



Proposal to the Senate Educational Policy Committee
to Establish a Unit (including Centers and Institutes)

1. SPONSOR NAME/EMAIL:

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Jessica Li, Associate Dean of Research and Director of the Bureau of Educational Research in the College of Education, jli2011@illinois.edu; and

Rodney Hopson, Interim Director, Center for Culturally Responsive Evaluation and Assessment (CREA), Professor, Educational Psychology, College of Education, hopson@illinois.edu

3. TITLE OF PROPOSAL:

Center for Culturally Responsive Evaluation and Assessment (CREA)

4. BRIEF DESCRIPTION AND JUSTIFICATION:

This proposal is for Phase 2: Permanent Status for elevating the Center for Culturally Responsive Evaluation and Assessment (CREA) within the College of Education (COE) from a College initiative to Board of Trustee (BOT) approved Center status. CREA was established in 2011 as one of five COE strategic priorities by then Dean Mary Kalantzis. Since that time, CREA has shown international growth and prominence in its educational and intellectual footprint, and community engagement outreach efforts. CREA intends to serve as the major evaluation center on the University of Illinois Urbana-Champaign (UIUC) campus to benefit its constituents and the state of Illinois, by repurposing a now dissolved COE BOT approved Center, the Center for Instructional Research and Curriculum Evaluation (CIRCE). CREA continues and expands upon the legacy of “responsive and responsible” evaluation at UIUC through its founding director,¹ other core members of its founding community and UIUC alumni, many of which are recognized as leading international experts in culturally responsive evaluation and culturally responsive assessment.

¹ At the time of this proposal submission, we mourn the recent loss in January, 2023 of the founding Director, Stafford L. Hood, who laid the vision and dream for CREA through his indelible scholarship and advocacy related to the mission of CREA.

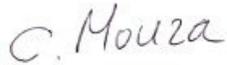
5. DESIRED EFFECTIVE DATE:

August 16, 2023

6. STATEMENT FOR THE ACADEMIC CATALOG (If there is text in the Academic Catalog, <http://catalog.illinois.edu/>, that will need to be added or updated as a result of this request, please list the URL(s) of the page(s) and the text to update.): N/A

CAMPUS CLEARANCES

SPONSOR:



Chrystalla Mouza, Dean
College of Education

April 6, 2023

Date

COLLEGE CONTACT:



Rodney Hopson, Interim Director CREA
College of Education

April 6, 2023

Date

PROVOST REPRESENTATIVE:



Name/Signature

April 6, 2023

Date

EDUCATIONAL POLICY COMMITTEE REPRESENTATIVE:

Name/Signature

Date

1. Unit Objectives and Contributions

Describe specific objectives and measurable contributions the unit will make to the university’s mission, paying particular attention to the unit’s consistency with the university’s focus statement and priorities. Is the unit to be involved in instruction and, if so, to what extent?

The University of Illinois at Urbana-Champaign has been recognized as one, if not *the*, leading graduate institution for preparation in the field of evaluation for nearly 50 years. The foundation of this legacy began in 1964 with the establishment of the Center for Instructional Research and Curriculum Evaluation (CIRCE) by Professors Lee J. Cronbach and J. Thomas Hastings to “provide evaluation services to curriculum development activities on campus and elsewhere” and be responsive to “U.S. Office of Education interest in locating a research and development center on campus specializing in measurement and evaluation”. Professors Cronbach and Hastings were students of Ralph W. Tyler (University of Chicago), who is recognized as the “Father of Educational Evaluation”². After Cronbach moved on to Stanford University, Professor Hastings hired Professor of Educational Psychology Robert Stake as his successor to direct CIRCE. Professor Stake forged an iconic career as an evaluation theorist and scholar while solidifying CIRCE’s legacy as a premier internationally recognized evaluation center. Central to apprenticeship under Professor Stake were lessons in how to design and conduct evaluations that were “responsive and responsible” to context, including stakeholders’ interests and needs as documented in CIRCE’s voluminous archives. These archives document the Center’s impact on making the Illinois Statewide Testing Program more relevant for teachers in the state, and they include correspondences with leading figures who built the foundational contributions to the field of educational evaluation in the United States and internationally.

Until recently, Professor Stafford Hood served as (Founding) Director of CREA and Sheila M. Miller Professor of Education/Curriculum & Instruction Emeritus. Hood’s conceptualization of culturally responsive evaluation and assessment is built on the foundational contributions of educational researchers, learning scientists, and curriculum and assessment scholars who understood the value and benefit of culture and cultural context in understanding diverse ethnic and linguistic populations, school children, and communities³. In a recent introduction at the 2022 CREATE: Consortium for Research on Educational Assessment + Teaching Effectiveness conference in Asheville, NC where Professor Hood received the [Jason Millman Memorial Award](#) in recognition of lifetime achievements in the field of educational research, measurement, and evaluation, his contributions were summarized as follows:

² Tyler is credited as the architect of the National Assessment of Education Progress (NAEP). Known as the “Nation’s Report Card,” NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences (IES), the largest continuing and nationally representative assessment of what our nation’s students know and can do in subjects such as mathematics, reading, science, and writing.

³ For a fuller reference of Professor Hood’s contributions, refer to The Joint Statement of Gratitude in Honor of Stafford L. Hood, PhD on the CREA website.

- Locating evaluation and assessment in cultural contexts, inclusively defined;
- Grounding assessment and evaluation in the daily realities experienced by those being assessed;
- Embracing an expanded vision of validity rather than dismissing it as a “master’s tool”⁴; and
- Enriching our appreciation of those who participate in these endeavors, especially valuing the knowledge of Indigenous scholars and scholars of color.

Like its founder’s contributions, CREA’s contributions to the educational evaluation and assessment fields cannot be overstated. Although CREA extends the original mission of CIRCE, the center’s influence foregrounds the centrality of issues of culture, power, and equity in evaluation, assessment, and policy work. Since its establishment in 2011, CREA’s core mission is to generate evidence for policymaking that is not only methodologically but also culturally and contextually defensible. This CREA mission directly addresses the University’s strategic priorities related to fostering scholarship, discovery, and innovation and ways in which CREA builds on an inclusive culture of excellence in evaluation and assessment across multiple units and divisions in the College and University. CREA is an international community of scholars/practitioners that exists to promote a culturally responsive stance in all forms of systematic inquiry including evaluation, assessment, policy analysis, applied research, and action research. In this work, CREA recognizes issues of power, privilege, and intersectionality. Using its base at the University of Illinois, the Center provides a dual resource in public and community engagement for organizations and individuals seeking to better understand and apply cultural responsiveness in their work. This aligns with the University’s strategic priorities by cooperation with many public-engaged activities already occurring in multiple colleges, departments, institutes, and public good entities. As a whole, CREA seeks to produce a body of informed practitioners, published scholarship, professional development opportunities, technical assistance resources, and advocacy efforts, all of which advances cultural responsiveness across inquiry platforms and settings.

CREA’s further establishment as a BOT approved Center succeeding CIRCE will deepen and enhance UIUC’s and CREA’s reputation in the areas of assessment, evaluation, and policy analysis by drawing on the existing strengths of current COE faculty in the Departments of Educational Psychology; Curriculum and Instruction; Special Education; Education Policy, and Organization, and Leadership. CREA will continue to develop interdisciplinary collaborations across our campus and externally, especially through the expertise of CREA Affiliate Researchers.

CREA’s goals align with the UIUC’s Boldly Illinois Strategic Planning 2030 and its four key areas: i) to foster scholarship, discovery, and innovation, ii) to provide transformative learning experiences, iii) to make a significant and visible societal impact, and iv) to steward current resources and generate additional and strategic initiatives; More explanation follows.

⁴ Master’s tools is a reference made to Audre Lorde’s foundational essay, “The master’s tools will never dismantle the master’s house,” given in 1979 at the Second Sex Conference at New York University Institute for the Humanities.

At the core of CREA mission and goals are three categories: a) international and community scholarly engagement and partnership with academic, non-profit, and community institutions; b) development and provision of educational professional development and curriculum materials for emerging professionals, graduate and senior scholars and practitioners; and c) the conduct of research and evaluation scholarship on culturally responsive inquiry in specific areas like science, technology, engineering, and mathematics (STEM) and in broader educational, psychological, public health, and community development and contexts.

Goal 1: To demonstrate and catalyze international, national, and university community scholarly engagement and partnership with academic, non-profit, and community institutions in the state, nation, and world.

We provide international and community scholarly engagement through two primary activities that demonstrate CREA’s intellectual footprint to foster the University’s strategic goal toward scholarship, innovation, and discovery: 1) the biennial CREA Conference and 2) partnerships with international, domestic, and local institutions from universities to community-based organizations.

CREA Conference: In the throes of planning for CREA VII in 2023, the nearly⁵ biennial CREA Conference is a signature activity that offers the opportunity to fulfill the Center’s mission, facilitate international and domestic engagement, and build a scholarly community in the conduct of research, evaluation, and practice. Supported by a range of sponsors such as the UIUC College of Education, Annie E. Casey Foundation, the WK Kellogg Foundation, the National Science Foundation, and the American Evaluation Association, the conference features a wide variety of keynote and plenary speakers, preconference workshops, and conference sessions. Figure 1 below includes the previous CREA conferences and number of conference registrants.

Table 1: CREA Conferences, 2016 - present

Date	Theme	# of Registrants
April 21-23, 2013 <i>CREA I</i>	Repositioning Culture in Evaluation and Assessment	Unknown
April 20-22, 2016 <i>CREA II</i>	The Next Generation of Theory and Practice: Rethinking Equity through Culturally Responsive Evaluation and Assessment	253
September 27-29, 2017 <i>CREA III</i>	Evidence Matters: Culturally Responsive Evaluation and Assessment Translating to Action and Impact in Challenging Times	319

⁵ The cycle was interrupted by COVID and adjusted accordingly.

