, pass rates on these exams do not provide the School with useful data regarding its programs or students as they are artificially high (i.e., 100%). Recent results from the Assessment of Professional Teaching, typically taken during student teaching, are provided in Tables 6 and 7.

Table 6. Professional Exam Pass Rates 2006-2007

| <i>Program Year 2006-2007</i> | | | | |
|-------------------------------|----------------------|----------------------|----------------------|------------------------|
| | Number Tested | Number Passed | SOE Pass Rate | State Pass Rate |
| Birth to Grade 3 | 29 | 29 | 100% | 100% |
| Grades K-9 | 109 | 109 | 100% | 100% |
| Grades 6-12 | 85 | 84 | 99% | 100% |
| Grades K-12 | 109 | 106 | 97% | 99% |

Table 7. Professional Exam Pass Rates 2007-2008

| <i>Program Year 2007-2008</i> | | | | |
|-------------------------------|----------------------|----------------------|----------------------|------------------------|
| | Number Tested | Number Passed | SOE Pass Rate | State Pass Rate |
| Birth to Grade 3 | 25 | 25 | 100% | 100% |
| Grades K-9 | 116 | 114 | 98% | 99% |
| Grades 6-12 | 80 | 80 | 100% | 100% |
| Grades K-12 | 93 | 92 | 99% | 99% |

The Assessments of Professional Teaching have particular relevance for the SOE and its preparation programs because these exams, which are based directly from the state’s professional teaching standards, assess students’ professional knowledge and pedagogical skills that they gain through their methodology courses and field experiences. As indicated in Tables 6 and 7, the pass rates of the SOE’s students on these critical exams are consistently high. The state averages are also high, in part because some institutions in the state require successful completion of these exams *before* a degree is granted (therefore artificially raising the pass rates to 100%).

Students in the SOE’s two administration programs, which lead to certification for school-level administrators or superintendents, also must pass a state exam prior to state certification. As reported in 2008, the accuracy of these data is compounded due to inconsistencies in reporting (e.g., students can choose where to send their test results, and therefore not all of the respondents indicated in Table 8 below actually completed an SIUE program) and the possibility for duplicate respondents (e.g., a student may have taken the exam in 2007 and failed, but attempted the exam again in 2008 and passed; both attempts are included in the data). Given these potential inaccuracies, however, the data do still indicate that SIUE’s completers in the administration programs are highly successful in passing the required state certification exam. Table 8 summarizes the pass rates for School Administration. The state’s pass rate on this exam during AY 09 was 98%. In addition, it should be noted that *all* SIUE-reported students who have taken the exam for the Superintency since November of 2004 have passed this exam (a total of 28 students at 100% pass rate). The state’s pass rate for AY 09 was 94%.

Table 8. Principal Exam Pass Rates 2005-2009

| <i>School Administration Exam Results</i> | | | |
|---|----------------------|----------------------|----------------------|
| <i>Principal</i> | | | |
| AY | Number Tested | Number Passed | SOE Pass Rate |
| AY 05 | 67 | 66 | 98.5 |
| AY 06 | 99 | 87 | 87.9 |
| AY 07 | 87 | 79 | 90.8 |
| AY 08 | 54 | 51 | 94.4 |
| AY 09* | 35 | 32 | 91.4 |

**(AY 09 data is incomplete, and includes tests only to February of 2009)*

Students in the Speech-Language Pathology program must pass the National Examination in Speech-Language Pathology before being certified. The SOE’s pass rate for 2009 was 100%. Comparatively, the national pass rate for 2008 was 84.7% (national data is not yet available for 2009). Table 9 overviews the program’s pass rates for the past three years.

Table 9. SPPA Exam Pass Rates 2007-2009

| <i>National Examination in Speech-Language Pathology Pass Rates</i> | | |
|---|-------------|------------------------|
| | SIUE | National |
| 2007 | 100% | 88% |
| 2008 | 96% | 84.7% |
| 2009 | 100% | <i>(not available)</i> |

Program Surveys. The SOE uses a variety of data points, in addition to mandated certification tests, to determine its strengths and areas of need. This allows the SOE and its faculty to demonstrate its accountability to its accreditors and community constituents and, most importantly, to insure programmatic quality for its students. For example, the SOE administers a survey of program completers at the conclusion of each student teaching each semester. Tables 10 and 11 overview candidates' perceptions of two areas of their teacher preparation program; these questions are based on a four-point Likert scale, with a rating of four indicating "strongly agree."

Table 10. Competence to Teach

| <i>Survey Item: I gained the necessary competence in the knowledge, skills, and dispositions needed to teach in my certification area(s).</i> | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Program | Mean (2005-06) | Mean (2006-07) | Mean (2007-08) | Mean (2008-09) |
| Early Childhood | 3.16 | 3.5 | 3.2 | 3.34 |
| Elementary Education | 3.22 | 3.34 | 3.14 | 3.18 |
| Special Education | 3.56 | 3.2 | 2.92 | 3.21 |
| Secondary Education | | | 3.32 | 3.27 |
| Physical Education | | | | 3.62 |

Table 11. Teaching Models and Techniques

| <i>Survey Item: I learned a variety of teaching models and instructional techniques.</i> | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Program | Mean (2005-06) | Mean (2006-07) | Mean (2007-08) | Mean (2008-09) |
| Early Childhood | 3.36 | 3.5 | 3.13 | 3.32 |
| Elementary Education | 3.42 | 3.44 | 3.41 | 3.44 |
| Special Education | 3.81 | 3.52 | 3.08 | 3.32 |
| Secondary Education | | | 3.03 | 3.02 |
| Physical Education | | | | 3.54 |

These data indicate that, overall, candidates feel that the SOE's programs have prepared them for their future classrooms. However, these data will need to be monitored closely to insure that programmatic quality is maintained.

Data from internal "transition points" are collected and analyzed annually. This comprehensive assessment system tracks data from across programs in order to ascertain a unit-wide evaluation of the School's educator preparation programs. These data are annually summarized by the Associate Dean for Academic Affairs (Dr. Mary Weishaar), in collaboration with program directors and chairs. The AY 08 report includes the following conclusions:

- Candidates possess the appropriate content knowledge to enter teacher education programs.
- Candidates display appropriate professional and pedagogical knowledge to succeed in student teaching.
- Candidates view field experiences as valuable and are satisfied with student teaching supervision.
- Almost all candidates are satisfied with the quality of their teacher education programs.
- Candidates consider teaching diverse students, preparation to teach reading, use of technology, and preparation in behavior management as concerns.
- Field assessments are inconsistent in how results are reported and how candidates are evaluated.

The SOE also participates in an annual state survey in collaboration with Illinois' public universities that assesses graduates' perceptions of their teacher education programs and their readiness to begin their teaching careers. These surveys are administered after the novices' first year in the classroom. Data comparing the SOE's graduates with those from across the state from 2005-2008 are provided in Table 12.

Table 12. Novice Teacher Survey 2005-2008

| Novice Teacher Satisfaction W/ Teacher Preparation Program IL State Survey, 2005-2008 | | | | | | | | |
|--|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| | 2005 | | 2006 | | 2007 | | 2008 | |
| | <i>SIUE</i> | <i>IL</i> | <i>SIUE</i> | <i>IL</i> | <i>SIUE</i> | <i>IL</i> | <i>SIUE</i> | <i>IL</i> |
| Interaction w/ faculty | 95% | 93% | 91% | 93% | 96% | 94% | 96% | 95% |
| Program Advising | 81% | 82% | 84% | 83% | 84% | 82% | 91% | 83% |
| Overall program quality | 97% | 92% | 94% | 93% | 94% | 92% | 96% | 92% |
| Student teacher supervision | --- | --- | 88% | 90% | 86% | 90% | 97% | 92% |
| Preparation to teach ELLs | 24% | 24% | 27% | 23% | 18% | 21% | 16% | 22% |
| Preparation for multicultural ed | 60% | 61% | 59% | 57% | 60% | 58% | 62% | 59% |
| Preparation for accommodations | 78% | 68% | 68% | 69% | 72% | 71% | 72% | 72% |
| Preparation to use technology | 57% | 63% | 66% | 68% | 64% | 71% | 70% | 71% |
| Developmentally appropriate instr | 78% | 85% | 91% | 84% | 88% | 87% | 94% | 88% |
| Preparation for assessment | 95% | 84% | 84% | 85% | 86% | 85% | 93% | 85% |
| Managing student behavior | 70% | 63% | 69% | 64% | 64% | 63% | 61% | 65% |
| Preparation for content | 76% | 85% | 85% | 84% | 82% | 85% | 87% | 84% |
| Establishing classroom equity | 73% | 72% | 67% | 72% | 72% | 72% | 75% | 76% |

In 2007, the state piloted a similar survey with graduates from administration programs (those leading to Type 75 certification). A summary of data collected during the 2008 administration of this survey is provided in Table 13, which reflects 28 program responders (because of the low N from SIUE and the state, pilot data from 2007 is not included).

Table 13. State Administration Survey 2008

| | Administration Graduate Satisfaction W/ Preparation Program IL State Survey, 2008 | |
|--------------------------------------|--|-----------|
| | 2008 | |
| | <i>SIUE (N=28)</i> | <i>IL</i> |
| Interaction w/ faculty | 100% | 93% |
| Program Advising | 86% | 75% |
| Choice of university | 97% | 96% |
| Choice of program | 97% | 96% |
| Preparation for administrative roles | 100% | 90% |
| Preparation to lead diverse schools | 79% | 85% |
| Faculty expertise | 89% | 87% |

Overall, these data suggest that the perceptions of SIUE's program graduates trend similarly to those from across the state and, in the case of the novice survey, that gradual increases in satisfaction are reported over time. Specific areas of strength for the SOE include satisfaction with interaction with faculty, program advising, student teaching supervision, preparation to teach developmentally appropriate practices, and overall program quality. Specific areas of concern include novices' perception of their preparation to teach children who are English Language learners, multicultural education, and managing student behavior. These are also reflective of concerns state-wide, and are being addressed by the SOE through its strategic planning process. However, it should also be noted that, because of low N of respondents per individual teacher education program, only aggregate data is represented. If program-specific data were possible, more accurate information on satisfaction trends could be achieved.

4. New Programs

As reflective of its efforts to enhance a student-centered mission through an emphasis on access and outreach, the School of Education has revised, developed, or is in the process of proposing new academic programs in the following areas:

- *Ed.D. in Educational Leadership:* A task force and planning group of faculty members have been working throughout the year to develop a proposal for the Ed.D. in Educational Leadership. In order to conduct a needs assessment, a

survey was sent to over 900 school and ROE administrators in 15 counties in Illinois, two counties in Missouri, and the City of St. Louis with the request to complete the survey and forward it to other interested professionals. Of the 653 unique responses that were received, 419 indicated a strong interest or interest in applying for a future program at SIUE. P-12 administration was specified as the program area of highest interest. The Ed.D. proposal was approved by the SOE's Academic Affairs Committee in May, 2009 and will be reviewed by the Graduate Council in Fall 09.