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March 27-29, 2019 <i>CREA IV</i>	Intersectionality as Critical Inquiry, Method, and Practice: Moving Beyond Nominal Categories and False Dichotomies in Culturally Responsive Evaluation and Assessment	398
September 30 – October 2, 2020 (Part 1) <i>Virtual due to Covid</i> <i>CREA V</i>	Interrogating Cultural Responsiveness Against the Backdrop of Racism and Colonialism	400
September 29 – October 1, 2021 (Part 2) <i>Virtual due to Covid</i> <i>CREA VI</i>	Interrogating Cultural Responsiveness Against the Backdrop of Racism and Colonialism "	230

Each conference opens with a land acknowledgement and drum ceremony that sets a tone for what follows. Indigenous ceremony is also employed to close the conference and to bless travelers with a safe homeward journey. Plenaries typically feature a single speaker, paired presentations of speakers, or an invited panel. The first plenary speaker(s) is selected by Indigenous scholars affiliated with CREA. Both the substance of the address and the speaker’s cultural affiliation reflect an abiding respect for the wisdom and worldviews of Indigenous persons. Educational assessment was represented at CREA II by the esteemed scholar, Edmund W. Gordon, Ph.D., who then sponsored a plenary on assessment and measurement—the Edmund W. Gordon, Senior Distinguished Lecture—at each of the subsequent conferences. CREA VI honored Dr. Gordon’s 100th birthday. Plenaries on both culturally responsive evaluation and culturally responsive assessment promote reconceptualization, interrogation, and action.

Attendees and presenters at each CREA conference demonstrate the Center’s global reach and its substantial transnational community building. The six CREA conferences have hosted 78 international presenters from 17 countries. Presenters have traveled from nearby Mexico and distant Kenya to share their research and practices as part of the conference program in Chicago, Illinois. Presenters from Ireland, Canada, and New Zealand have participated in every conference, highlighting the sustained collaborations and intellectual exchanges across countries that have been nurtured at these CREA gatherings.

Partnerships: CREA’s second signature activity that builds on the University’s strategic plan is its deep partnerships with Dublin (@Dublin City University), CREA Hawaii, Become, and St. Mary’s University. CREA has extended its network of influence through partnerships with these other organizations who share CREA’s values and commitments to center evaluation and assessment in culture. These partnerships have been created to expand opportunities for research collaboration, exchange of knowledge, and professional development. Specific activities include (a) joint educational, cultural, and research activities; (b) exchange of students for site visits,

internships, and other learning opportunities; (c) participation in seminars; and (d) exchange of academic materials, publications, and other information.

Partnerships have already been formalized in a Memorandum of Understanding (MOU) between the Board of Trustees of the University of Illinois, the College of Education, Director of CREA, and the head of each partner organization. Each partnership is unique, expanding the cultural and geographic reach of CREA-UIUC.

[CREA-Dublin City University \(DCU\)](#) was established in 2011 by CREA Affiliated Faculty Professors Joe O’Hara, Gerry McNamara, and Martin Brown in a formal agreement between UIUC and Dublin City University in Dublin, Ireland. It is located in the Centre for Evaluation, Quality, and Inspection (EQI) at the DCU Institute of Education. EQI is a multidisciplinary research group with a diverse membership drawn from within DCU, from schools and other educational institutions within Ireland and abroad, and from a range of other organizations. CREA-DCU shares CREA-UIUC’s mission of generating evidence for policy-making that is methodologically, culturally, and contextually defensible. Two current projects illustrate the breadth and depth of CREA-DCU. First, Intercultural Community Evaluation and Planning (ICCEP) is a project to develop a community-based planning and evaluation system. Schools and other stakeholders build collaborative networks to improve the learning environments migration background students. Second, Distributed Evaluation and Planning in Schools (DEAPS) is a 3-year Erasmus+ funded project involving approximately 20,000 educational stakeholders throughout Europe.

[CREA-Hawai’i](#) is a partnership with the Lili’uokalani Trust (LT) that seeks to enhance and promote culturally centered evaluation methodologies, approaches, and ways of being that are grounded in ancestry and place. It was established in 2019. Named for the last reigning monarch of Hawai’i, LT provides opportunities for Hawaiian children to realize their greatest potential. Its Research, Evaluation, and Strategy Team contributes to improved wellbeing for Native Hawaiian youth by: creating and disseminating radical and new knowledge; deepening the bench of culturally responsive researchers and evaluators; promoting innovations in practices and systems; and supporting data-informed decision making at all levels of LT. CREA Hawai’i is led by Dr. Katherine Tibbetts, Executive Director, Research, Evaluation and Strategy, and Dr. Pālama Lee, LCSW, Director of Research and Evaluation. Seeking to influence the practice of evaluation and assessment in Hawai’i to be more culturally-responsive and sustaining, in 2015, they began a thoughtful process of developing [Evaluation with Aloha: A Framework for Working in Native Hawai’ian Contexts](#), a project concluded in 2019 that weaves stories, tools, and practices to reframe evaluation. Evaluation with Aloha is a singularly unique, culturally specific framework that has garnered international attention through conference presentations and citations.

[BECOME](#) is a Center for Community Engagement and Social Change based in Chicago, IL. It formally partnered with CREA-UIUC in 2020. BECOME’s founder and CEO, Dr. Dominica McBride, is an inaugural member of CREA’s Affiliate Researchers who brings experience in domestic and international program development and evaluation projects with marginalized communities, including rural communities in Tanzania and Africa, and African American, Hispanic, and Native American communities, and women in the U. S. BECOME’s mission focuses on “Nourishing

communities affected by poverty and injustice to make their vision of a thriving community a reality...[by] drawing on cultural strengths and building community capacity to create the conditions necessary that help communities design their own solutions.” BECOME seeks to cultivate a more just world through culturally responsive evaluation and community development. Its philosophy is that the community must be at the heart of identifying their capabilities to address their challenges and to create their desired realities.

[The Office of Community-Based Research at St. Mary’s University](#) is the most recent partnership, finalized in 2020. St. Mary’s is a Catholic Marianist University in San Antonio, TX. The Office of Community-Based Research (CBR) aids local non-profit organizations that seek consultation on various aspects of grant writing, program evaluation, and assessment activities. A particular focus is on building a more robust understanding of program evaluation among Mexican American non-profit organizations in the greater San Antonio area. The founder and Director of CBR, Dr. Rick Sperling, was instrumental in the development of the University’s Community-Based Assessment and Evaluation academic certificate programs at the undergraduate and graduate levels. CBR also provides services to on-campus faculty who have or are seeking external funding. The research and scholarship of CBR has been presented at conferences of the American Educational Research Association (AERA), the American Evaluation Association (AEA), and Association for Psychological Science (APS), as well as at CREA conferences.

Goal 2: To develop and provide educational professional training and curriculum materials and opportunities for emerging professionals, graduate and senior scholars and practitioners.

Professional Development Workshops have been offered prior to the opening of each conference, beginning with CREA II. From three to six workshops are available, including both full-day and half-day options. These workshops address theory and practice, and they extend the themes of reconceptualization, interrogation, and action through specific examples and tools. Indigenous perspectives are represented in the offerings, as are qualitative, quantitative, and mixed methods. Workshops evolve from year to year, introducing new topics and presenters. Collectively, these workshops both deepen participants’ appreciation of content and provide networking opportunities that forge connections among participants and presenters going into the main conference.

Examples of workshop topics include:

- Utilization of a Racial Equity Lens to help Guide Strategic Engagement and Evaluation I & II
- The Foundations of Indigenous Evaluation
- Fairness and Assessment: Engaging Psychometric and Racial Justice Perspectives
- Theoretical Foundations of Culturally Responsive Evaluation
- LGBTQ+ Evaluation and Cultural Responsiveness: An Intensive Workshop
- Narrative and Collaborative Inquiry in Culturally Responsive Evaluation: Exploring Critical Methods in Practice

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- Transformative Mixed Methods Designs in Evaluation for Social, Environmental and Economic Justice
- Translating Contemporary Culturally Responsiveness for Actionable Evaluation Practice for and with Latinx
- Culturally Relevant Evaluation and Research from a Quantitative Perspective

These peer-reviewed workshop topics are presented by leading scholars and practitioners in the fields of educational research, quantitative and mixed methods, racial equity, community-engaged research and practice, psychometrics, LGBTQ+ research and evaluation, and culturally responsive evaluation and assessment. Each workshop is typically attended by 20-50 participants. Additionally, CREA has co-sponsored workshops at previous American Evaluation Association annual conferences and the annual gathering of the American Evaluation Association/Centers for Disease and Control Summer Institute.

Goal 3: To conduct research and evaluation support through culturally responsive inquiry in specific areas like science, technology, engineering, and mathematics (STEM) and in broader educational, psychological, public health, and community development and contexts.

In 2021, CREA was responsible for collaborating with multiple academic and local partners in developing and conducting research and evaluation support in externally funded projects to elevate the scholarship and practice of culturally responsive evaluation and assessment. These projects are summarized in Table 2 below:

Table 2: Current/Recent Externally Funded Research and Evaluation Projects

Current/Recent Projects	Collaborating Institutions	Funding Institution
<i>Evaluation of Engineering Research Center for Precise Advanced Technologies and Health Systems for Underserved Populations (PATHS-UP) - 2017-2019</i>	Texas A&M University (lead) University of California at Los Angeles, Rice University, and Florida International University	Engineering Education and Centers Division of Engineering Education and Centers, National Science Foundation
<i>Evaluation of NSF INCLUDES DDLP: Diversifying Future Leadership in the Professoriate in Computing at Research Universities- 2017-2019</i>	University of Chicago (lead), Texas A&M University	HRD Division of Human Resources Development, National Science Foundation
<i>Evaluation of Academic Careers Workshops for Underrepresented</i>	University of Chicago (lead)	Computer and Information Science and Engineering, National Science Foundation

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<i>Participants in Computing - 2018-2021</i>		
<i>Evaluation of Collaborative Research: BPC-A: LEAP Alliance: Diversifying Future Leadership in the Professoriate - 2021-2024</i>	University of Chicago	Computer and Information Science and Engineering, National Science Foundation
<i>Evaluation of Leading Individuals and Families to Transformation - (LIFT) Program - 2021-2022</i>	City of Champaign (co-lead), Unit 4 Champaign School District (co-lead)	Office of Chancellor – Public Engagement & Office of Diversity, Equity, and Inclusion
<i>Developing the Skills of Citizen Evaluators and Community Based Evaluators to Advance Transformation of Marginalized Communities (2022-present)</i>	BECOME Inc. (Chicago, Illinois). CREA formal partner	Robert Wood Johnson Foundation

2. Need
 Explain how the unit will meet regional and state needs and priorities. What is the demand for the unit’s services? What clients or population will the unit serve? Identify similar units of administration, research, or public service in the state, at both public and private colleges and universities. Compare the proposed unit with these units and discuss potential impact upon them.