- *MSED in Curriculum & Instruction*: The creation of the MSED in Curriculum and Instruction (C&I) has enabled the Department of C&I to provide a broader range of advanced professional study opportunities which appeals to a more diverse group of educators, therefore enhancing program access. The first P-12 off-campus cohort will begin in Litchfield in Summer 2009.
- *Initial and Subsequent Teacher Education Program (INSTEP)*: The Department of C&I is in the process of developing curriculum for a new program proposal that will make it possible for non-traditional students with a bachelor's degree in an area other than education to become certified as an elementary teacher (K-8). The INSTEP program will also make it possible for educators with certification in an area other than elementary to obtain subsequent certification. INSTEP specifically focuses on the School's principles of access and outreach, while attempting to increase enrollment of non-traditional working adults from a range of diverse experiences.
- *Revision of the Master of Arts in Teaching (MAT)*: The curriculum of the MAT was revised to enable students to complete the program in May rather than August, and thus complete certification earlier in order to be more competitive for job opportunities that become available at the start of the school year. Credit and contact time was shifted into Block I (Summer) and Block II (Fall) to better prepare students for student teaching in Block II (Spring). Block IV (2nd Summer) was deleted. Increased emphasis will be

placed on the middle school with the intention of receiving approval from ISBE for a Middle Level Endorsement for MAT students.

- *Physical Education Pedagogy Program:* In order to increase student access, the Department of Kinesiology and Health Education (KHE) is revitalizing its graduate Pedagogy program to provide approximately half of the course experiences online. This will allow individuals who have coaching or other school-related obligations after school the option to take online courses during the school year, with opportunities for face-to-face courses in the summer. A needs assessment survey conducted in the Spring of 2009 was emailed to 762 building administrators across the Metro East with instructions to forward the survey to others that might be interested in a PE graduate degree; the survey was also sent directly to 263 local PE/Health educators. A total of 137 educators returned the survey. This program is currently under review by the SOE's Academic Affairs Committee.
- *Community Health:* Revisions of the undergraduate Community Health concentration in KHE have been approved. These revisions included a more identified focus on future trends and directions within the field of Community Health and extensive community partnerships.
- *Post-Master's Certificate in Special Education:* In June of 2008 the IBHE approved the 24-semester hour Post-Master's Certificate in Special Education as an extension of the existing M.S.Ed. in Special Education. This program is intended for candidates who hold a master's degree in teaching and possess an Illinois teaching certificate.
- *Library Information Specialist:* A new option in Instructional Technology has been developed for the area of Library Information Specialist. This has been approved as an endorsement on existing teaching certificates by IBHE.

Each of these programmatic changes reflects the SOE's principles of increasing access to prospective students and providing outreach through collaborative efforts with other educational agencies. A priority is also placed on maintaining programmatic quality to

insure that students benefit from professional development that is both rigorous and applicable, while encouraging diversity in perspectives and experiences.

5. Summary of Faculty Scholarship Outcomes

Within the School of Education, faculty scholarship outcomes are most typically evidenced through dissemination of research in publications in professional journals, paper or poster presentations at conferences, books, and book chapters. Although not currently as prevalent, some faculty members also extend their research through funded external grants or through proceedings. The following sections overview the faculty's productivity.

Scholarship Summaries. Data regarding faculty's productivity through dissemination in professional publications and conference presentations, as well as information on submitted and funded external grants, were gathered through two sources. Table 14 overviews the data drawn from the faculty's Annual Productivity Reports (APR) which were submitted by the faculty in Spring 09.

Table 14. Faculty Scholarship Summary- APR 2008-09

| | Type of Scholarship | AY 08 | AY 09 |
|---|----------------------------|--------------|--------------|
| <i>Publications</i> | Journal Articles | 169 | 103 |
| | Proceedings | Unknown | 15 |
| | Books | 8 | 7 |
| | Book Chapters | 37 | 30 |
| <i>Presentations</i> | Peer-Reviewed | 196 | 132 |
| | Non Peer-Reviewed/Invited | Unknown | 78 |
| <i>Creative Activities</i> | | N/A | N/A |
| <i>External Grants Submitted</i> | National/State/Local | 33 | 41 |
| <i>External Grants Received</i> | National/State/Local | 18 | 22 |

In order to garner more specific information on the faculty's publications, the SOE faculty was sent an electronic request to submit the titles of their publications to the Dean's Office, indicating the type of publication (e.g., peer reviewed). Of the 60 tenured/tenure-track faculty (without administrative assignments), 52 responded to the request for information (87% of the faculty responded). A total of 85% of the SOE's

tenure-track faculty reported having a peer-reviewed publication during AY 09. These data are summarized in Table 15.

Table 15. Faculty Scholarship Summary- Direct Inquiry Spring 2009 (Academic Year)

| | Type of Scholarship | AY 08 | AY 09 |
|-----------------------------------|--|--------------------|--------------|
| <i>Publications</i> | Journal Articles- Peer Reviewed | 75 <i>(63)*</i> | 49 |
| | Journal Articles- Non Peer-Reviewed/Invited | 10 <i>(8)</i> | 12 |
| | Proceedings- Peer- Reviewed | 10 | 11 |
| | Proceedings- Invited | 0 | 0 |
| | Books- Peer-Reviewed | 6 <i>(5)</i> | 4 |
| | Books- Non Peer-Reviewed/Invited | 4 | 1 |
| | Book Chapters- Peer-Reviewed | 11 <i>(5)</i> | 12 |
| | Book Chapters- Non Peer-Reviewed | 10 <i>(4)</i> | 8 |
| <i>Presentations</i> | Peer-Reviewed | 109 | 110 |
| | Non Peer-Reviewed/Invited | 14 | 18 |
| | Local (combined reviewed/non reviewed) | 13 | 11 |
| | Regional (combined reviewed/non reviewed) | 21 | 22 |
| | National (combined reviewed/non reviewed) | 78 | 73 |
| | International (combined reviewed/non reviewed) | 11 | 22 |
| <i>Creative Activities</i> | | N/A | N/A |

**Italicized counts indicate total after "in press" publications are removed.*

In comparing output from AY 08 to AY 09 (see Tables 14 and 15), increases are reported in the number of international presentations, where there do appear to be decreases in productivity as related to peer-reviewed journal articles. However, as noted in italics on Table 15, in-press publications were included in counts in AY 08 but were not counted in AY 09. These discrepancies have been corrected (in italics), which brings the reduction in total number of peer-reviewed journal articles to 14 (-33%).

As reported in the SOE's 2008 Annual Report, comparisons between the data gathered through the APR and direct solicitation do result in discrepancies in terms of reported scholarly output. This is due in part to the predominance of joint research among the

SOE's faculty. For example, though the APR data indicates that the faculty reported a total of 103 journal articles published, the direct faculty survey articulated a total of 49 articles. When reviewing actual article citations, however, it is evident that a large proportion of faculty members publish articles with their colleagues. Therefore, the APR number is artificially high, because it does not account for these duplications. Cross-disciplinary research does appear to be a strength of the SOE faculty, both within and across SOE's departments. Discrepancies in reporting activity for a calendar year versus an academic year also confound the accuracy of data collected.

Tables 16 and 17 provide a descriptive analysis of the SOE faculty's activity in regards to external grants. As indicated in the data below, the SOE's faculty was successful in receiving funding totaling \$1,388,632 for AY 09. This is up from \$1,065,193 as compared to AY 08. In addition, SOE faculty currently have 12 external grants under review, totaling \$4,035,061.

Table 16. SOE Funded Grants 2008

| Project Title | Agency/Sponsor | Unit | Submitted Amount | Award Amount |
|--|---|-------------|-------------------------|---------------------|
| Abraham Lincoln and the Forging of Modern America | National Endowment for the Humanities | C&I | 151137 | 151137 |
| 2008 Illinois Youth Mentoring Program | Children's Home and Aid Society of Illinois (CHASI) | PSYCH | 12320 | 18430 |
| Exercise Dose and Nonalcoholic Fatty Liver Disease | National Institutes of Health | KHE | 102086 | 102086 |
| Southern Illinois Professional Development Center | ICCB (Adult and Family Literacy Division) | SOE | 347972 | 347972 |
| Teaching with Primary Sources | Library of Congress | SOE | 191000 | 191000 |
| Reforming Educational Systems to Support Early... | U.S. Department of Education via ISBE | SECD | 455000 | 455000 |
| School Psychology Graduate Assistantship | Triad CUSD #2 | PSYCH | 3695 | 3695 |
| MASLI2-SM | ISBE | C&I | 35938 | 35938 |
| Piasa Bluffs Writing Project | National Writing Project | C&I | 46000 | 46000 |
| Southern Illinois Professional Development Center | ICCB (Adult and Family Literacy Division) | SOE | 27000 | 27000 |
| Grow Your Own Illinois | ISBE | SOE | 8374 | 8374 |
| Discovering the Middle East Through Literature... | AmerenIP | C&I | 36112 | 2000 |
| Totals | | | 1,416,634 | 1,388,632 |

Table 17. SOE Unfunded/Submitted Grants 2008

| Project Title | Agency/Sponsor | Unit | Submitted Amount |
|---|---------------------------------------|-------------|-------------------------|
| Examining the Effectiveness of a Time-out... | The Spencer Foundation | PSYCH | 39966 |
| Resistance Training Dose for Weight Maintenance... | American Heart Association | KHE | 306572 |
| Success for All | U.S. Department of Education | EDL | 865652 |
| Applying Multimedia Research to Optimize Learning... | U.S. Department of Education | EDL | 865652 |
| The Liverpool Project: An Intercontinental... | International Reading Association | C&I | 5000 |
| Integration of Science, Literacy, and Technology... | IBHE | C&I | 339846 |
| Beyond "Making Out": Sexuality and Middle School... | International Reading Association | EDL | 4375 |
| Exercise Dose and Weight Loss Maintenance | National Institutes of Health | KHE | 360999 |
| Cultural Landscapes Collaboratory: Crossing Border... | American Council of Learned Societies | C&I | 136809 |
| The Power of Storytelling: A Day of Stories... | International Reading Association | C&I | 2000 |
| An Evaluation of the Relaxation Skills Violence... | NIH | PSYCH | 214500 |

Comparisons between funded and submitted/unfunded grants from AY 08 and 09 are provided in Table 18.

Table 18. External Grants AY 08-09

| Grant Production Comparisons | | | |
|-------------------------------------|----------------------|--------------------|----------------------------------|
| AY 08-09 | | | |
| | Funded Grants | Award Total | Unfunded/Submitted Grants |
| AY 08 | 13 | <i>\$1,065,193</i> | 9 |
| AY 09 | 12 | <i>\$1,388,632</i> | 11 |

In addition to the grant and publication outcomes, the scholarship of the following faculty members has been recognized:

- Dr. Yuliang Liu from the Department of Educational Leadership has received a \$10,650 STEP grant for his work on “An Experimental Study of Integrating Multimedia to Improve Mathematical Learning.”
- Drs. Stacie Kirk and Wendy Fuchs from the Department of Special Education and Communication Disorders, in collaboration with Dr. Erik Kirk from the Department of Kinesiology and Health Education, have received a STEP grant totaling \$11,857 for their work on “Promoting Cognitive Development through Obesity Prevention in Preschool Children.”

- Dr. Tianlong Yu from the Department of Educational Leadership received a \$6,709 STEP grant for his work on “What’s the Matter with Charter Education? A Case Study of Three Middle School.”
- Dr. Ralph Cordova (Curriculum and Instruction) has worked to develop “The Cultural Landscapes Collaboratory Summer Research Fellowship.” Specifically, the summer study will allow the generation of empirical knowledge on how teacher-researchers use writing and technology as inquiry tools to reform their practices. In collaboration with the Piasa Bluffs Writing Project, the empirical knowledge generated by the SRF will make the case for future funding opportunities to the National Writing Project and other community-based organizations.
- Drs. Christopher Rosnick (Psychology) and Steffany Chleboun (SECD) are actively participating in the K30 research activities associated with Washington University in St. Louis. Through this initiative, Drs. Rosnick and Chleboun have the opportunity to hone their research skills through professional development courses and mentoring.
- *Vitae Scholasticae: The Journal of Educational Biography* is now housed in the School of Education at SIUE. This print journal has been in operation for 25 years, and was previously located at York University in Toronto.
- The journal *Learning for Democracy: A Journal of Thought and Practice* housed in the SOE is now sponsored by the American Education Research Associate Special Interest Group “Democratic Citizenship in Education.” The journal editorial board has been invited to provide the Keynote Address to the 2010 AERA SIG business meeting.

In addition, students have been active participants with faculty members in engaging in and disseminating their research. The following are examples of students’ exemplary work:

- Two undergraduate students in Speech-Language Pathology presented their URA projects at the Illinois Speech-Language-Hearing Association Annual Convention held in February, 2009.

- Two graduate students in Speech-Language Pathology presented their Senior Assignment project at the Illinois Speech-Language-Hearing Association Annual Convention held in February, 2009.
- A student in Speech-Language Pathology received the Geriatric Research Education and Clinical Centers (GRECCs) Traineeship Award from the USA Department of Veterans Affairs through the Veterans Administration Medical Center In-Patient and Rehabilitation Care at Jefferson Barracks in St. Louis, MO.
- Bailey Williams, a graduate of the Clinical-Adult Psychology Program won SIUE's Outstanding Thesis Award.
- Thirty-one Psychology students had their research projects accepted for presentation at the annual meeting of the Midwestern Psychological Association in April, 2009. Two Psychology students, Jessica Warden and Bianca Trejo received Regional Research Awards for their work.

I. C. DEVELOPMENT EFFORTS AND OUTREACH

Initiatives related to outreach have been one of the specific strategic goals for the SOE during the 2009 academic year (see page 51). Outreach is considered as one of the School's guiding principles, particularly as it relates to providing students with access to academic programs, increasing the visibility of the School and institution, enhancing the quality of services provided to the community, and connecting to alumni and other constituents to garner support for the SOE's activities. The following section describes both the academic and development outreach activities for the School.

Academic Outreach/Graduate. A primary strategic goal for the SOE, as continued from AY 08, has been to increase the enrollment in its P-12 graduate programs, with a specific outreach effort to develop off-campus partnerships. These programs are designed to enhance the professional development of regional educators in a format that is competitive in the current post-secondary market (i.e., courses held on-site, schedules designed to accommodate working professionals, online and/or hybrid formats as appropriate).

As reported in AY 08, a P-12 Graduate Working Group was established in the Fall of 2007 that consisted of the Dean, Associate Deans, Chairs of affected departments, Program Directors, the Director of OCECA, and the Director for University/School Partnerships to specifically address this strategic goal. The activities of the Working Group have continued through AY 09. During this academic year, the following work has been conducted:

- The Director for University/School Partnerships conducted surveys specific to the C&I and Administration programs in Centralia and across identified sites in the northern region (i.e., Benld & Litchfield). In addition, a survey was distributed across the Metro East region specific to a modified Physical Education graduate program to ascertain level of interest for proposed program changes. An extensive survey was also distributed to 900 school and ROE administrators in 15 counties in Illinois, two counties in Missouri, and

the City of St. Louis that was specific to a needs assessment related to the proposed Ed.D. (see page 14).

- Prospective student orientation meetings were held in Kaskaskia, Litchfield, and Red Bud.
- Joint meetings were held with the SOE Dean and/or the Director of University/School Partnerships (Bill Porzukowiak) and the SIUE Director of Outreach at Kaskaskia Community College, Lincoln Land Community College, and Blackburn College.
- The Assistant Director for Graduate Programs visited 47 schools to provide information regarding SOE's graduate programs.
- New cohorts were begun in Red Bud, with planned new cohorts to begin in Kaskaskia and Litchfield for AY 10. (Table 19 summarizes the enrollment sites currently associated with off-campus P-12 graduate programs.)

Table 19. Summary of Off-Campus Graduate Cohorts

| Location | Start/End Year | Program | Number Currently Enrolled |
|---|-------------------------|----------------|----------------------------------|
| Belleville – Whiteside Middle School and Central Jr. High | Spring 2008/Spring 2010 | EDAD | 23 |
| | Spring 2008/Summer 2010 | LITERACY | 7 |
| Benld | Spring 2007/Spring 2009 | ELEM | 13 <i>Graduated Spring 09</i> |
| Centralia Jr. High | Spring 2008/Spring 2010 | EDAD | 14 |
| | Spring 2008/Fall 2009 | ELEM | 17 |
| Litchfield | Summer 2009/Summer 2011 | EDAD | 32 |
| | Summer 2009/Spring 2011 | CI | 17 |
| Red Bud SWIC Campus | Fall 2008/Summer 2010 | ELEM | 17 |
| | Spring 2009/Spring 2011 | EDAD | 29 |
| <i>Total Of-Campus Enrollment</i> | | | <i>169</i> |

In addition, discussions were held regularly within the Working Group regarding concerns related to maintaining programmatic quality and diversity while moving cohorts off-campus. The issues of quality and diversity, balanced with accessibility, will continue to guide planning decisions in the coming academic year.

During AY 08, the SOE was provided with SAGE funding through the Graduate College to support its graduate initiatives being coordinated through the SOE's P-12 Graduate Working Group. A specific focus was placed on developing off-campus programs for P-12 educators and recruiting prospective students for these programs. This was accomplished through the creation of a new Assistant Director of Graduate Programs position within the Office of Clinical Experiences, Certification, and Advisement (OCECA), engaging faculty in technology "workshops" to enhance capabilities in online and hybrid courses to broaden access, and initiating discussions to create an "Academy of Fellows" through which future lecturers could be identified.

The focus for the AY 09 SAGE activities built on the work initiated by the P-12 Graduate Working Group the previous year in order to enhance off-campus options and strengthen recruitment in and marketing of these programs. Specific areas of focus included the following:

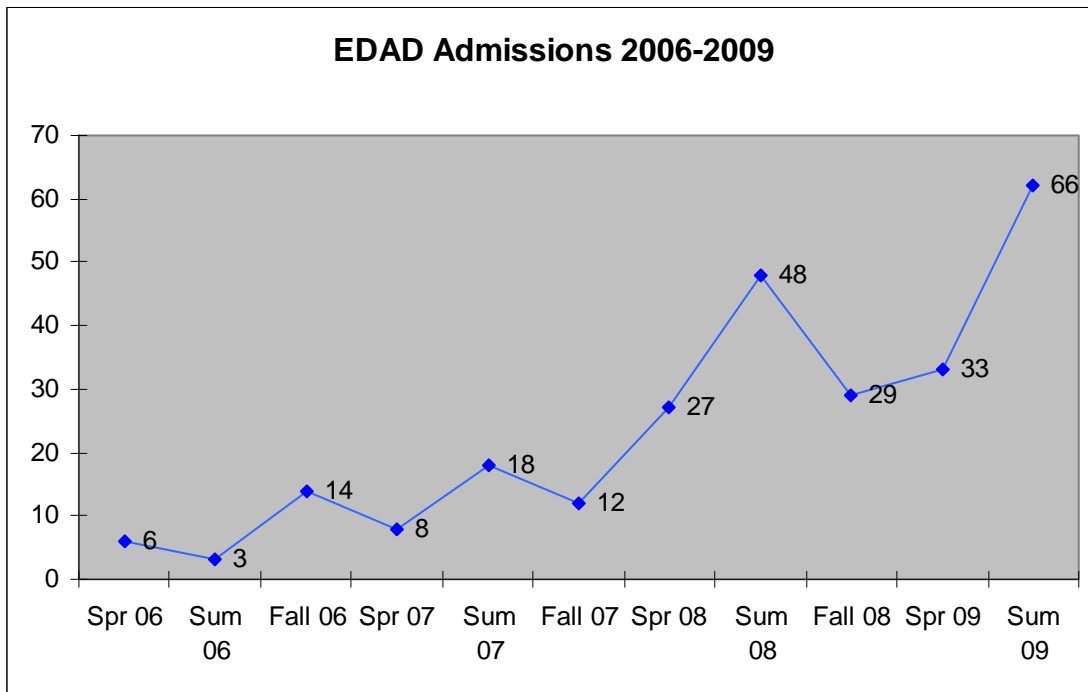
- *Marketing & Recruitment:* Faculty and staff across the SOE have collaborated in enhancing the quality and effectiveness of its marketing strategies, including those targeted to summer enrollment. Specific marketing work during AY 09 has included:
 - Coordinating marketing efforts with the SIUE's Marketing office and Outreach.
 - Developing a consistent "look" for the SOE's materials.
 - Creating one-page informational sheets for distribution at events.
 - Increasing contacts with local schools through informational tables and direct site visits from the Assistant Director for Graduate Programs.
 - Creating a summer marketing strategy that directs students to the SOE's summer webpage.

- Identifying a lead person within the SOE to communicate/facilitate school-wide efforts (Director of Instructional Technology, Jo Wottowa).
- *Academy of Fellows*: Initial work was made in AY 08 to develop the framework for establishing the SOE's "Academy of Fellows." A committee with representatives from each of the five academic departments, as well as the Director for University/School Partnerships, SOE's Director of Development, and SOE Dean, met regularly in AY 09 to conceptualize this Academy. Initially, the primary intent was to develop a cadre of teacher-leaders who could be tapped as potential adjunct faculty for the off-campus programs. As this initiative developed, however, its mission broadened to include the goal of "acculturating, developing, supporting, and honoring a cadre of professional leaders" that are willing to volunteer to serve the School of Education as Ambassadors, Advisors, Scholars, and Teaching Fellows. To date, over 350 community members have submitted applications as "charter members" of the Academy of Fellows, which celebrated its inaugural reception in May 2009. The Academy of Fellows is considered as one of the SOE's "Points of Pride" (see page 42).
- *OCECA*: In order to support efforts related to recruitment and retention of graduate students, the School restructured OCECA to include an Assistant Director for Graduate Programs (hired in AY 08) and a Graduate Assistant specific to the outreach efforts. These individuals handle the "red tape" and paperwork related to recruitment, admissions, and registration for graduate students in programs related to P-12 education. The Assistant Director is also inputting data for NCATE reports, handling phone queries, assisting in on-site registration, and serving as the liaison to departments. SAGE funds have been used to support these positions during AY 09.

As a result of this coordinated effort and focus on graduate recruitment, Spring 09 **graduate enrollment was up by 18.45%** as compared to Spring 08, and **graduate admissions for Fall 09 are up by 25.77%**. And although the data is still incomplete as students are still enrolling in summer courses at the time of this report, **graduate enrollments were up for the Summer 2009 by 19.21%** (data through May 22, 2009).

As indicated in Figure 2, the graduate admissions for the Administration program have seen a very specific and dramatic increase. Graduate outreach is considered one of the SOE's "Points of Pride" (see page 42).