- There is considerable public sector growth in evaluation and assessment via the current Federal administration’s interests in expanding evaluation. This interest is affirmed by numerous presidential memoranda and executive orders to support using evidence in policy, program, budget, operational, and management decision-making. For example, Government Performance and Results Act of 1993[2010], and the Evidence Act of 2018, include learning agendas and annual evaluation plans in the Biden Administration that specifically emphasize issues of advancing racial equity (cf. Executive Order 13985, Executive Order on Advancing Racial Equity and Support for Underserved Communities through the Federal Government).
- Results of a 2021-22 Ford Foundation Landscape Analysis on equity in public sector evaluation reveal evidence of formal and informal training with professional associations, philanthropic associations, research firms, institutions of higher learning, and government that spur growth in developing and expanding the bench, pipelines, and

pathways for practicing evaluators across a broader range of sectors and content areas than historically prevalent.

- American Evaluation Association, the largest professional association in the world devoted to the application and exploration of evaluation as a profession, includes over 20 University Centers and Institutes that have a significant portion of their work in evaluation. These include peer institutions with similar scope and content as CREA. Among peer institutions in particular, there are a number of Centers devoted to the study and practice of educational research, evaluation, and assessment⁶. These Centers function as sites of externally funded evaluation projects, offering applied graduate education. However, none of these Centers has a unique focus on the role, impact, and utility of culture and cultural context in educational evaluation, assessment, research, and policy. CREA distinguishes itself in this regard.
- Recent analyses of university-based evaluation education programs suggest that despite the vibrant landscape of opportunities for evaluation training in the development and socialization of evaluators in government, nonprofit, and philanthropic organizations, the number of universities offering evaluation education is variable. This gap signals opportunities to find supplemental ways of generating evaluation training and assistantships for increasing needs from government and philanthropic agencies who are increasingly requiring external awards to contain evaluation and assessment plans.
- As background, the current BOT approved Center status process originated with College of Education Dean Jim Anderson, who charged Ad Hoc Committee on Centers and Initiatives in Spring, 2022 to make recommendations regarding renaming centers (CIRCE and the Center for the Study of Reading) and update policy regarding current College of Education centers and initiatives. Recommendations of the Ad Hoc Committee resulted in renaming task forces established in Fall, 2022, one focused on evaluation and one focused on technology and learning. This proposal reflects the result of the Renaming CIRCE Task Force charged in Fall, 2022.
- The CREA Self-Study Steering Committee Report (April 2022) highlighted the long-term potential sustainability of CREA, strong leadership within COE, and the need for long-range plans to ensure its longevity and unique intellectual footprint in evaluation. A recent survey of CREA Affiliates (November 2022) revealed increasing benefits of CREA as a BOT approved Center for sustainability, innovation, leveraging external funding sources,

⁶ UCLA, Graduate School of Education and Information Studies National Center for Research on Evaluation, Standards, and Student Testing; UC Berkeley, Evaluation and Assessment Research Center; Vanderbilt University, Peabody College of Education Center for Evaluation and Program Improvement; Stanford University, Center for Educational Policy Analysis; Columbia University, Teachers College Assessment and Evaluation Research Initiative; Indiana University, Center for Evaluation and Educational Policy; Harvard University Graduate School of Education Center for Education Policy Research.

financial stability, increased visibility, greater reach, and impact, both locally and internationally.

The Center for Culturally Responsive Evaluation and Assessment is the only campus or University of Illinois system entity dedicated to the scholarly practice of evaluation and assessment of social and educational programs, initiatives, and policies. The core College faculty associated with CREA represent the four academic departments of the College and serve as internal affiliates within CREA. Individual core faculty members are associated with departments and degree programs that have courses relevant to evaluation and assessment. CREA serves as a vital link between these academic units in cultivating cross-disciplinary discussion of evaluation and assessment in the several education and education-adjacent contexts in which COE core faculty conduct equity and social justice work. These contexts are already manifest in collaborations currently with the Center of Social and Behavioral Sciences⁷ (CSBS), the Bureau of Educational Research (BER), Institute for Inclusion, Diversity, and Access (IDEA Institute) and Center for Education in Small Urban Communities (CESUC). Further cross-collaborative linkages with university centers are in discussion with the Beckman Institute for Advanced Science and Technology, Center for Advanced Study, and I-STEM Education Initiative in ways that continue to expand the University's strategic plans and CREA's mission and goals.

Within the Department of Educational Psychology (EPSY), which is the historic home of UIUC's evaluation training program and the majority of COE's evaluation faculty, the Quantitative and Qualitative Methodology, Measurement, and Evaluation (QUERIES) division offers substantive coursework and a graduate degree concentration in evaluation. EPSY faculty associated with CREA teach courses in evaluation theory, methods, and practice as well as the broader social and political implications of monitoring, evaluation, and assessment. Additionally, CREA-affiliated faculty in QUERIES supervise a graduate certificate in evaluation for graduate students across the College and the University who desire to expand their academic course and career pathway in the field of evaluation. Students in the certificate program range in degree programs from educational policy and leadership to human resource development, agricultural, human development and family studies, and educational technology. Finally, the EPSY-based evaluation lab serves as a collaborative community of evaluation practice while also providing research apprenticeships for undergraduate, masters, and doctoral students to gain essential hands-on experience in grant-writing for, designing, and conducting evaluations.

Within the Department of Education Policy, Organizational and Leadership (EPOL), graduate students have an opportunity to take courses in program evaluation theory, practice, design, and methods. Several EPOL faculty teach the introductory program evaluation course (ERAM 556) and Evaluation of Learning Technologies (EPOL 484/EPSY 474). Additionally, a recently formed group of tenure-track faculty in EPOL are pursuing research in Quantcrit, a line of inquiry that critically examines the use of data (e.g., assessment data) to promote anti-racism and equity in

⁷ For instance, The CSBS Small Grant Program, funded by the Office of the Vice Chancellor of Research and Innovation (OCVRI), is one such avenue in which CREA faculty are pursuing support and collaboration with researchers across campus.

education; their work highlights important linkages to CREA's mission and the expertise of its community (See CREA Affiliate Researchers below).

Additionally, there are opportunities to regularly teach courses important to EPOL's degree programs in areas like diversity, equity, and inclusion (DEI) and higher education. Examples are courses on designing and conducting culturally responsive evaluations in educational contexts (periodically taught under CI 590: Advanced Seminar in Culturally Responsive Evaluation or CI 516: Culture and Cultural Context in Educational Evaluation) and evaluation of higher education programs (EPOL 580/CI 590). Finally, EPOL is considering the creation of a new MA in Educational Policy that would rely on the evaluation courses (EPSY 470: Evaluation Theory and EPSY 471: Evaluation Methods) taught by CREA-affiliated faculty as foundational curriculum. CREA affiliation, conferences, and other opportunities can provide both EPOL faculty and students an opportunity to deepen their understanding of evaluation gained through course instruction.

Within the Department of Special Education (SPED), CREA shares the mission of advocating for and conducting social inquiry toward greater equity in education. Recent conversations with SPED faculty have highlighted several areas of shared interest, which could lead to grant-supported research and interventions including 1) expanding universal design in educational evaluation and assessment; 2) investigating curricular and program supports in higher education for students with disabilities; 3) expanding discussions within the CREA community about individuals with disabilities and challenging ableism as an important dimension of intersectionality and commitment to equity in evaluation and assessment work; and 4) holding ongoing discussions about issues of language and representation for individuals with disabilities. These areas reflect under-developed aspects of both fields of SPED and evaluation.

Within the Department of Curriculum & Instruction (C&I), CREA shares the department's focus on teaching, learning, and social justice at local and global levels, including fostering culturally responsive pedagogy and environments that provide equitable support in schools, districts, agencies, and nonprofits focused on preparing learners for the opportunities and challenges of diversity and equity in the state and beyond. In the last year, efforts have been made with the Technology Innovation in Educational Research and Design (TIERED) faculty and CREA regarding collaborative graduate student support, proposals, and opportunities for external funding, and in cross-collaborative synergies between faculty, units, and centers. It is expected that the proposed Board of Trustee approved Technology Learning Center (TLC) and CREA will benefit from continued collaboration.

In addition to the core faculty academic and affiliate relationships with CREA, the Center has [a group of leading international and national external affiliate researchers](#) in academic, non-profit, research and evaluation firms, industry, and philanthropic institutions representing diverse academic and technical practices that serve to expand the outward facing CREA's mission and goals.

At each biennial CREA conference, new CREA Affiliate Researchers are nominated and selected through an application and review process that includes letters and a curriculum vitae for new membership. Roles and responsibilities for CREA Affiliate Researchers include:

- Conference attendance and communication: attend the conference, actively disseminate conference information, and actively promote conference attendance as well as submission of proposals for conference participation.
- Participation in meetings: participate in affiliate meetings to facilitate understanding of CREA’s mission, including promoting collaborative research, evaluation, and other potential fundable projects to support sustainability of CREA and its core mission in general.
- Knowledge generation: contribute to knowledge and fund generation (for example, presenting papers or a panel at the conference, proposing pre-conference workshops, and connecting CREA with sponsorship opportunities for supporting its scholarly and public engagement work).

The work of the CREA Affiliate Researchers, in addition to primarily extending the CREA intellectual footprint through scholarly publications, consists of forming standing or ad-hoc committees, such as nominations, conference, professional development, and self-study, as needed. A standing executive leadership group is comprised of 5-7 CREA Affiliate Researchers who are primarily involved in the implementation of the Center’s strategic planning, leadership, and development. A list of core affiliates and their respective institutions and locations are included in Appendix A.