Figure 2. Administration Program Admissions



Academic Outreach/Undergraduate. Although the School has focused its academic outreach initiatives on P-12 off-campus graduate programs, departments have also been involved with additional outreach initiatives to enhance access to students and to address goals of student diversity. The following two examples, which were established in AY 08 and fully implemented in AY 09, specifically address issues of student access and diversity, and are intended to become models for the School as it develops future programs for nontraditional students.

- *Early Childhood Off-Site Program (EChOS):* Providing an opportunity for working adults to complete an undergraduate college degree with certification in Early Childhood Education while continuing to work fulltime, the inaugural

cohort of the EChOS program has completed its first year of teacher education coursework. The EChOS cohort meets weekly in O'Fallon for two classes each semester and will complete certification requirements in 2011.

- *Grow Your Own (GYO)*: The Department of Special Education and Communication Disorders is collaborating with the East St. Louis District #189 and Southwestern Illinois College in a state-wide GYO initiative in the area of Special Education. This evening program is offered on-site in East St. Louis. Students began to take courses through the SOE in the Fall of 2008. As with the EChOS program, GYO is designed specifically for nontraditional students, with a specific focus on school-based paraprofessionals.

In addition to the specific EChOS and GYO programs, partnerships have been enhanced with community colleges, with a specific goal to broaden access to students who are underrepresented and to therefore increase the diversity of the SOE's student body. This outreach has been coordinated through the work of SOE's Director of OCECA, SIUE Office of Advisement, program directors, and community college partners to finalize clear plans for smooth transition from community colleges to SIUE. As a result, informal agreements (student advisement sheets) have been finalized for AAT degrees in Early Childhood Education and Special Education.

Additional Community Outreach. The SOE provides outreach for and within the community through a variety of venues. The majority of these initiatives is associated with academic programs, and as such provide students with the opportunity to engage with the community through experiences related to their professional preparation. Some examples of these outreach initiatives include (but are not limited to) the following:

- The SOE has made a focused effort on enhancing the academic experiences for students at the *East St. Louis Charter High School*. During the past academic year, the SOE has placed a "Faculty in Residence" at the school site, assisted in obtaining instructional technology for the school and providing technical assistance on its implementation and use, providing peer mentoring for students through participation of the SOE's teacher education students,

and offering professional development on literacy instruction for the charter school's faculty (see also the "Points of Pride, pages 39-40). This partnership clearly articulates the School's goals in diversity, outreach, and quality.

- Faculty in both the Departments of Psychology and Special Education and Communication Disorders (SECD) have continued their relationship with *SIUE Head Start in East St. Louis*. Four graduate students in the SPPA program provided assessment and intervention for over 1000 children enrolled at Head Start during 2008-09. Dr. Steven Hupp (Psychology) and his students also provided consultation to the East St. Louis Center Head Start Program throughout the year, completing behavioral screenings with 1000 children, and facilitating parent conferences for some of the families. Also underway is the Second Step prevention program, which was implemented in the Spring 2009 semester with the assistance of undergraduates in the Psychology program as part of "Project SHARE" (Social Health and Academic Readiness).
- The SOE continues its outreach to regional educators through *Teaching with Primary Sources Program (TPS)*, a national educational initiative through the Library of Congress Educational Outreach Division. Directed by Amy Wilkinson, the program collaborates with P-12 teachers, schools, and educational organizations by offering professional development programs that promote inquiry-based, standards-based learning experiences incorporating the Library of Congress' rich reservoir of online primary source materials. SIUE's TPS program began in 2002 and is one of 20 consortium members nationally in nine states. The program has worked directly with over 450 educators, mentored over 175 teachers through a "train the trainer" series, and has made over 85 presentations both on campus and within the community. The SIUE TPS program continues collaborations with other TPS consortiums nationally including 10 Illinois universities and colleges and 10 consortiums in other states. Collaborations involve program decisions on outreach, curriculum development, program assessment, and overall P-12 student impact.

- The *Southern Illinois Professional Development Center* is housed within the SOE, though administered through the Illinois Community College Board, where it is a part of the Illinois Adult Education Service Center Network. This Center provides a variety of training for adult educators and administrators across the state's 100 adult education programs including, but not limited to, the areas of literacy, evidence-based reading instruction, math, ADA compliance issues, Special Learning Needs Institute, transitions from the GED into post-secondary education and workforce, English as a Second Language, developing standards-based curriculum, and assessment. The Center, which is directed by Bevan Gibson, holds an annual regional conference each fall.
- The SOE is collaborating on a state-wide initiative entitled *Illinois ASPIRE (Alliance for School-based Problem-Solving and Intervention Resources in Education)* which provides professional development for school-based teams of educators focused on providing early intervention services for students that are aligned with the general school curriculum. This initiative is funded through the U.S. Department of Education, Office of Special Education and Rehabilitation Services. The SOE's principal investigator for the ASPIRE grant is Dr. Melissa Bergstrom (SECD).
- Faculty in the Departments of Curriculum and Instruction and Educational Leadership have been working with the *Illinois Math and Science Academy (IMSA)* to develop a partnership to offer summer residential study opportunities for middle and high school students, as well as to impact the preparation of high quality teachers in science and math. This initiative not only addresses the university's commitment to STEM education, but also focuses on outreach to the community by providing quality curricular experiences for the region's youth. The SIUIE/IMSA partnership has been identified as one of the SOE's "Points of Pride" (see page 42).
- Faculty in the Departments of C&I and SECD and the SOE's Diversity Education Project collaborated on the *Annual Inquiry Conference*, which brought together students in the undergraduate teacher preparation programs

and MAT with area educators to explore a breadth of topics focusing on diversity education. Held in May, 2009, this Conference included a keynote speaker who presented on “Un-Teaching Teacher Bias,” as well as opportunities for SOE students to share their inquiry work during conversational round table sessions.

- The Department of SECD held a full-day workshop in February, 2009 as part of the Debra Hoge Memorial Lecture Series. Over 400 participants attended the workshop on *Response to Intervention: Roles and Responsibilities of School Professionals*. Dr. Robert Daiber, the Madison County Regional Superintendent of Schools, was the Master of Ceremony and introduced the keynote speaker, Dr. James Helton, Superintendent of C.U.S.D. #5 in Waterloo, IL.
- For the second year in a row, teachers will be offered high quality professional development to extend content and pedagogical knowledge of Abraham Lincoln through the *National Endowment for the Humanities - Abraham Lincoln & the Forging of Modern America* Summer Institutes. P-12 teachers from across the country will spend a week in study both on the SIUE campus as well as in Springfield, IL. Dr. Caroline Pryor is the director of the project.
- Eighteen P-12 teachers from the Metro-East region will once again have the opportunity to extend their knowledge of effective ways to engage students in writing through the *National Writing Project - Piasa Bluffs Writing Project*, a month-long Invitational Summer Institute that is directed by Dr. Ralph Cordova. The PBWP also provides continued professional development opportunities throughout the school year, including a proposed “PBWP School Partnership Initiative” that establishes a professional development relationship between the PBWP, SOE, and P-12 school partners.
- The Speech-Language-Pathology program in the Department of SECD continues to build its *Augmentative and Alternative Communication* (AAC) services, and has increased its outreach from one district to five. It also expanded its services to include on-site teacher training for those educators who have students in their classrooms using either low-tech or electronic

alternative communication devices. The first AAC summer camp will be offered in 2009 for families and children of all ages who use AAC. SECD also held an AAC Expo in January, 2009 as part of its outreach project in Augmentative and Assistive Communication. Over 70 area speech-language pathologists, special educators, and students in Special Education and Speech-Language Pathology attended the Expo.

- Teachers in the local area were invited to participate in *The Evening of Stories and Strategies with Fred Sanderlin*. Faculty from the Department of C&I, led by Dr. Gloria Reading, played a significant role in the event's planning and implementation.
- Dr. Elizabeth Sherwood from the Department of C&I is involved with the formation of a new community organization, the *Gateway Children's Nature Connection*. The purpose of this organization is to connect young children and their families to nature. Other partnering organizations include the Missouri Botanical Gardens, World Forum Nature Action Collaborative for Children, and the Arbor Day Foundation.
- *Community Clinics*: The School of Education continues its engagement with community outreach through a variety of clinics. Most recently developed is the *Attention and Behavior Clinic*, operated through the Department of Psychology, which offers psychological assessments for children with attention and behavior challenges. Additional community clinics provided through the SOE include the *Weight Management Clinic* (Department of Kinesiology and Health Education), *Literacy Clinic* (Department of Curriculum and Instruction), and *Speech Clinic* (Department of Special Education and Communication Disorders). Each of these outreach initiatives provides specific services to the community while simultaneously offering academic and research experiences to students and faculty.

Student Outreach. SOE's students have also volunteered significant time in providing service to a variety of outreach activities on campus and throughout the community. The following is a partial listing of these student-led outreach activities.

- The SIUE Chapter of the National Student Speech-Language-Hearing Association hosted their annual fund raiser during the “Loves” dinner and silent auction, raising over \$2,000.00 for the Sharkey Hearing Foundation.
- Council for Exceptional Children student members volunteered at the Special Olympics in May, 2009 and ARC Prom in April, 2009 in addition to participating in “Walk for Autism” and “Polar Plunge for Special Olympics” fundraisers.
- The Kinesiology Student Association participated in the “Relay for Life” fundraising event.
- The Eta Sigma Gamma Health Education Student Association organized and participated in the Madison County Youth Forum, which focused on topics related to community health and wellness.
- Students in Psi Chi, the National Honor Society in Psychology, co-hosted a talk by Pete Early in October of 2008. Early is the author of “Crazy: A Father’s Search Through American’s Mental Health Madness.” Several hundred community members attended the event, which was co-sponsored with the local chapter of the National Alliance on Mental Illness.
- Kappa Delta Pi members (C&I) provide monthly community outreach to St. Louis Children's Hospital Sibling Night, Children's Hope Center, Ronald McDonald House, and Literacy Alive. In addition, members organize a Breakfast w/ Santa for SIUE students' children, a toy and mitten drive, and a book drive each year. Members participate in a variety of charity events for cancer and the American Lung Association. Each year members make donations to organizations such as Open Doors Special Education Centre (to sponsor children's tuition).

Development. This has been an exceptionally productive year for the School of Education in terms of its development outreach. During the 2009 fiscal year 2009, the primary focus for development has focused on creating and cultivating relationships with alumni and identifying prospective future donors. The following activities were accomplished from July, 2008 through April, 2009:

- An alumni newsletter was mailed to 17,000 alums in September, 2008. An online alumni newsletter was emailed to alums in April, 2009.
- *Art & Architecture*, a fundraiser for the School, was held in October of 2009 raising \$8,840 for Dean's Scholarships.
- The SOE's Director of Development (DOD) attended Madison and St. Clair County Teachers Institutes in October, 2008 to meet and provide information for alums.
- An Alumni Hall of Fame Committee was created to review applications and choose two recipients for the School of Education.
- A Thanksgiving campaign was held, raising \$1,610 for the School.
- Holiday cards were mailed to potential donors and educational leaders.
- The Dean and DOD met with alumni in San Antonio and New York. In addition, the Dean met with alumni in Orlando; the DOD met with alumni in Washington, DC and Chicago; and the Associate Dean met with an alumni in Maui.
- The DOD attended the Sharpe Institute Gift Planning Institute in Washington DC for a planned giving conference in the Fall of 2008.
- The School's Executive Advisory Board met in September 2008 and March of 2009. The board consists of 24 alums/community leaders.
- A Scholarship Committee was formed to review and choose recipients for School of Education scholarships.
- Five new scholarships/awards were created including: Ruth Preston Mosser Future Educational Leaders Scholarship, Erika St. Arbor Memorial Scholarship, Excellence in Special Education Award in Memory of Adam Zimmer, and the Traci Storey Student Scholarship. Funds received for these new scholarships totaled over \$35,000.
- Two new grants were written by the DOD and received in AY 09 from private foundations. A grant in the amount of \$10,000 was received from the Dana Brown Foundation to support the Faculty in Residence Program at the East St. Louis Charter High School. A grant in the amount of \$38,400 was received from the Boeing Company to fund new summer youth camps being held

during the Summer of 2009 in partnership with the Illinois Mathematics and Science Academy.