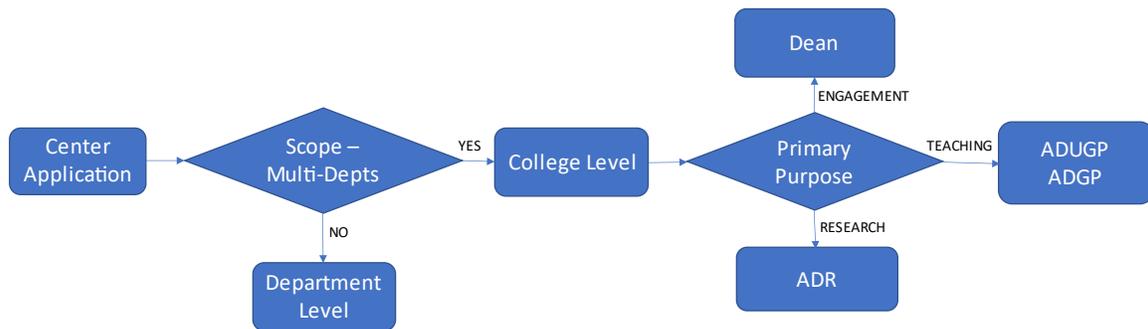
3. Organization

Describe the proposed unit’s organizational structure. Explain how the unit is organized to meet its stated objectives. Attach the unit’s bylaws (or equivalent governing document) and briefly outline the process used to establish them.

The Center for Culturally Responsive Evaluation and Assessment (CREA) is one of several Centers in the College of Education. During the 2022 academic year, Dean Jim Anderson convened the Centers and Initiatives Ad Hoc Committee to make policy recommendations regarding 1) renaming two existing but dissolved Centers who have Board of Trustee approval (i.e., CIRCE and the Center for the Study of Reading) and 2) providing direction to naming, location, operations, and reporting of college or department level strategic initiatives. As recommended by the Ad Hoc Committee, Centers committed to engagement would report directly to the Dean, those devoted to research would report directly to the Associate Dean for Research, and those to related to teaching, report directly to the respective Associate Dean for Undergraduate Programs or Associate Dean for Graduate Programs.

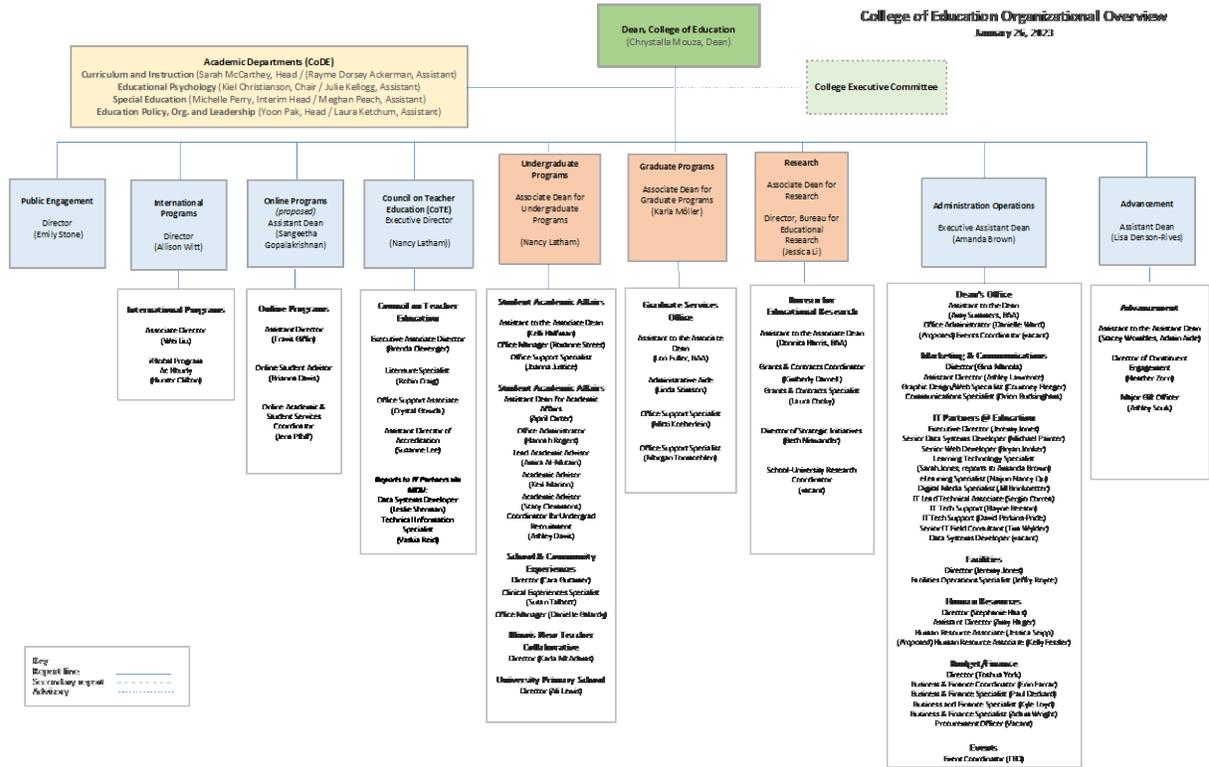
Figure 1 below reflects the Adhoc recommendation for Centers' reporting designations, indicating those Centers with the primary purpose of engagement should report directly to the Dean (see the right-hand portion of the figure).

Figure 1: Proposed recommendation from Ad Hoc Committees and Initiatives for College of Education



As a unit that reports directly to the College of Education Dean, CREA maintains an important role in serving the College's departments and contributing to the College's overall mission and vision. See Figure 2 below which depicts the College's organizational structure. The College of Education supports the center financially as well as by providing operational support i.e., information technology, communications, budgeting, human resources, and space within the Children's Research Center (CRC).

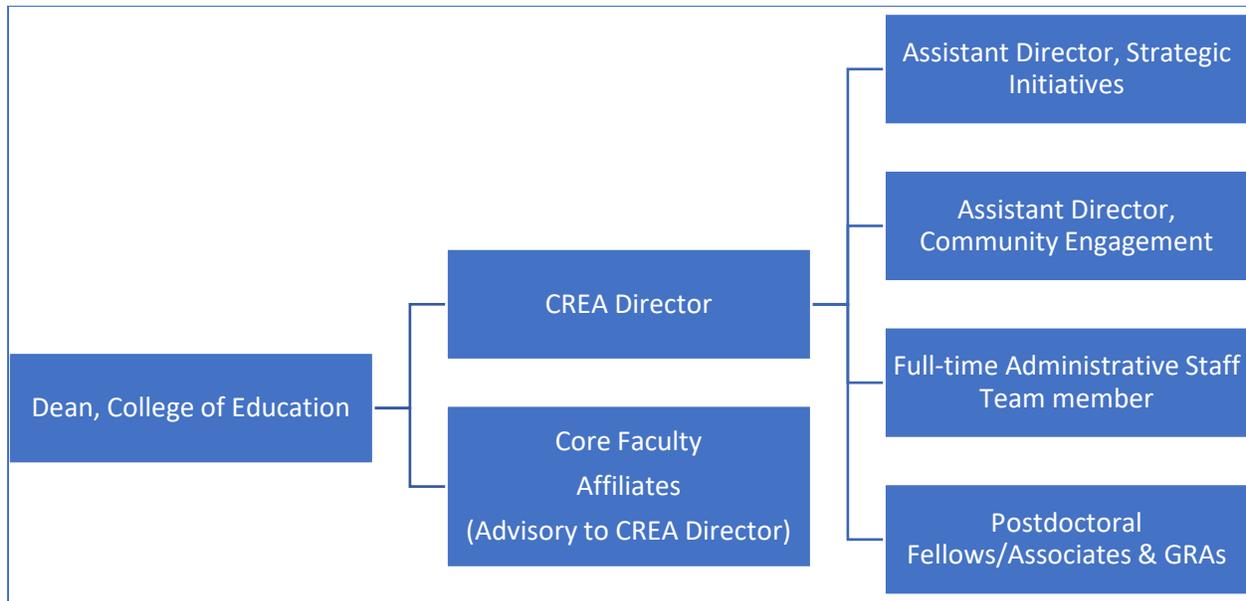
Figure 2: College of Education Organizational Structure



The proposed organizational chart in Figure 3 below includes a Director who serves as full-time, tenured professor, two Assistant Directors supported by administrative and postdoctoral fellows/associates and Graduate Research Assistants. The Assistant Directors will report to the Director, may hold faculty appointment in one of the College academic departments, one with a portfolio on strategic initiatives focused on advancement and philanthropic interests of the Center and the other with a portfolio on local and community initiatives in the Champaign-Urbana area that pursues CREA’s community and public engagement interests. Both Assistant Directors will furthermore pursue collaborative interdisciplinary relationships with other centers and units in the College and University.

Each of these director positions will assist COE and other university faculty with identifying and leveraging opportunities to achieve CREA’s three strategic goals in i) international partnerships and community engagement, ii) professional development, and iii) culturally responsive evaluation and research and evaluation scholarship and practice.

Figure 3: CREA Proposed Organizational Structure



4. Unit Outcomes

Identify what targets have been set to assess the proposed unit’s success in achieving its objectives. Among others, specific performance measures might include: expected research and/or public service products; ratio of external to internal funding for unit; impact of this unit on national, state, regional, and local area organizations, businesses, or communities; and collaborative research product that promotes the Illinois economy.

The success of CREA’s goals for the next 3-5 years lie in fulfillment of a set of internal and external outcomes that are in process. These internal and external outcomes are the current focus of the interim directorate and leadership in determining and executing a plan that will include a revisioning of the resources and inputs, core and strategic activities, short- and long-term outcomes that will be associated with the Center’s growth and sustainability for years to come.