- An Emeritus faculty reception was held in April of 2009. Sixteen Emeritus faculty members and spouses attended the event. The History Committee, which was formed in April, 2008 after discussions from a previous Emeritus reception, is creating a timeline for the School. The committee has met twice.
- The School of Education's Academy of Fellows was celebrated with an inaugural reception for the 354 charter members. Over 150 people attended the event held on May 7, 2009.
- The School's website has been updated to include alumni highlights and giving opportunities.
- Graduates from the School of Education were mailed a "keep in touch" card in order to initiate contacts with these new alumni and gather information about their careers in order to highlight their accomplishments on the website.
- Face-to-face meetings with former and prospective donors have been organized; 59 meetings were held through April of 2009.
- Congratulatory notes are sent to alumni that appear in the news (totaling 255 contacts through April of 2009).
- Personal phone calls are made by the DOD on a monthly basis to thank all donors who contributed \$100 or more to the SOE.

Table 20 overviews the donations that have been received through April of 2009, as compared to the fundraising activity from the two previous academic years. It should be noted that the data from 2008-2009 is incomplete, as it only reflects donations through April. It is evident that the SOE, led by the Director of Development and Alumni Relations (Christi Donsbach), has been highly successful this year in terms of both donations received and individual donors contributing. The development work within the SOE is one of the School's "Points of Pride" (see page 43).

Table 20. Summary of SOE Development Activity

| | 2006- 2007 | Individual Donors | | 2007- 2008 | Individual Donors | | 2008- 2009 | Individual Donors |
|--|-----------------------|------------------------------|--|-----------------------|------------------------------|--|-----------------------|------------------------------|
| Phone Campaign | \$24,616 | 860 | | \$35,437 | 870 | | \$20,945 | 640 |
| Thanksgiving Letters | \$25 | 1 | | \$3,665 | 85 | | \$1,610 | 41 |
| Payroll Deduction | \$3,855 | 39 | | \$3,919 | 39 | | \$3,826 | 28 |
| Grants | | | | | | | \$48,400 | 2 |
| Art & Architecture Fundraiser | | | | | | | \$8,840 | 148 |
| Spring Solicitation | | | | | | | \$1,395 | 34 |
| Miscellaneous Contributions | \$24,851 | 106 | | \$9,272 | 59 | | \$26,296 | 563 |
| <i>Final Totals</i> | <i>\$53,347</i> | <i>1006</i> | | <i>\$52,293</i> | <i>1053</i> | | <i>\$111,312</i> | <i>1456</i> |

The School of Education continues to make a systematic effort to increase summer offerings through planned enrollment management, which has been discussed at Administrative Team and Executive Committee meetings throughout the academic year. These discussions have focused specifically on the School's graduate outreach initiatives, with a focus on increasing access for educators in the field. Departments have reported the following specific activities to enhance enrollment:

- Sequencing courses to offer fewer sections of electives and subsequently increase enrollments in those that are offered.
- Assessing the rotation of course offering across the three semesters (fall, spring, and summer) to maximize enrollments for each individual semester.
- Ensuring that core courses are offered in the summer and during at least one other semester in the academic year.
- Coordinating courses for school educators in two- or four-week blocks to accommodate students' summer schedules.
- Continuing course offerings off-campus, particularly for field-based educators.
- Adding experimental courses of potential high interest for both graduates and undergraduates.
- Maintaining wait lists, particularly for potential high-enrollment courses, and adding sections as warranted.
- Providing online and/or hybrid options for core or foundations courses as appropriate.

Specific efforts coordinated through the Dean's Office were also made in order to increase visibility of the SOE's graduate course offerings, particularly those for P-12 educators. For example, the SOE's Director of Learning Technology (Jo Wottowa) worked with Academic Marketing to develop a large postcard that was mailed out or hand-delivered to schools and districts throughout the broad Metro East region. This

postcard linked prospective students to the SOE's website, which listed all courses available in the summer semester. The course database was continually updated by the School's Administrative Associate (Anne Moore). This system also allowed the SOE's Director of Learning Technology to track the number of "hits" to this specific site, therefore providing data on the practicality of this particular marketing technique. Data was also tracked regarding the number of hits to the Summer Session link on the SOE homepage; over 2,300 unique visitors were recorded on this site through May 20, 2009. In addition, the Director for University/School Partnerships created an e-letter that was sent to approximately 12,500 educators in the region that overviewed the School's new and/or special topics summer courses. Finally, the SOE initiated a system in which weekly enrollments by course were generated by the Dean's Office (Beth Weeks) and shared with chairs. This ensured that enrollment trends could be more accurately tracked and monitored, therefore allowing decisions to be made in a more efficient manner regarding targeted marketing as well as course cancellations.

In summary, the SOE planned to increase summer enrollment through focusing on broadening access for students by creating flexible and condensed schedules, offering courses off-campus, and focusing on enrollment management strategies across the entire academic year. New procedures were also implemented that provided for a more systematic, School-wide approach to marketing, with a specific target on P-12 graduate programs.

The accomplishments of the School of Education and its faculty and staff during the 2009 academic year have been substantial in their scope and impact academically and within the community. These accomplishments are centered in the goal of advancing student success, particularly through quality initiatives related to broadening outreach and access, and building upon outreach within the region to enhance opportunities for area youth and their families. Highlighted “Points of Pride” are outlined below:

1. *East St. Louis Charter High School Partnership.* The SOE’s faculty and staff have made a substantial effort to increase collaboration with the Charter School as part of a sustained outreach initiative aimed specifically at increasing the academic success of the school’s students. This critical collaboration clearly articulates the School’s diversity mission. The SOE’s involvement has included the addition of the SOE Dean on the school’s Community Advisory Board and the selection of Dr. Michael Afolayan as the SOE’s “Faculty in Residence” at the school. During AY 09, Dr. Afolayan has been working with the school’s administration and faculty to focus specifically on enhancing the literacy curriculum at the school. The following activities have related to this goal:
 - A grant with the Townsend Foundation Reading Program was secured that allowed the procurement of the Bluford True Life Series (valued over \$2,000).
 - Drs. Afolayan, McAndrews, and Bolander implemented a series of workshops for charter school faculty on the integration and application of literacy into content area subjects.
 - A total of 68 Education students in courses led by Drs. Bolander and DeWeese volunteered as content tutors at the school.
 - With the assistance of the SOE’s Director of Development (Christi Donsbach), the Dana Brown Charitable Trust donated \$10,000 for the school to use towards instructional materials.

- The SOE is in the process of purchasing “Read 180,” a full literacy curriculum set for the school (valued at \$55,000).

In addition to the academic goal of literacy, the SOE’s faculty and staff have also been working with the school to enhance access to instructional technologies. This goal has been achieved through the direct assistance of the SOE’s Director of Information Technology (Binod Pokhrel) in coordination with charter school staff regarding technology purchases, installation, and upgrades. The SOE has also been directly involved with the following activities:

- With the assistance of the SOE’s Director of Information Technology, donations have been received by Qwizdom Connect for a set of response “clickers” and 10 licenses, totaling \$2,964.
- The SOE’s Director of Information Technology also assisted the school in securing a donation from CDWG for a digital voice recorder.
- Arrangements are being made for charter school faculty to visit SOE faculty’s classrooms to observe the use of response clickers.
- Binod Pokhrel and Dr. Allison Fahsl held a workshop on the use of the response clickers for charter school faculty and staff.
- The Director of Information Technology assisted in the update and installation of a SmartBoard and projector at the charter school that were no longer in use by the SOE. The Director also assisted in training in the use of this technology for classroom application.

In addition, students in the SOE’s “Project PRIME” coordinated the “PRIME TIME @ SIUE” event, at which underrepresented students from the region, including student representatives from the charter school, attended a day-long session at SIUE focused on making the transition from high school to the university. Project PRIME students also volunteered as peer mentors at the charter school.

2. *Enhancement of Instructional Technology.* The SOE’s Directors of Instructional Technology and Information Technology have been successfully

collaborating across the SOE to enhance the technology capabilities of faculty and staff. These activities have included the following:

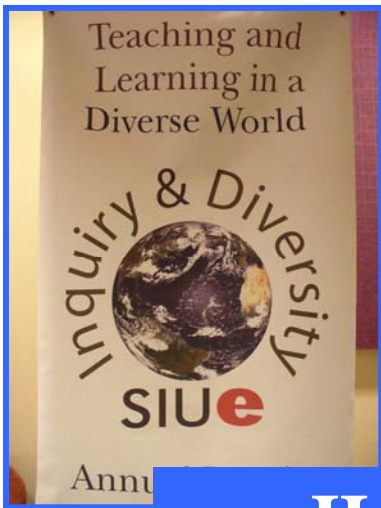
- Nine classrooms have been updated with amplifiers.
- ITS has provided the SOE with a portable cart with 15 laptops for instructional use. The SOE's existing cart will be transported to the VC for access by KHE faculty and students.
- The Office of Assessment has provided the SOE with an additional set of Turning Point student response "clickers."
- The Director for Information Technology completed training on the "Configuration of Cestron Systems" and "Essentials of Cestron Programming," which allows the SOE to respond quickly and efficiently to problems arising from the installation and reconfiguration of the touch panel screens installed in the SOE's "smart" classrooms. It is anticipated that this training will save the School of Education approximately \$3,000 each time that a podium is updated.
- SOE faculty and staff presented sessions on instructional technologies at SIUE's Technology Fair.
- Two new classrooms in the VC have been outfitted with "smart" technologies.
- The instructional technology in a total of 15 SOE classrooms has been updated.
- Two of the SOE's servers have been updated in order to more effectively support the School's assessment data system and online forms.
- A total of six faculty and staff workshops have been held within the School and for the University community.
- A variety of shared directories have been created to enhance accessibility to faculty and staff within the School of Education and also to faculty from College of Arts and Science who partner in the teacher preparation programs.