As a background to CREA’s internal outcomes, the 2022 CREA Self-Study Report provided suggestions for outcomes are designed for internal stakeholders who are directly affiliated with the Center as leadership, faculty and external affiliate researchers, and staff. Several key recommendations from the report outline core outcomes that drive the internal focus of CREA; they include and are developed further below:

- To develop stronger community and identity among the University’s (UIUC and larger system) awareness and recognition of CREA and its potential for contributing to various scholarship and public engagement strategic efforts in alignment with the College’s vision for centers and strategic initiatives;
- To increase the sponsorship levels at the CREA conferences by 25% for CREA VII and CREA VIII by building on the legacy of Prof. Stafford Hood through targeted efforts with the Communications and Advancement offices of the College of Education;
- To increase the core College of Education faculty and University (UIUC and system) faculty affiliates in the next 1-2 years to develop a stronger foundation of affiliated UIUC faculty;

Additional external outcomes have been identified through core CREA stakeholders and are ongoing in current discussions with the Dean, College Executive Committee (CEC), and other Center affiliates as designated by the Dean, including the recommendations of the 2022 CREA Self-Study Report; these external outcomes include:

- To generate research and evaluation products (briefs, policy papers, occasional papers) for wider dissemination as a result of current and previous research and external awards;
- To increase collaborative grant getting with College of Education and University (UIUC and larger system) centers, initiatives, and units from a diverse portfolio (i.e., government, philanthropic, non-profit) of funding agencies;
- To develop more professional development opportunities, especially beyond the CREA conferences, with various University system and state agencies for possibilities for applying and executing culturally responsive and equitable lenses, practices, and methods;
- To increase external participation of attendees at the biennial CREA conferences by 5-10% by targeting new audiences within the state and larger University community;
- To document and increase the scholarly and intellectual footprint and the influence of CREA in its contribution to the related transdisciplinary fields of culturally responsive evaluation and assessment with the strategic and sustainable use of CREA external affiliate researchers within the Big Ten Academic Alliance and among peer institutions.

5. Quality Assurance Processes

Briefly describe the processes that will yield evidence to demonstrate the quality of the unit. Address the following elements: evidence that the unit supports the university's mission and statewide goals; evidence that the unit's product or outcomes achieve stated objectives; determination of organizational effectiveness; faculty and staff qualifications and reward structures; determination of adequate support staff, equipment, and other resources; and use of results from evaluations to improve the unit's effectiveness.

CREA will be reviewed annually by the Dean. As recommended in the Spring 2022 report of the College of Education Centers and Initiatives Ad Hoc Committee, an annual report will be submitted that details CREA's research and public engagement activities. The CREA executive leadership and core faculty will be expected to advise the Director as needed in the completion of the report before submission to the Dean. The report will include a) an annual budget of revenue and expenditures, b) a review of the Center's mission, goals, opportunities, and challenges, and c) other information as relevant for reporting purposes, such as determination and review of support, staff, equipment, and resource adequacy. The Dean and Director will meet after the report is submitted for discussion and feedback, including ways to use the report for informing the College annual reporting and strategic goals.

6. Facilities (space, equipment, instructional materials)

Describe the available facilities and equipment to develop and maintain high quality in this unit of administration, research, or public service including buildings, classrooms, office space, laboratories and equipment, and other instructional technologies. Summarize information about library resources including a list of key academic journals and other publications that will support this unit and be used by faculty, students, and staff.

The CREA offices are currently located on the first floor of the Natural Resources Building (NRB), directly south across the street from the College of Education at the corner of Peabody and Sixth Street. Its close proximity to the College allows ability to maintain regular collaborations with College faculty and staff. The current room in NRB includes the following:

- Administrative Aide office with office desk, chairs, computers, cabinets and closet for storage;
- Conference room with large table, 3-4 office desks and chairs for affiliated faculty and graduate students, personal papers of Profs. Stafford Hood and Robert Stake (coordinated with University Library archives division), including cabinets for storage, office printer, and refrigerator; and
- Directors' office adjacent to conference room with office desk, chairs, cabinets for storage, computers, and printer.

Plans are underway to move the CREA offices to the Children's Research Center (CRC) at the south end of the Research Park where the College's Centers are expected to be housed in the near future.

7. Resources

Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable. Provide a narrative budget statement explaining the data in the associated Budget Table. Include detail describing revenues from governmental grants and contracts private gifts and grants, endowment/investment income, sales and services, and other sources; and expenditures including salaries of faculty, administrative staff, benefits, and other personnel related expenses for the proposed unit; library resources, services, equipment, and facilities.

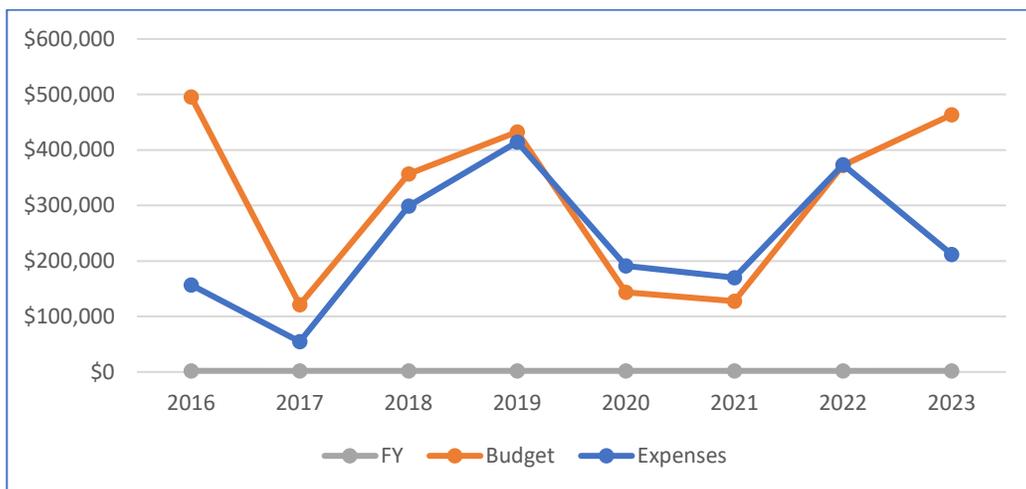
When CREA was established in 2011, by the Dean of the College of Education, Mary Kalantzis, and provided initial seed funding of approximately \$100,000 with the understanding that CREA would be self-sufficient within three years. These funds were primarily used to cover expenses for the planning and implementation of the conferences. Yet, it should be noted that the only assigned staff member for the center was the Director with an annual stipend \$10,000 in addition to his full-time position as Professor of Curriculum and Instruction and Sheila M. Miller Professor of Education. Center responsibilities require approximately 60% or more of the Director's time.

Since the Center's creation in COE, periodic additional assistance has been provided in the form of a) one part-time COE staff member that has been shared with another unit, b) graduate

students funded with the then Director Stafford Hood’s discretionary Sheila M. Miller funds, and c) miscellaneous support (including COE faculty, COE students, and non UIUC members of the CREA community). It was not until 2018 that COE partially funded an administrative aide (60% of the aide’s salary). CREA has provided funding for the remainder of the aide’s position through conference revenue and external grants. On January 1, 2021, the then Director transitioned to Professor Emeritus status with the annual stipend for leading CREA adjusted to 5% FTE.

Figure 4 below illustrates CREA budget vs. expenses from FY 16 – present. The budget (revenue) includes philanthropic (Kellogg Foundation, Annie Casey Foundation, Spencer Foundation) federal (National Science Foundation primarily) and state funds, commitments from the College (Director and other salary), self-supporting funds (conference and evaluation services), and campus commitments.

Figure 4: CREA Budget Vs. Expenses (FY16-23)



In more detail with specific reference to the last 5 years, Table 3 depicts the center’s revenue and expenditures. By fund type (i.e., state/ICR, campus, federal, private/foundation, conference, and consulting contracts), it shows a diverse portfolio of CREA research and evaluation services that support the mission and vision of the center and the strategic priorities of the University.

Table 3: CREA Overall Revenue/Expenditures, FY19 - FY23

	FY19	FY20	FY21	FY22	FY23
Starting Balance	138,855	157,226	109,364	66,678	65,383
Budget/Revenue					
State/ ICR funds	31,889	36,153	20,823	22,615	27,376
Campus Funds	-	-	-	-	70,919
Federal Grants	246,680	56,449	88,810	221,745	365,492
Private / Foundation Grants	12,000	45,000	2,500	10,000	-
Conference Revenue	142,169	5,964	15,297	118,067	-
Consulting Contracts	-	-	-	-	14,673
Budget/Revenue Total	571,593	300,792	236,794	439,105	543,843
Expenditures					
State / ICR Expenditures	29,754	30,134	33,088	29,148	14,928
Campus Expenditures		134	1,035	17,757	
Federal Grant Expenditures	256,556	93,985	69,444	151,883	123,433
Private / Foundation Grant Expenditures	4,677	20,278	20,426	27,092	(1,635)
Conference Expenditures	123,380	46,898	46,123	147,843	16,668
Consulting Expenditures		-			14,673
Expenditures Total	414,367	191,429	170,116	373,722	168,066
Balance	157,226	109,364	66,678	65,383	375,777

Table 4 below provides a projected budget of revenue and expenditures for the subsequent 5 years, FY 25 – FY29. It projects college and university investments in leadership and staffing and anticipates increased grant and consulting service revenues to support the continued sustainability of the center for years to come in building a robust portfolio of external and internal funding opportunities based on its already proven track record.

Table 4: CREA Projected Budget, FY 25-29

Revenue		Year 1	Year 2	Year 3	Year 4	Year 5
Sponsored Projects						
Federal		200,000	200,000	200,000	200,000	200,000
State/Private		15,000	15,000	15,000	15,000	15,000
Subtotal:		\$ 215,000	\$ 215,000	\$ 215,000	\$ 215,000	\$ 215,000
Other Revenue						
ICR Return		16,627	17,126	17,639	18,168	18,714
Conference		130,000	133,900	137,917	142,055	146,316
Consulting / Campus initiatives		80,000	82,400	84,872	87,418	90,041
Subtotal:		\$ 226,627	\$ 233,426	\$ 240,428	\$ 247,641	\$ 255,070
Total Revenue		<u>\$ 441,627</u>	<u>\$ 448,426</u>	<u>\$ 455,428</u>	<u>\$ 462,641</u>	<u>\$ 470,070</u>
Expenditures		Year 1	Year 2	Year 3	Year 4	Year 5
Personnel						
Faculty		22,500	22,500	22,500	22,500	22,500
Postdoctoral Research Associate		50,000	51,500	53,045	54,636	56,275
Postdoctoral Research Associate		-	-	-	50,000	51,500
Administrative Associate		50,198	51,704	53,255	54,853	56,498
Administrative Associate		-	-	-	54,853	56,499
TA/GRA		85,592	88,160	90,805	93,529	96,335
Total Personnel		208,290	213,864	219,605	330,371	339,607
Other						
Fringe Benefits		60,331	61,855	63,425	109,416	112,413
Conference Expenditures		130,000	133,900	137,917	142,055	146,316
Travel		11,000	11,000	11,000	11,000	11,000
Materials, Supplies, Services		5,000	5,000	5,000	5,000	5,000
F&A		73,897	73,897	73,897	73,897	73,897
Total Expenses		<u>\$ 488,518</u>	<u>\$ 499,515</u>	<u>\$ 510,843</u>	<u>\$ 671,738</u>	<u>\$ 688,233</u>
Net Revenue		\$ (46,891)	\$ (51,090)	\$ (55,415)	\$ (209,097)	\$ (218,162)
Cash Flow		Year 1	Year 2	Year 3	Year 4	Year 5
Carryover Cash			53,109	102,019	146,604	37,507
Investment from College		100,000	100,000	100,000	100,000	100,000
Total Revenue		441,627	448,426	455,428	462,641	470,070
Total Expenses		488,518	499,515	510,843	671,738	688,233

8. A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6).

Illinois Administrative Code: 1050.30(a)(6): A) *The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois*

Respond to the following questions about how the proposed unit will support the three goals of ***A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan***.

- Equity: Close the equity gaps for students who have historically been left behind
- Sustainability: Build a stronger financial future for individuals and institutions
- Growth: Increase talent and innovation to drive economic growth

Equity

1. Describe plans to implement systemic solutions that will increase access and opportunities for service to underserved communities and the implications for the proposed unit of administration. Explain how progress will be monitored. [See Equity Strategy #1 and #2]
2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed unit. Explain how progress will be monitored. [See Equity Strategy #3]

Sustainability

3. For this new unit of administration, describe how the institution plans to maximize effectiveness and efficiencies in its administrative structure and operations while avoiding unnecessary or existing duplication.
4. Explain further how the new unit will capitalize and build collaborative synergies on campus and within and outside of the state; support future-ready learning, research, or public service approaches; and ensure that the unit is a good steward of its financial resources.

Growth

5. As one of the Core Principles, demonstrate how the proposed unit will reinforce and promote public good in the state (e.g., civic engagement, exposure to arts and humanities, and solutions to society's challenges).
6. Describe how the unit plans to contribute to research, innovation, and economic development by leveraging the Illinois Innovation Network. [See Growth Strategy #1]
7. Explain how the new unit engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers. [See Growth Strategy #3]
8. Describe how the proposed unit will expand access and opportunities for students regarding high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences. [See Growth Strategy #6]
9. Explain how the proposed unit of administration will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future. [See Growth Strategy #6]

(For more information about each of the three goals of the A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan, go to the IBHE website: <https://ibhestrategicplan.ibhe.org/>).

The plans for equity, sustainability, and growth as illustrated by *Thriving Illinois* are consistent with the goals and strategic plans for CREA for the next 5 years, FY 25 – FY 29. In particular, the information below is intended to inform priorities in leveraging CREA and its potential to contribute to continued partnerships, external funding opportunities, and leveraged growth with the specific intent to focus on the underrepresented and underserved populations of the state.

Pertaining equity strategies, the following evidence and plans are noted and aligned with each numerical response:

1. CREA's scholarly and public service footprint is developing sustainable relationships with the Unit 4 School District of Champaign and the City of Champaign in collaborating around a population of school going children who are at risk of severe discipline and dropout with their families in a unique and recently developed program, Leading Individuals and Families to Transformation (LIFT). In its second year, with funding from the Executive Associate Chancellor for Public Engagement and through competitive award from Vice Chancellor for Diversity, Equity, and Inclusion, CREA leadership have an evaluation team that is currently assessing the intensive wraparound support and connections to both school and community-based resources. Continued efforts remain to assess the intervention success and opportunities for formative support and change throughout the next two academic years.
2. CREA has the potential to assist the university system and state communities in assisting with institutional level equity plans and assist in the development of equitable talent to increase and retain faculty, staff, administrators, and trustees of color. Already, CREA faculty have assisted Executive Associate Chancellor for Public Engagement in determining a baseline of university center funded initiatives pertaining Minority Serving Institutions (MSIs) in the U.S. and have served on search committees in the College of Education, International Illinois, CSBS. CREA's scholarly footprint both in the state of Illinois and beyond will continue to directly affect communities of color, often marginalized and underserved communities around the country as illustrated by the external funding awards, publications and presentations of CREA affiliates and faculty.

Pertaining sustainability strategies, the following evidence and plans are noted and aligned with each numerical response:

3. The College of Education is undergoing a rethinking and repositioning of its core centers and strategies in the next 3-5 years. Building off the Adhoc Task Force recommendations in Spring, 2022, the Dean with support from the College Executive Committee are planning ways to coordinate reporting, operations, and collaborative synergies across the College and University. CREA's elevation to permanent status will provide a model, serving to catalyze and innovate within and between College centers and initiatives more effectively. In addition to the yearly reporting to the Dean, the CREA faculty and external affiliate researchers recently undertook a 2021-2022 self-study pertaining the sustainability of CREA and this document continues to inform next steps.

4. The collaborative and synergistic opportunities that await CREA on campus, within and outside of the state are endless and continue as a result of a proven track record as described in the earlier stages of the proposal. Going forward, the new directorate of leadership will include the assistant director of community engagement and assistant director of strategic initiatives to allow deeper and widening relationships with Colleges and the local University system communities in Chicago, Springfield, and Champaign-Urbana. Those meetings at the interim level have begun to lay a path forward consistent with the goals, outcomes, sustainability, equity, and growth plans within this document.

Pertaining growth strategies, the following evidence and plans are noted and aligned with each numerical response:

5. The historic relevance and importance of CREA in the larger field of evaluation and assessment of CREA for the last decade and the Center's goals are inextricably linked with the Core Principles, namely reinforcing and promoting good. CREA faculty, leadership, and external affiliate researchers are leaders in the major professional associations, institutions of higher learning, research and evaluation firms, and philanthropic agencies in the state and across the nation. These key external facing collaborators, partners, and affiliates have and will continue to play pivotal roles in extending the public good and culturally responsive focus in evaluation and assessment with particular focus on those underserved and underrepresented within the fabric of the society and the world.
6. CREA's elevation to permanent status will continue to afford deep relations related to research, innovation, and economic development in the state of Illinois. There are opportunities to expand the CREA UIUC system relationship through the Illinois Workforce and Education Research Collaborative (IWERC) in the Discovery Partners Institute (DPI). IWERC works closely with Illinois state government, including the Governor's Office and the multiple state agencies that administer early childhood, K-12, and higher education policies and programs. IWERC routinely conducts broad-scale evaluation of state programs but is also sometimes requested to take on evaluation projects for specific programs. This work would be well-informed -or perhaps, on some occasions, best collaboratively completed—by CREA faculty and affiliates in cooperation with IWERC. CREA is uniquely positioned to collaborate with DPI on IWERC's three core research project portfolios: 1) Early Childhood Research, 2) Teacher Workforce Research, and 3) High School-to-work Research.
7. At the CREA Conference VII this fall, we anticipate having at the annual meeting of the CREA faculty and external research affiliates. At this meeting, matters of sustainability and growth are a regular part of the meeting agenda and where there is an opportunity to network and build new opportunities with current and future partners and collaborations in Chicagoland. These and other opportunities at upcoming conferences allow possibilities for our CREA university community to engage with networks of regional, state, national, and international participants to expand the CREA research, evaluation, and public engagement footprints in ways to leverage the priorities and needs of the citizens of Illinois.

8. At the previous CREA Conference VI, for instance, with support from the WK Kellogg Foundation, CREA was able to generate support for community and undergraduate level evaluators and engage their aspiring evaluation and assessment interests in collaboration with CREA-Become, and philanthropic and research/evaluation organizations. Additionally, CREA conferences have received support from the College of Education for registration fees and travel support for UIUC graduate and undergraduate students who have accepted papers and presentations to attend the conference.
9. CREA serves as a core advising and support system for graduate and undergraduate students the College of Education and University as a result of funded research assistantships and their volunteering support. The opportunities they receive extend to providing presentations at meetings and conferences to meeting with junior and senior faculty on externally and internally funded projects and meeting with parents and students in local communities where CREA research and evaluation services take place.

Appendix 1: List of CREA Affiliate Researchers, Affiliation, and Geographic Location

- *⁸Lisa Aponte-Soto, Takoma Consulting (Chicago, IL)
- *Keena Arbuthnot, Louisiana State University (Baton Rouge, LA)
- Tamara Bertrand-Jones, Florida State University (Tallahassee, FL)
- Katrina Bledsoe, Education Development Center, Inc. (Washington, DC)
- Nicole R. Bowman, Bowman Consulting, Mohican/Munsee (Madison, Wisconsin)
- *Ayesha Boyce, Arizona State University (Phoenix, AZ)
- Martin Brown, Dublin City University (Dublin, Ireland)
- Suzanne Callahan, Callahan Consulting (Washington, DC)
- Fiona Cram, Katoa Ltd., Māori, Ngati Kahungunu Evaluator, (Auckland, NZ)
- Kathryn Dinh, (Sydney, Australia)
- Sylvia Epps, Decision-Information Resources (Houston, TX)
- Olatokunbo (Toks) S. Fashola, American University (Washington, DC)
- *Kevin Favor, Lincoln University (Lincoln, PA)
- Pamela Frazier-Anderson, Frazier-Anderson Research and Evaluation
- Henry Frierson, University of Florida at Gainesville
- Juan Gilbert, University of Florida at Gainesville
- Drew Gitomer, Rutgers University (New Brunswick, NJ)
- Leslie Goodyear, Education Development Center (Waltham, MA)
- Andrea Guerrero-Guajardo, Bexar County Health Department (San Antonio, TX)
- *Melvin Hall, Northern Arizona University (Flagstaff, AZ)
- Tracy Hilliard, MPH (Seattle, WA)
- Karen Kirkhart, Syracuse University (Syracuse, NY)
- Michelle Knight, Teachers College, Columbia University (New York, NY)
- Joan LaFrance, Mekinak Consulting, Turtle Mountain Chippewa (Seattle, WA)
- Jacqueline Leonard, University of Wyoming (Laramie, WY)
- Laura Pan Luo, China Agriculture University, People's Republic of China (Beijing, China)
- Dominica McBride, Become, Inc. (Chicago, IL)
- Gerry McNamara, Dublin City University (Dublin, Ireland)
- Leah Neubauer, Northwestern University (Chicago, IL)
- Joe O'Hara, Dublin City University (Dublin, Ireland)
- Monica B. Mitchell, MERAssociates (Los Angeles, CA)
- Sharon Nelson-Barber, WestEd (Portland, OR)
- *Leah Peoples, Transformative Research (Charlotte, NC)
- Gregory Phillips, Northwestern University (Chicago, IL)
- Eva Sarr, Centre for Multicultural Program Evaluation (Melbourne, Australia)
- Grisel Robles-Schrader, Northwestern University (Chicago, IL)
- Katherine Tibbetts, Queen Lili'uokalani Trust (Honolulu Hawaii)
- Caroline Turner, California State University-Sacramento (Sacramento, CA)
- Nan Wehipeihana, Kinnect Group (Wellington, NZ)