- Forty faculty and staff office computers have been updated.
 - A SOE FaceBook page has been created, which includes links to the School's new Academy of Fellows and alumni.
 - In coordination with Marketing, the SOE's website is in the process of redesign to enable enhanced accessibility to potential students.
3. *Partnership with the Illinois Math and Science Academy (IMSA).* The SOE is developing a partnership with IMSA as one of its initiatives related to STEM education. This summer, the SOE will host two summer workshops for area youth; both a commuter and residential option will be available. SOE teacher education candidates will work with SOE and IMSA faculty to develop and implement inquiry-based, competency-driven science and math curriculum. Funding for the summer camps has been provided in part through a generous grant from Boeing, which will also provide mentors for the summer experience.
 4. *Academy of Fellows.* In May, 2009 the SOE inaugurated over 350 charter members of its newly created "Academy of Fellows." The purpose of this Academy is to "acculturate, develop, support, and honor a cadre of professional leaders who serve the School of Education as Ambassadors, Advisors, Scholars, and Teaching Fellows." Through this initiative, it is hoped that Fellows will become advocates within the community who will participate actively in the SOE's programs through service on advisory councils, as guest speakers, and as potential adjunct faculty.
 5. *Graduate Outreach.* As noted previously in this report, the SOE has been highly successful in its graduate outreach, particularly through the implementation of high quality off-campus P-12 programs. The SOE currently has programs at five sites, with curriculum areas that include Literacy, Administration, and Curriculum and Instruction. As a result of the coordinated efforts and focus on graduate recruitment, Spring 2009 graduate enrollment is up by 18.45% as compared to Spring 2008, and graduate admissions for Fall 2009 are up by 25.77%. The SOE's graduate outreach has been fostered through a unique collaboration between the SOE's P-12

Graduate Working Group, program faculty, the SOE's Director of Learning Technologies, Academic Marketing, and SIUE's Office of Outreach.

6. *Thinking, Writing, Inquiring, and Learning (TWIL)*. TWIL was conceptualized and established by a cadre of SOE's junior faculty members in order to create a professional learning community to support their development towards promotion and tenure. The stated goals of TWIL are to:
 - a.) establish a multidisciplinary learning community for non-tenured faculty with the purpose of providing professional support for scholarly writing;
 - b.) provide varied opportunities to develop skills in scholarly writing;
 - c.) provide materials and tools to assist faculty members in their scholarly writing; and
 - d.) develop thinking, writing, inquiry, and learning circles to undertake new efforts that will result in scholarly productivity. TWIL activities have included conducting a needs assessment survey of the School's non-tenured faculty and organizing brown bag lunches on topics that have included library resources, perspectives from journal editors, and the promotion and tenure process. TWIL is coordinated through the SOE's Office of Diversity and Faculty Development.
7. *Development*. As noted previously in this report, the SOE has been very successful in its development efforts during AY 09, resulting in an increase in donations of 113% as compared to AY 08 and an increase of individual donors by 38%. The School's faculty and staff have also been very successful in acquiring funded support for the East St. Louis Charter School, totaling over \$15,000. In addition, the School has added five new student scholarships:
 - o School of Education Dean's Scholarship
 - o Ruth Preston Mosser Future Educational Leaders Scholarship
 - o Erika St. Arbor Scholarship
 - o Excellence in Special Education Award in Memory of Adam Zimmer
 - o Traci Storey Student Scholarship

8. *Undergraduate Working Group.* In January of 2009, an Undergraduate Working Group was formed to explore issues related to student retention and access across the School's five departments. This Working Group consists of faculty representatives from each department and OCECA as well as the deans and chairs. The underlying purpose of the Working Group is to focus on a targeted strategic goal: student access. Specific topics being addressed by this Working Group include identifying a School-wide approach to student retention, coordinating the timing of application deadlines, opening access to nontraditional students, considering the implications of direct admissions as freshmen, and developing the processes for transferability between the School's programs. In Fall 09 the SOE will begin offering activities specifically targeted to freshmen and sophomore students who have declared an interest in education in order to provide information on various career options, offer social opportunities for these students, and to more effectively engage students within the SOE's activities earlier in their academic career.



II. STRATEGIC PLAN



II. A. ALIGNMENT WITH UNIVERSITY STRATEGIC PLAN

As described in the Introduction to this report (page 3), the SOE has developed six strategic goals for AY 09 related to the following areas:

- Assessment Alignment
- Leadership Development
- Community Outreach
- Diversity
- Student Access
- STEM Education

Each of these areas was identified in order to align with the SOE’s guiding principles of access, outreach, quality, accountability, and diversity as characterized through its student-centered mission. The alignment of the SOE’s strategic goals for AY 09 with those identified by the institution is illustrated in Table 21.

Table 21. SIUE and SOE Strategic Plan; Overview

| SIUE Strategic Goals | SOE Strategic Goals AY09 |
|---|---|
| <p><i>A. Long-Term Goal 1: Engaged Students and Capable Graduates.</i> Attract a diverse student body, including traditional, non-traditional, commuter, and residential scholars, and nurture, educate and graduate students who achieve the objectives for baccalaureate, graduate, and professional degrees.</p> | <ul style="list-style-type: none"> • <u>Assessment Alignment</u> <ul style="list-style-type: none"> ○ Support student success through rigorous assessment systems closely aligned with professional standards • <u>Student Access</u> <ul style="list-style-type: none"> ○ Strategically review and revise current processes related to student recruitment and retention, including programmatic scheduling and admissions, to allow for greater access for students of varied populations including non-traditional and part-time students. ○ Strategically review, revise, and/or add programs to allow access for a wider diversity of students, including non-traditional and part-time students. • <u>Diversity</u> <ul style="list-style-type: none"> ○ Enhance the diversity of the SOE’s student body, staff, and faculty through consistent, appropriate, and equitable practices and policies. ○ Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge to their |

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| | <p>workplace.</p> <ul style="list-style-type: none"> • <u>Science, Technology, Engineering, and Mathematics (STEM) Education</u> <ul style="list-style-type: none"> ○ Review and/or revise the secondary programs, in collaboration with all affected departments across campus, in order to provide multiple routes to certification and to insure an increased pool of high quality candidates in the STEM disciplines. |
| <p><i>Long-Term Goal 2: Innovative High Quality Programs.</i> Develop, deliver, and continually improve high quality academic programs appropriate for a Metropolitan University.</p> | <ul style="list-style-type: none"> • <u>Assessment Alignment</u> <ul style="list-style-type: none"> ○ Revise/develop assessment systems that provide rich data to allow for systematic program evaluation and renewal • <u>Science, Technology, Engineering, and Mathematics (STEM) Education</u> <ul style="list-style-type: none"> ○ Collaborate with the campus community in creating and implementing initiatives related to STEM Education in the areas of outreach, scholarship, and academics. ○ Review and/or revise the secondary programs, in collaboration with all affected departments across campus, in order to provide multiple routes to certification and to insure an increased pool of high quality candidates in the STEM disciplines. ○ Collaborate with the campus community in implementing the recommendations of the STEM consultants in order to achieve national prominence in STEM education. |
| <p><i>Long-Term Goal 3: Committed Faculty and Staff.</i> Recruit and support a diverse faculty and staff known for providing the highest quality educational opportunity, scholarship, and service.</p> | <ul style="list-style-type: none"> • <u>Leadership Development</u> <ul style="list-style-type: none"> ○ Develop specific strategies for supporting faculty and SOE administrators in achieving individual goals related to leadership in teaching, scholarship, service, and/or administration. ○ Work collaboratively with the university in providing a range of development opportunities for educators within the SOE and the community to develop leadership skills appropriate to their profession. • <u>Diversity</u> <ul style="list-style-type: none"> ○ Enhance the diversity of the SOE’s student body, staff, and faculty through consistent, appropriate, and equitable practices and policies. ○ Provide the faculty with support and resources related to a variety of diversity issues. |
| <p><i>Long-Term Goal 4: Harmonious Campus Climate.</i> Foster an harmonious student-centered campus characterized by integrity, cooperation, open dialogue and mutual respect among individuals with</p> | <ul style="list-style-type: none"> • <u>Diversity</u> <ul style="list-style-type: none"> ○ Enhance the diversity of the SOE’s student body, staff, and faculty through consistent, appropriate, and equitable practices and |

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|---|---|
| <p>different backgrounds, cultures, and perspectives.</p> | <ul style="list-style-type: none"> o policies. o Provide the faculty with support and resources related to a variety of diversity issues. |
| <p><i>Long-Term Goal 5: Active Community Engagement.</i> Achieve an integral and indispensable relationship with Illinois and the St. Louis metropolitan area; work cooperatively within SIU to make the whole greater than the sum of its parts.</p> | <ul style="list-style-type: none"> • <u>Community Outreach</u> <ul style="list-style-type: none"> o Respond effectively to expressed needs of SOE constituents to enhance service and outreach for community members, educators, and youth. o Work entrepreneurially with the community to increase funding for the SOE's service, research, and academic initiatives. o More fully engage alumni, retired faculty, and the community in the SOE's programs and initiatives. |
| <p><i>Long-Term Goal 6: Sound Physical and Financial Assets.</i> Develop, maintain, and protect the University's assets in a financially, aesthetically, and environmentally responsible manner.</p> | <ul style="list-style-type: none"> • <u>Community Outreach</u> <ul style="list-style-type: none"> o Work entrepreneurially with the community to increase funding for the SOE's service, research, and academic initiatives. |
| <p><i>Long-Term Goal 7: Excellent Reputation.</i> Participate and excel in actions that earn national recognition for quality.</p> | <ul style="list-style-type: none"> • <u>Assessment Alignment</u> <ul style="list-style-type: none"> o Revise/develop assessment systems that provide rich data to allow for systematic program evaluation and renewal • <u>Science, Technology, Engineering, and Mathematics (STEM) Education</u> <ul style="list-style-type: none"> o Collaborate with the campus community in creating and implementing initiatives related to STEM Education in the areas of outreach, scholarship, and academics. o Collaborate with the campus community in implementing the recommendations of the STEM consultants in order to achieve national prominence in STEM education. |

II. B. MEASURES FOR EACH GOAL

The identification, review, and assessment of the SOE's strategic plan and related goals are ongoing processes that are intended to involve all stakeholders within the School. For example, during the School of Education's Summer 2008 Administrative Team meeting, a draft of the SOE's proposed goals for AY 09 was shared. At that time, recommended strategies or action steps for each goal were brainstormed and prioritized. These were also reviewed by the SOE's Executive Committee during an initial Fall 08 meeting, and department chairs shared the strategic plan with faculty and staff. These goals and related action steps were again reviewed mid-year to track progress and identify those that were no longer relevant or should be deferred. The Dean, Associate Deans, and Chairs completed a final review of the strategic plan at the end of the academic year.

The following section provides a summary of progress made towards meeting each of the SOE's strategic goals. Included in this section are those action steps that were identified as priorities for AY 09.

Goal 1: Assessment Alignment

- a. *Implement, review, and refine a comprehensive assessment system, including dispositions, for all graduate certification programs (NCATE goal).* This action step has been met. The SOE's new assessment system is currently being implemented and monitored.
- b. *Implement, review, and refine an electronic system for tracking assessment data across all programs, school-wide.* The unit-level tracking of program data is in place; program data will be summarized in Summer 2009.
- c. *Systematically summarize, report, and use program level data to improve programs in the School (NCATE goal).* Unit-level tracking of program data is in place; program data will be summarized in Summer 2009.