⁸ * asterisks denote University of Illinois alumni

Estimated Costs and Sources of Funds for Proposed Unit						
Illinois Higher Education						
		Year of Operation				
		1st Year	2nd Year	3rd Year	4th Year	
Expenditure						
Personnel						
Faculty Count	by # of FTE					
	Personal Services in \$	32,022	32,022	32,022	32,022	
	Other Personnel Costs in \$	236,599	243,697	251,008	407,766	
	Supplies, Services, Equipment ¹ in \$	146,000	149,900	153,917	158,055	
	Facilities in \$	73,897	73,897	73,897	73,897	
	Total	488518	499516	510844	671740	
Resources						
Current Unit		16,627	17,126	17,639	18,168	
Other Internal Sources ²		100,000	100,000	100,000	100,000	
Federal Funds		200,000	200,000	200,000	200,000	
Fees, Sales, Other Income		225,000	231,300	237,789	244,473	
New State Appropriation ³		0	0	0	0	
	Total	541627	548426	555428	562641	

¹ Includes expenditures for library resources.

² Reallocation within institution from other budgetary unit.

³ Complete table 2 if greater than zero.

Note: Do not estimate inflationary factor.

Narrative must accompany this table

SENATE COMMITTEE ON EDUCATIONAL POLICY
MONDAY, APRIL 17, 2023
PUBLIC HEARING MINUTES

PUBLIC HEARING

As per Section 8, C.4 of its *Bylaws*, on April 17, 2023, at 2:00 pm, the Senate Committee on Educational Policy (EP) held a Public Hearing via Zoom on five proposals from units seeking permanent status. Campus notice of this Public Hearing was published through the Illinois Faculty/Staff Notices on April 9, 2023 (Eweek) online bulletin.

Thirty-seven participants were logged into the Zoom meeting held at the time of the Public Hearing. The following guests from the College of Education (EDUC) and the College of Liberal Arts and Sciences (LAS) were in attendance: Amanda Brown (EDUC), Antoinette Burton (LAS), Jerry Davila (LAS), Wail S. Hassan (LAS), Rodney Hopson (EDUC), Anita Kaiser (LAS), Timothy Leyhe (EDUC), Jessica Li (EDUC), Mithilesh Mishra (LAS), Elizabeth Niswander (EDUC), Donna Tonini (LAS), and Steve Witt (LAS).

Before discussion began, EP Chair Linda Moorhouse shared some of the recent discussions she and EP Office of the Provost liaisons, Brooke Newell and Kathy Martensen, have had with sponsors concerning the governance process used to determine the decision to move these units into permanent status. Each proposal was discussed separately during the Public Hearing.

EP.23.053, Proposal to Establish a Unit – Permanent Status for Center for Global Studies (CGS)

The Center for Global Studies (CGS), in the College of Liberal Arts and Sciences (LAS), was founded in 2000 as a center under Illinois International and became a U.S. Department of Education designated Foreign Language and Area Studies (FLAS) fellowship grantee in 2000, and a U.S. Department of Education designated National Resource Center (NRC) in 2003. CGS has maintained its FLAS and NRC designations since 2000 and 2003, respectively. Since 2019, CGS has been one of the ten foreign language and area studies thematic programs and centers of the Illinois Global Institute (IGI). CGS works to globalize the research, teaching, and outreach missions of the University of Illinois Urbana Champaign (UIUC) - tasks central to UIUC's strategic vision articulated in its Strategic Plan to be the pre-eminent public research university with a land-grant mission and global impact. CGS's central mission has been to promote and support innovative research to better understand global issues confronting the world's populations and identify ways to cope with and resolve these challenges. More information about this proposal can be found in EP.23.053.

Jenny Amos, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, thanked the campus offices and Senate Committee on Educational Policy for their support and guidance.

EP.23.054, Proposal to Establish a Unit – Permanent Status for Center for South Asia and Middle Eastern Studies (CSAMES)

The Center for South Asia and Middle Eastern Studies (CSAMES), in the College of Liberal Arts and Sciences (LAS), was founded in 1983 in the College of Liberal Arts and Sciences and was incorporated within the Illinois Global Institute (IGI) along with other area and thematic centers in 2019. CSAMES was founded to sponsor, highlight, and encourage events that further our academic community's awareness of and knowledge about the societies of South Asia and the Middle East. CSAMES is engaged in activities to foster knowledge and debate on those areas on campus as well as among community institutions such as schools, libraries, and service organizations, and we welcome suggestions for collaborative efforts in the service of these goals. CSAMES has been designated a National Resource Center under the U.S. Department of Education's Title VI and FLAS programs, with awards of over \$1.6M for the current cycle. More information about this proposal can be found in EP.23.054.

Nolan Miller, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Mithilesh Mishra, Senior Lecturer in Linguistics, asked about the historical reason for combining South Asian and Middle Eastern into one center. He commented there are many other universities in the country which have separate centers for these two areas. He also expressed the need to be forward looking and look at ways to fix the imbalances that exist today in geographical representation.
- Wail Hassan, Professor in Comparative and World Literature and Director of CSAMES, thanked campus and EP for their support. Hassan explained that one of the reasons for the combined center has to do with the limited number of faculty in each area. He also stated other historical reasons these two regions were combined into one center, which initially included efforts to prepare Title VI paperwork/applications. Hassan also stated there are future hopes to separate these two regions, South Asian and Middle Eastern, into two centers, and he expressed optimism that the South Asian faculty will continue to grow on our campus.
- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, discussed future opportunities for hiring in South Asian, which will be important for program building, funding, faculty building.

EP.23.55, Proposal to Establish a Unit – Permanent Status for Illinois Global Institute (IGI)

The Illinois Global Institute (IGI) was established in 2019, with temporary status from the IBHE, to serve as the organizational and business operations home of ten international area and global studies centers and thematic programs in the College of Liberal Arts and Sciences (LAS). Its mission is to sustain engagement with world regions and global themes in teaching, research, and public engagement at the University of Illinois Urbana Champaign (UIUC), both through support for its component units as well as to support the extensive range of international engagement by UIUC faculty. Since 2019, the IGI has organized a business operations unit, organized its internal governance and quality assurance processes, and pursued an external review. Additionally, its component units have had significant successes in grant development that reflect the longstanding strength of area and global studies at UIUC. The Illinois Global Institute oversees the Center for African Studies (CAS, created in 1970); Center for East Asian and Pacific Studies (CEAPS, 1964); Center for Global Studies (CGS, 2003); Center for Latin American and Caribbean Studies (CLACS, 1963); Center for South Asian and Middle Eastern Studies (CSAMES, 1983); European Union Center (EUC, 1998); Lemann Center for Brazilian Studies (LCBS, 2009); Program in Arms Control and Domestic and International Security (ACDIS, 1978); Russian, East European and Eurasian Center (REEEC, 1959); and the Women and Gender in Global Perspectives Program (WGGP, 1980). More information about this proposal can be found in EP.23.055.

Jenny Amos, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, thanked the campus offices and EP for their support and guidance.

EP.23.056, Proposal to Establish a Unit – Permanent Status for Women and Gender in Global Perspectives Program (WGGP)

In 1980, the Women and Gender in Global Perspectives Program (WGGP), in the College of Liberal Arts and Sciences (LAS), was established as the Office of Women in International Development (WID) at the University of Illinois Urbana Champaign. The formal program arose from the interdisciplinary efforts of the Committee on Women in Development that had been meeting on campus for a year previously. In 2000, the unit changed from an Office to a Program which included the name change to “Women and Gender in Global Perspectives” (WGGP). The mission of WGGP over the past 40 years has been to promote scholarly activities that advance our understanding of how resource inequalities and gender equity affect individual and community capabilities. More information about this proposal can be found in EP.23.056.

Laura Shackelford, who serves on EP subcommittee B, the subcommittee assigned to this proposal, presented the proposal since the subcommittee chair was unable to be present for the Public Hearing. Shackelford gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Anita Kaiser, Associate Director of the Women and Gender in Global Perspectives, thanked the campus offices and EP for their support and guidance.

EP.23.071, Proposal to Establish a Unit – Permanent Status for Center for Culturally Responsive Evaluation and Assessment (CREA)

The Center for Culturally Responsive Evaluation and Assessment (CREA) is in the College of Education (EDUC) and was established in 2011 as one of five EDUC strategic priorities by then Dean Mary Kalantzis. Since that time, CREA has shown international growth and prominence in its educational and intellectual footprint, and community engagement outreach efforts. CREA intends to serve as the major evaluation center on the University of Illinois Urbana Champaign (UIUC) campus to benefit its constituents and the state of Illinois, by repurposing a now dissolved College of Education Center, the Center for Instructional Research and Curriculum Evaluation (CIRCE). CREA continues and expands upon the legacy of “responsive and responsible” evaluation at UIUC through its founding director and other core members of its founding community and UIUC alumni, many of whom are recognized as leading international experts in culturally responsive evaluation and culturally responsive assessment. More information about this proposal can be found in EP.23.071.

Nolan Miller, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Rodney Hopson, Professor in Educational Psychology and Interim Director for the Center for Culturally Responsive Evaluation and Assessment, thanked the Senate Educational Policy Committee for their help in facilitating the proposal process.

When no further questions or comments were forthcoming about any of the proposals from those in attendance, EP Chair Moorhouse thanked everyone for their comments and discussion and ended the Public Hearing.