Goal 2: Leadership Development

- a. *Create and implement a school-wide support and mentoring system for junior faculty.* A peer-mentoring system, TWIL, has been established. Meetings were held in Spring 2009 that focused on successful dissemination of scholarship. A Faculty Development Committee has been created within the School's Office of Diversity and Faculty Development (ODFD). Information has also been gathered regarding department-specific mentoring practices in order to create a school-wide resource guide.
- b. *Increase faculty output on funded grants.* An indirect cost recovery distribution plan was implemented to provide incentives to departments and principal investigators. Discussions were held within departments regarding incentives and rewards for participating in external grant activities; department operating papers have been revised to include credit for grantsmanship in promotion/tenure and merit. During the AY 09 search process, some faculty positions were specifically identified to attract research faculty. Grantsmanship was included as a topic for discussion with junior faculty as part of their peer-mentoring program (see Goal 2.a above). External grant funding increased by \$323,439 (30%) for AY 09.
- c. *Implement professional development specific to the needs of chairs, program directors, and SOE leaders (including specific training in conflict resolution and fiscal management).* Recommendations have been made to the Office of the Provost to develop university-wide training for chairs. General Council has provided training for the SOE Executive Committee in recommended search processes. New chairs have attended professional institutes; chairs have been encouraged to attend university workshops held by OIC. The Dean and Associate Deans are attending a national leadership institute (held locally) in June, 2009. For AY 10, it is anticipated that Program Directors be included in the strategic planning for targeted professional development.
- d. *Articulate and clarify school-wide roles/responsibilities for chairs and program directors.* During a mid-point review of the strategic plan by the Administrative Team, it was recommended that this school-wide strategy be

dropped as these duties are being clarified through departments' updated operating papers.

- e. *Ensure consistent communication among university supervisors and cooperating teachers regarding expectations for student teachers (NCATE goal).* The Office of Clinical Experiences, Certification, and Advisement (OCECA) is working with teacher education programs to develop a Cooperating Teachers Handbook. A resource website was created in Spring 09 that will be shared with Cooperating Teachers in Summer 09. Secondary SOE and CAS supervisors will implement a new procedure to jointly collaborate with Cooperating Teachers in evaluating student teachers that will also enhance communication across entities beginning with AY 10.
- f. *Continue to pursue an Ed.D. in Educational Leadership, either specific to SIUE or in collaboration with SIUC.* An Ed.D. Task Force was established in Fall 08 to plan an independent SIUE proposal, which was drafted by a team of faculty. A needs assessment survey was conducted in Fall 08. The proposal for an Ed.D. focusing on P-12 administration was approved by the SOE Academic Affairs Committee in May, 2009 and has been forwarded to the Graduate Council.
- g. *Develop an evaluation system for NTT faculty.* All departments were surveyed to determine processes used in the annual evaluation of NTT faculty. Examples of evaluation tools were also collected and filed centrally as a reference and resource. Departments' evaluation systems were implemented in Spring 09; data collection and system evaluation is ongoing.

Goal 3: Community Outreach

- a. *Work collaboratively across the campus to provide a variety of summer opportunities for the region's youth, including a potential partnership with IMSA.* Two summer camps for middle/high school students have been planned for 2009 in partnership with the Illinois Math and Science Academy (IMSA) and Boeing, with substantial leadership from faculty in the Department of Curriculum and Instruction. The Department of SECD is

holding an AAC (Alternative and Augmentative Communication) summer camp to provide training and communication opportunities for individuals that use AAC devices and their families.

- b. *Engage in the campus capital campaign.* The SOE was provided with a four million dollar campaign goal. Two draft case statements have been developed for the SOE that focus on outreach and STEM Education.
- c. *Strengthen relationships with alumni; begin cultivation of potential donors.* Local “congratulations” cards were regularly sent to alumni. A Thanksgiving campaign was continued for its second year. The SOE Dean and DOD held meetings with identified prospects, and meetings with alumni have been held in conjunction with out of state travel. A printed version of the alumni “Strides” newsletter was distributed in Fall 08 and an electronic edition was developed for Spring 09. The SOE’s FaceBook, which includes an alumni page, was launched in Spring 09.
- d. *Develop annual event for friend-raising.* “Art and Architecture,” which combined a house tour and silent art auction, was held in October, 2008. Plans are in process for a Spring 2010 “Non-Event.”
- e. *Increase overall donations to the SOE and departments.* Donations to the SOE have increased over 113% as compared to AY 08.
- f. *Develop guidelines for using foundation funds appropriate to the SOE’s mission and donor expectations.* Preliminary discussions were held with department chairs in Fall 08; the DOD followed up with meetings with departments in Spring 09. The Dean’s Office guidelines are to be developed in Fall 09.

Goal 4: Diversity

- a. *Provide training for the SOE’s proposed process for faculty recruitment; review the implementation process.* The SOE’s new search process and manual were completed in Summer 08. The SOE’s Director of Diversity and Faculty Development (ODFD) held training meetings with search committee members, staff, and department chairs in Fall 08. A debriefing meeting was

held with department and committee chairs in Spring 09 to elicit ideas for streamlining the search process. Recommendations for revising the school-wide training are under review for implementation in Fall 09.

- b. *Increase the number of qualified candidates for faculty positions that are from underrepresented populations.* To be determined; data has been requested from the OIC.
- c. *Review programs for the integration of diversity issues (including ELL); make recommendations for revisions as warranted.* No substantial change has been made in the strategy's progress. Discussions have been held regarding the goal's responsibility within the SOE's ODFD or Academic Affairs. SOE faculty representatives will attend a state-wide ELL meeting in June, 2009.
- d. *Increase opportunities for teacher candidates to interact with faculty from ethnically diverse groups (NCATE goal).* No change in the strategy's progress.
- e. *Implement and assess the Faculty in Residence program.* The Faculty in Residence program was implemented in Fall 08. Dr. Michael Afolayan was selected as the FIR for AY 08 and 09, and has been available at the ESL Charter High School twice a week for the academic year. A presentation on the FIR program will be made as part of an ESL Charter High School update to the SIU Board of Trustees in June, 2009.

Goal 5: Student Access

- a. *Articulate "2+2" pathways with community colleges.* The AAT and Associates degrees are accepted for the Early Childhood, Special Education, and Math Education programs. Meetings have been held with the University's advising office to discuss advising issues and catalog copy. The SOE Dean attended state meetings regarding AAT initiatives.
- b. *Reevaluate current limits on cohort groups at the undergraduate level.* Initial discussions were held with the SOE's Administrative Team and Department of Curriculum and Instruction in Fall 08. Physical Education/Teacher Education is considering opening cohorts for greater access. Ramifications

and benefits of cohort models have been discussed within the Undergraduate Working Group in Spring 09. A possible second cohort for Early Childhood Education is being considered for AY 10.

- c. *Increase graduate enrollment through program revisions/new programs directed at meeting constituent needs.* The P-12 Graduate Working Group continued its meetings through AY 09 to identify potential sites and brainstorm solutions to internal and external barriers. Needs assessment surveys were distributed to three distinct regions. New graduate programs have been targeted for Litchfield and Centralia. Graduate enrollments for Spring 09 were up by 18% as compared to Spring 08, and graduate admissions for Fall 09 are up nearly 26% (as of May, 2009).
- d. *Develop multiple post-baccalaureate routes to certification, including Master's plus certification pathways.* The Elementary Education faculty are currently working on "INSTEP," which will target re-careering professionals. A Secondary Education alternative is also being considered. The EChOS Early Childhood program, though initially designed for nontraditional undergraduate students, is also attracting graduate students seeking certification in this area. The post-master's certification program in Special Education was approved and began in Fall 08.
- e. *Develop targeted programs for nontraditional students.* The Elementary Education faculty is currently working on the INSTEP program proposal (see Goal 5.d). The EChOS Early Childhood program and "Grow Your Own" Special Education program were initiated in Fall 08, which target nontraditional undergraduate students who are currently working in school sites. SECD is offering a fast-track option for Speech-Language Pathology students to allow quicker completion of undergraduate prerequisites.
- f. *Revise course schedules to align with student-centered mission.* Department chairs are working on enrollment management for academic year and summer schedules (e.g., to provide more efficient rotations of courses). Discussions have been held regarding the feasibility of increasing online/hybrid courses or

- distance learning. The Physical Education/Teacher Education program has developed a block schedule to accommodate students and field experiences.
- g. *Revise application processes to enable students to have advance notice regarding admissions and to streamline procedures.* The Undergraduate Working Group is currently considering issues related to admission dates, common application forms, and transfers within the SOE. These discussions will continue in AY 10.
 - h. *Develop strategic planning for summer programming.* Summer scheduling discussions were held with department chairs in Fall 08. Chairs have been focusing on avoiding duplication of courses between semesters and adjusting summer schedules to avoid conflicts between departments. The SOE has also been establishing a marketing plan that includes appropriate strategies for summer courses.
 - i. *Develop long-term school-wide strategic plan for enrollment management.* A strategic planning model was shared with the Administrative Team in AY 08 and initial brainstorming sessions have been held. Strategic planning focused on potential budget realignment and academic prioritizing in AY 09.
 - j. *Establish consistent enrollment targets for online/on-site/campus courses.* Discussions were held with department chairs in Fall 08. An enrollment management plan draft was shared and discussed. It is anticipated that enrollment targets may shift university-wide to increase efficiencies.

Goal 6: STEM Education

- a. *Collaborate with the Illinois Math and Science Academy (IMSA) to implement regional STEM workshops for educators and summer camps for youth.* Two summer residential camps are planned for 09; funding was secured through Boeing. IMSA is providing professional development for educators through St. Clair County.
- b. *Collaborate with the university in planning for an interdisciplinary STEM center that has the potential for national recognition.* A proposal for the

- Center and Director's position has been drafted by a university-wide task force in Spring 09. Implementation of the Center is projected for July, 2009.
- c. *Review and revise secondary programs to insure high quality and consistent school-based experiences, including student teaching supervision.* Initial discussions have been held with Curriculum and Instruction and CAS faculty. A new procedure will be implemented in Fall 09 that includes shared supervision and communication between CAS and SOE faculty. Discussions have been initiated regarding the extent and diversity of secondary placements, to be revisited in Fall 09.
 - d. *Develop multiple secondary certification pathways for STEM disciplines at both the undergraduate and graduate levels.* This strategy has been deferred, pending the University's STEM implementation (i.e., selection of the STEM Center's Director).
 - e. *Develop an aggressive recruitment plan for students pursuing secondary certification in the STEM disciplines, including implementation of the federal TEACH grants.* TEACH grants have been implemented by the University.
 - f. *Implement a variety of cross-disciplinary programs for the region's youth (e.g., summer camps).* Two summer camps, in partnership with IMSA, have been planned for 2009 (see Goal 6.a).

In summary, the School of Education made substantial progress on a majority of its strategic goals that were identified at the beginning of the academic year as being a priority for the School.

II. C. ANALYSIS OF OVERALL PROGRESS IN ACHIEVING GOALS

As noted in the previous section, the School of Education has made substantial progress with its strategic plan in each of the six identified goal areas, and particularly with those action steps identified as School priorities. Those strategies that were not successfully addressed in AY 09, and recommended actions for AY 10, are outlined below:

Goal 1: Assessment Alignment

- a. *Determine whether grade inflation exists within courses/programs; revise as needed for appropriate rigor.* While discussions regarding grade inflation were held within some departments, it was determined that this goal was not appropriate for a school-wide strategy. However, issues of assessment as it relates to the millennial generation will be addressed in the strategic goals for AY 10.
- b. *Develop a system for evaluating field and practicum professionals and supervisors, including cooperating teachers.* While no current progress has been made towards this strategy, the Associate Dean for Academic Affairs will be meeting with the Director of OCECA to ascertain the feasibility of implementing this action step.
- c. *Investigate and consider implementation of electronic course/unit management tool in coordination with the university (e.g., TaskStream).* The University's technology committee is still examining possible course management tools. The SOE has decided not to use a tool such as TaskStream at this time for assessment management purposes due to cost and the desire to use a system consistent with the university (should the University choose a system).