From: [Newell, Brooke](#)
To: [Lehman, Barbara J](#)
Cc: [Moorhouse, Linda](#); [Martensen, Kathy](#)
Subject: FW: CREA Permanent Status Update: Letter of Support from Dean Mouse and Documented Process of Shared Governance and Information Sharing
Date: Monday, April 17, 2023 10:02:06 AM
Attachments: [CREA Support Letter.pdf](#)

Barb,

Can you please attach both the email below and the attachment to the CREA new unit proposal information?

Thank you!

Brooke S. Newell
 Coordinator for Educational Programs
 Office of the Vice Chancellor for Academic Affairs and Provost
 University of Illinois Urbana-Champaign

From: Hopson, Rodney <hopson@illinois.edu>
Sent: Friday, April 14, 2023 4:25 PM
To: Moorhouse, Linda <moorhouz@illinois.edu>; Li, Jessica <jli2011@illinois.edu>
Cc: Newell, Brooke <bsnewell@illinois.edu>; Mouza, Chrystalla <cmouza@illinois.edu>; Ward, Danielle Elizabeth <dfarmer@illinois.edu>; Summers, Amy <arsummer@illinois.edu>
Subject: CREA Permanent Status Update: Letter of Support from Dean Mouse and Documented Process of Shared Governance and Information Sharing

Dear Linda,
Happy Friday. Thanks again for your support to our CREA Center permanent status proposal!

As requested, please find Dean Mouza's letter of support attached.

In response to our meeting earlier this week and the questions you raised in preparation for Monday's meeting to the committee. In summary below, we respond to your three questions: 1) *who was involved?*, 2) *what decision making processes occurred?*, and 3) *what did College and affiliated faculty know about the CREA proposal?* The following table documents answers to questions above.

Table of CREA Proposal Process of Shared Governance and Information Sharing

Core College of Education Committees and Leadership	Purpose and Function	Role and Responsibility in CREA Proposal (especially recommendations, engagement and involvement with faculty)
<i>Dean of the College of Education</i>	Chief executive officer of the College, responsible for its administration, agent of the faculty, and responsible	Charged Adhoc Committee on Centers and Initiatives (May 2022) and Renaming Task Forces

	for the execution of College policies, consults CODE and CEC.	(August 2022) Approved and signed CREA as Permanent Center Status Proposal to Senate (April 2023)
<i>Committee of Departmental Executives (CoDE)</i>	Consists of College chairs and unit heads who meet bimonthly to expedite the administrative work of the College	Met regularly during operation of Adhoc Committee and Renaming Task Forces for updates and feedback
<i>College Research Committee (CRC)</i>	The College Research Committee (CRC) is charged with nurturing, promoting, and supporting the research mission of the College. Consists of College junior and senior faculty (n=11) from College departments	Met regularly during operation of Adhoc Committee and Renaming Task Forces for updates and feedback
<i>College Executive Committee (CEC)</i>	Consists of tenure system and specialized faculty members (n=7), and represents the voices and concerns of the College of Education faculty in college deliberations, and the primary advisory committee to the Dean of the College	Reviewed and approved charges of Adhoc Committee and Renaming Task Force Met regularly during operation of Adhoc Committee and Renaming Task Forces for updates and feedback Reported outcomes of Adhoc Group at Spring 2022 All Faculty meeting and update at Fall, 2023 College All Faculty meeting Discussed and approved CREA proposal to establish permanent status (January – March 2023)
<i>Adhoc Committee on Centers and Initiatives</i>	Chaired by Associate Dean for Research (ADR) made up of select senior faculty (n=5) across College departments responsible for College initiatives and one department chair/head Report shared to Dean, CEC, and CRC and operated between March – May 2022 Twofold charge included: 1) Make recommendations regarding the renaming of CIRCE and the Center	Group delivered two reports with the following recommendations in May 2022: 1) to form two task forces, with each focusing on crafting answers to questions associated for the assigned center. 2) to develop policy guidelines for naming college-level or department-level entities, 3) to consider the housing of the Center units within the College, and 4) to provide management and operational level procedures for annual reporting of College

	<p>for the Study of Reading (CSR) that are relevant to faculty interests, and</p> <p>2) Make policy recommendations regarding the suggestions for the Committee of Department Executives (CoDE) regarding the management and structures of College Centers</p>	Centers.
<i>Renaming Task Force</i>	<p>Chaired by Interim Director of CREA made up of (senior and junior) faculty and alumna with discipline specific interests in evaluation and assessment across College departments operated between August – December 2022.</p> <p>Threefold charge included:</p> <p>1) Explore and determine a new name for CIRCE</p> <p>2) Determine if additional faculty involvement is necessary, and</p> <p>3) Develop the proposal to Senate Committee on Educational Policy for the Creation of a New Unit of Research or Public Service to rename the Center</p>	<p>Group responsible for two major actions:</p> <p>1) Repurpose mission to elevate CREA as permanent center status</p> <p>2) Complete CREA Proposal to CEC on Dec 1, 2022 in preparation for first January 2023 meeting of the semester</p>

Should you have any additional questions before Monday, please do not hesitate to contact us.
Best, Rodney

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Rodney Hopson, Professor
[Quantitative and Qualitative Methodology, Measurement, and Evaluation \(QUERIES\)](#)
[Department of Educational Psychology, College of Education](#)
[University of Illinois – Urbana Champaign](#)
 1310 S. Sixth Street, MC -708
 Champaign, IL 61820
 (217) 300-8263 (office - direct)
 (217) 244-3647 (fax – Dean’s Office)

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Interim Director, [Center for Culturally Responsive Evaluation and Assessment](#) (CREA)
 Principal Faculty, [EPSY@EvaLab](#)
 Fellow for Faculty Development of Assistant Professors (2020-present), [Office of Dean, College of Education](#)

From: Moorhouse, Linda <moorhouz@illinois.edu>
Date: Tuesday, April 11, 2023 at 2:00 PM
To: Hopson, Rodney <hopson@illinois.edu>, Li, Jessica <jli2011@illinois.edu>
Cc: Newell, Brooke <bsnewell@illinois.edu>
Subject: Ed Pol zoom link

H Rodney and Jessica...here's the link again for the April 17 meeting.

[Join Zoom Meeting](#)

Phone one-tap: US: +13126266799,,87174669657# or +19292056099,,87174669657#

Meeting URL: [https://illinois.zoom.us/j/87174669657?
pwd=VDBiTTerMjNoSEEvSs4U08rbktsZz09&from=addon](https://illinois.zoom.us/j/87174669657?pwd=VDBiTTerMjNoSEEvSs4U08rbktsZz09&from=addon)

Meeting ID: 871 7466 9657

Password: 921447

Linda R. Moorhouse, DMA (*she, her, hers*)

Associate Director and Professor

Director of Undergraduate Studies

Area Chair, Keyboard

School of Music

University of Illinois

Chair, Senate Committee on Educational Policy

Member, Council on Student Conduct Expectations and Accountability

Music Building, 2044

1114 W. Nevada

Urbana, IL 61801

Office: 217-244-4108

From: [Lehman, Barbara J](#)
To: [Lehman, Barbara J](#)
Subject: FW: Illinois Faculty/Staff Notices - 4/9/2023
Date: Friday, April 21, 2023 10:55:27 AM

From: Eweek <ewee@illinois.edu>
Sent: Sunday, April 9, 2023 8:23 AM
To: Lehman, Barbara J <bjlehman@illinois.edu>
Subject: Illinois Faculty/Staff Notices - 4/9/2023

[Click here to see this online](#)

Eweek bulletin



If you will need disability-related accommodations in order to participate, please email the contact person for the event. Early requests are strongly encouraged to allow sufficient time to meet your access needs.

Announcements for the week of April 9, 2023

ANNOUNCEMENTS

Open Hearing for a Change in Status (5 Units) - Ed. Policy Committee

The Senate Committee on Educational Policy will discuss five proposals to grant permanent campus status on Monday, April 17. Proposals include these units: Illinois Global Institute, Center for Global Studies, Center for South Asian and Middle Eastern Studies, Women and Gender in Global Perspectives Program, and the Center for Culturally Responsive Evaluation and Assessment (CREA).

April 17, 1:10–2:50 PM • [Zoom](#)

[Linda R. Moorhouse, Chair](#) • Senate Committee on Educational Policy

This opportunity is available online.



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College of Education

Office of the Dean
38 Education Building, MC-708
1310 S. Sixth St.
Champaign, IL 61820

Linda R. Moorhouse, DMA, Chair, Senate Committee on Educational Policy
Associate Director and Professor
Director of Undergraduate Studies
School of Music
Music Building, 2044
1114 W. Nevada
Urbana, IL 61801

Dear Dr. Moorhouse,

I am writing regarding the proposal to establish the Center for Culturally Responsive Evaluation and Assessment (CREA) as a permanent center, which is currently under consideration by the Senate Educational Policy Committee.

The CREA proposal represents and aligns with the mission, core commitments, and vision of the College of Education in our effort to advance knowledge and impact policy through research, teaching, and public engagement. Building on the legacy of the late Professor Stafford Hood, Sheila M. Miller Professor of Education/Curriculum Instruction Emeritus and Founding Director of CREA, this proposal intends to elevate the CREA's intellectual and community engagement footprint in its second decade. Further, the increased attention to evaluation at the federal government, philanthropic, and non-profit sector, especially in the attention to traditionally marginalized and underrepresented populations, is consistent with the College's commitment on equity and diversity.

For over a year, the College has been gathering our best minds to consider two major initiatives: 1) rethinking efforts focused on our College Centers and strategic initiatives aligned with the University's strategic thrusts; and 2) repurposing and securing permanent status for two dormant centers (the Center for the Study of Reading and the Center for Instructional Research and Curriculum Evaluation), in order to meet both the priorities of our College and contemporary education needs. The CREA proposal is the first of two proposals we seek your approval, and we believe that the collaborative and collective effort demonstrated in this proposal represents a way toward even more sustainable, equitable, and growth possibilities for the College, the University, and citizens of the state of Illinois.

In closing, I would like to reiterate that securing permanent status for CREA echoes my vision and is consistent with the College's priorities and signature areas of strength.

Sincerely,

A handwritten signature in blue ink that reads 'C. Mouza'.

Dean & Gutgsell Professor
College of Education
University of Illinois Urbana-Champaign