Goal 2: Leadership Development

- a. *Articulate and clarify school-wide roles/responsibilities for chairs and program directors.* As noted in the previous section of this report, this action

step was initially recommended as a School priority. However, further discussion led to the determination that this action step is more appropriate for departmental consideration and the strategy has been dropped from the SOE's plan.

- b. *Create the environment and avenues for sharing research school-wide, including a web presence.* While initial discussions have been held on this topic, this action step has not yet been addressed and will be reexamined for AY 10 as part of a new goal of "Interdisciplinary Initiatives."
- c. *Explore ideas related to developing an award or other means for recognizing faculty leadership within the SOE.* This topic was discussed at a Spring 09 Executive Committee meeting. This action step will be deferred to the SOE's Personnel Committee in AY 10.
- d. *Explore ideas related to creating a "Teacher in Residence" within the SOE.* The Teacher in Residence proposal has been imbedded in the SOE's capital campaign proposal for STEM Education. This particular action step will be deferred until funding for its implementation is secured.
- e. *Review state-wide induction programs and make recommendations for supporting the SOE's novice teachers.* This action is to be deferred pending state rulings and funding.
- f. *Seek avenues to apply for national recognition for programs that have the potential for demonstrating leadership through excellence in academics, service, and/or scholarship.* Although discussed with the Administrative Team, no action has been taken in AY 09. Under consideration is whether to include this action step as part of the responsibility of the SOE's Office of Diversity and Faculty Development.

Goal 3: Community Outreach

- a. *Begin the planning process for an interdisciplinary approach to gerontology that focuses initially on service to the community.* This action step has been dropped, as the gerontology program has been moved out of the SOE.

Goal 4: Diversity

- a. *Increase the number of qualified candidates for faculty positions that are from underrepresented populations.* The SOE's ODFD has requested data from the OIC on the candidate pools from AY 09 searches.
- b. *Review programs for integration of diversity issues (including ELL); make recommendations for revisions as warranted.* As noted in the previous section, this action step has been under discussion but not yet implemented. A team of SOE faculty members will be attending a state-wide ELL meeting in Summer 09. It is anticipated that an outcome of this meeting will include recommendations for program revisions.
- c. *Increase opportunities for teacher candidates to interact with faculty from ethnically diverse groups (NCATE goal).* This strategy is dependent upon the successful hiring of new faculty from underrepresented groups within the SOE, as well as within SIUE as a whole (i.e., faculty teaching general education courses and Secondary majors within CAS). The SOE has implemented, and is in the process of refining, a new search process that has as one of its goals the successful recruitment of faculty from a variety of diverse groups, experiences, and perspectives. Evaluation of this new process will continue through AY 10.

Goal 5: Student Access

- a. *Engage with the University in implementing a dual admission plan with community colleges.* This action step has been deferred, pending University action. Communication between the SOE and regional community colleges, however, has been ongoing and positive.
- b. *Assess the feasibility of establishing a pathway directly from undergraduate to graduate programs for qualified students.* Although discussed briefly within the Undergraduate Working Group, this action step has not been fully vetted with faculty and will be deferred to AY 10.

- c. *Collaborate with Scott Air Force Base in creating site-based programs for its residents.* This action step has been deferred, pending possible future action by the University to identify a higher education site in the proximity of SAFB.
- d. *Create and implement a national recruitment plan for the e-learning certification program.* This action step has been discussed with the Chair of Educational Leadership, but no specific plans for implementation have been articulated to date.

Goal 6: STEM Education

- a. *Develop multiple secondary certification pathways for STEM disciplines at both the undergraduate and graduate levels.* Although considered as a priority, this action step has been deferred pending the selection of the STEM Center's Director.
- b. *Review the current structure of the JCTP to insure appropriate governance; revise as warranted.* This action step was deferred pending the selection of the STEM Director, and will be revisited in AY 10.
- c. *Review the SOE's current department/program structures for alignment with a wider STEM mission.* This action step is also deferred pending the selection of the STEM Director.

II. D. UPDATES TO THE STRATEGIC PLAN

The School of Education's strategic plan is considered as a "living" and dynamic document that is to be continuously reviewed, updated, and amended. In order for the strategic plan to have sustained impact, it is also critical that it be shared with all appropriate stakeholders. For example, an initial draft of the upcoming AY 10 strategic plan was shared with the SOE's community-based Executive Advisory Council in Spring 09. This draft will be reviewed and updated over Summer 09 with the Associate Deans, SOE Administrative Team, and Executive Committee. At that time, tentative goals and recommended action steps will be proposed and priorities identified. Also to be considered is the alignment of these goals with those established by the Provost. Once an initial framework is developed, the strategic plan and its action steps will be shared with the full faculty during the first meeting of AY 10 for further refinement. The plan will then be reviewed and updated, and progress shared, throughout AY 10.

It is anticipated that the following goals will be a priority for AY 10:

- **Leadership Development** (*Continuing*)
 - Develop specific strategies for supporting faculty and SOE administrators in achieving individual goals related to leadership in teaching, scholarship, service, and/or administration.
 - Work collaboratively with the University in providing a range of development opportunities for educators within the SOE and the community to develop leadership skills appropriate to their profession.

- **Community Outreach** (*Continuing*)
 - Respond effectively to expressed needs of SOE constituents to enhance service and outreach for community members, educators, and youth.

- Work entrepreneurially with the community to increase funding for the SOE's service, research, and academic initiatives.
- More fully engage alumni, retired faculty, and the community in the SOE's programs and initiatives.
- **Student Access** (*Continuing; Revised*)
 - Strategically review and revise current processes related to student recruitment and retention, including programmatic scheduling and admissions, to allow for greater access for students of varied populations including nontraditional and part-time students.
 - Strategically review, revise, and/or add programs to allow access for a wider diversity of students, including nontraditional and part-time students.
 - Determine avenues to enhance student access that take advantage of existing and future instructional technologies.
 - Research and review how characteristics of the “Millennial Generation” impact learning, teaching, and evaluation; and determine how to optimize these characteristics within the SOE's academic experiences.
- **Diversity** (*Continuing*)
 - Enhance the diversity of the SOE's student body, staff, and faculty through consistent, appropriate, and equitable practices and policies.
 - Provide the faculty with support and resources related to a variety of diversity issues.
 - Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge to their workplace.
- **Science, Technology, Engineering, and Mathematics (STEM) Education** (*Continuing; Revised*)

- Collaborate with the campus community in creating and implementing initiatives related to STEM Education in the areas of outreach, scholarship, and academics.
 - Review and/or revise the secondary programs, in collaboration with all affected departments across campus, in order to provide multiple routes to certification and to insure an increased pool of high quality candidates in the STEM disciplines.
 - Collaborate across the University community in the implementation of the STEM Center and its subsequent activities in order to enhance research and outreach related to STEM Education.
- **Interdisciplinary Initiatives** (*New Goal*)
 - Collaborate across departments to develop program options to enhance the marketability and academic experiences of the SOE's graduates.
 - Enhance cross-departmental and cross-campus initiatives related to scholarly activities of faculty and students.
 - Collaborate across the SOE's departments in the integration of professional standards in identified academic areas, including technology and ELL education, to insure that graduates are fully prepared for workplace realities.
 - Determine avenues for sharing expertise across the SOE's academic units.

The SOE's proposed strategic goals, and the specific action steps that will be identified through a collaborative process involving the SOE's administrators and faculty, will align with the university's wider strategic planning and the imperatives identified by Academic Affairs. These goals will also build upon the SOE's activities from AY 09, address issues that were not implemented or resolved, and continue to target the School's identified student-centered philosophy and the principles of quality, accountability, access, outreach, and diversity.



III. CURRICULAR INNOVATION



III. A. LISTS OF ACTIVITIES

During AY 09, the School of Education received the following external awards for curricular innovation and/or program recognition awards from external groups:

- *National Endowment for the Humanities award to Abraham Lincoln & the Forging of Modern America.* This is the second year that the SOE has been awarded this grant, which will provide professional development for over 80 P-12 educators to improve social studies education. The project's PI is Dr. Caroline Pryor (C&I).
- *National Writing Project award to Piasa Bluffs Writing Project.* The PBWP received its second year of funding to provide professional development to P-12 educators to improve writing instruction. The grant was awarded to Dr. Ralph Cordova (C&I).
- *Council for Exceptional Children Mentoring Program.* Representatives from the Student Chapter of the Council for Exceptional Children (CEC) traveled to Seattle to attend the National Convention and Expo. The CEC Mentoring Program matches students to nationally recognized experts in specific areas of interest (e.g., behavior disorders, etc.). SIUE was selected as one of five universities nationwide to participate in the program. Twelve students from special education participated as mentees (the largest number of any university). Dr. Craig Miner was invited to share SIUE's experience in the program at the national convention at the Faculty Advisor Roundtable.
- *Geriatric Research Education and Clinical Centers (GRECCs) Traineeship Award.* Students in Speech-Language Pathology received the Geriatric Research Education and Clinical Centers (GRECCs) Traineeship Award from the USA Department of Veterans Affairs through the Veterans Administration Medical Center In-Patient and Rehabilitation Care at Jefferson Barracks in St. Louis, MO.

A summary of grants related to curricular innovation is provided in Table 22.

Table 22. External Grants for Curricular Innovation

| Project Title | Agency/Sponsor | Unit | Submitted Amount | Award Amount |
|---|---------------------------------------|-------------|-------------------------|---------------------|
| Abraham Lincoln and the Forging of Modern America | National Endowment for the Humanities | C&I | 151137 | 151137 |
| Teaching with Primary Sources | Library of Congress | SOE | 191000 | 191000 |
| Piasa Bluffs Writing Project | National Writing Project | C&I | 46000 | 46000 |
| Grow Your Own Illinois | ISBE | SOE | 8374 | 8374 |
| Discovering the Middle East Through Literature... | AmerenIP | C&I | 36112 | 2000 |
| Totals | | | 432,623 | 398,511 |

With thanks to the following for their assistance in preparing this report:

- Dr. Curt Lox, Associate Dean for Research
- Dr. Mary Weishaar, Associate Dean for Academic Affairs
- Dr. Martha Combs, Chair of Curriculum and Instruction
- Dr. Wayne Nelson, Chair of Educational Leadership
- Dr. Jean Harrison, Chair of Special Education & Communication Disorders
- Dr. William Vogler, Chair of Kinesiology & Health Education
- Dr. Paul Rose, Co-Chair of Psychology
- Dr. Lynn Bartels, Co-Chair of Psychology
- Dr. Bill Searcy, Director of Diversity & Faculty Development
- Gretchen Fricke, Director of OCECA
- Bill Porzukowiak, Director of University/School Partnerships
- Angie White, Assistant Director for Graduate Programs
- Jo Wottowa, Director of Learning Technology
- Binod Pokhrel, Director of Information Technology
- Christi Donsbach, Director of Development & Alumni Relations
- Amy Wilkinson, Teaching with Primary Resources
- Barbara Brust, Department of Educational Leadership
- Bevan Gibson, Director of the Southern Illinois Professional Development Center