

# Executive Summary

---

## Blueprint for Academic Excellence College of Education AY2019-2020

### Introduction

The College offers 4 undergraduate initial teacher education programs, 17 masters programs, 9 doctoral programs, 2 educational specialist programs, and 4 certificate of graduate study programs. The College continues to implement and seek new strategies to enhance recruitment, retention and career support, particularly among underrepresented populations. The College continues to enhance its scholarly portfolio via increased research expenditures, proposal submissions, publications, and other faculty scholarly productivity consistent with a "very high research activity" university.

The College boasts the longest standing and largest Professional Development Schools (PDS) network in the United States, including 21 elementary, middle, and high schools, and one professional development district-level partnership. The College's partnerships extend well beyond the PDS network, including collaborations across the state.

### Highlights

#### TEACHING

- Expansion of CarolinaTIP (Teacher Induction Program)
- Expansion of Doctorate in Education concentration offerings
- Expanded recruitment strategies of undergraduate and graduate students

#### SCHOLARSHIP

- Research PAC (Partnerships. Action. Change)
- Launched Research Collaborative
- Utility study of university resources
- Lean Process management of college resources
- Developed robust scholarship initiative within Professional Development Schools Network

#### SERVICE

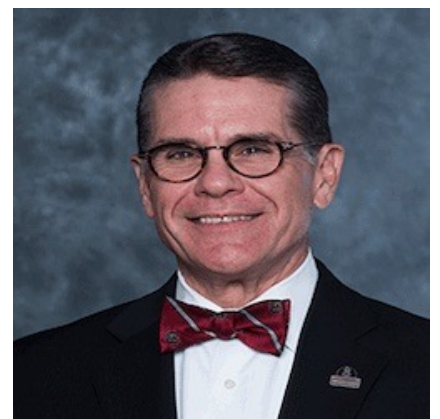
- Visionary to serve as a National Resource Center for Diversity, Equity, and Inclusion Issues in Education
- Detailed indexing of 39 unique internal and external partnerships to support the mission of the College (see Section XIV. Collaborations)



Jon Pedersen Professor and Dean  
College of Education



UNIVERSITY OF  
**SOUTH CAROLINA**  
College of Education



# Blueprint for Academic Excellence

## College of Education

### AY2019-2020

#### Table of Contents

<b>Executive Summary</b> .....	1
Introduction .....	1
Highlights .....	1
<b>Foundation for Academic Excellence</b> .....	2
Mission Statement .....	2
Vision Statement.....	2
Values .....	2
<b>Goals - Looking Back</b> .....	3
<b>Goals - Real Time</b> .....	10
<b>Goals - Looking Ahead</b> .....	22
<b>Academic Programs</b> .....	31
Program Rankings .....	31
Instructional Modalities .....	31
Program Launches.....	31
Program Terminations .....	32
<b>Academic Initiatives</b> .....	33
Experiential Learning for Undergraduates .....	33
Experiential Learning For Graduate Students.....	34
Affordability .....	34
Reputation Enhancement .....	35
Challenges .....	36
<b>Faculty Population</b> .....	37
Faculty Employment by Track and Title.....	37
<b>Faculty Information</b> .....	40
Research and Scholarly Activity .....	40
Faculty Development .....	41
Other Activity.....	41
Supplemental Info - Faculty .....	41
<b>Teaching</b> .....	43
Faculty to Student Ratio.....	43
Analysis of Ratio .....	43
<b>Faculty Awards Nominations</b> .....	44
Research Awards Nominations.....	44
Service Awards Nominations .....	44
Teaching Awards Nominations .....	45
Other Awards Nominations .....	46
<b>Faculty Awards Received</b> .....	47
Research Awards.....	47
Service Awards .....	48

Teaching Awards .....	48
Other Awards .....	48
<b>Student Recruiting and Retention</b> .....	49
Student Recruitment .....	49
Student Retention .....	50
<b>Student Enrollment &amp; Outcomes</b> .....	52
Student Enrollments .....	52
Student Population by Headcount .....	52
Student Retention, Transfer, and Graduation .....	59
<b>Alumni Engagement &amp; Fundraising</b> .....	61
Alumni .....	61
Development .....	61
<b>Community Engagement</b> .....	62
Community Engagements and Community - Based Activities .....	62
Community Perceptions .....	62
Incentivizing Faculty Engagement .....	63
<b>Collaborations</b> .....	64
Internal Collaborations .....	64
External Collaborations .....	64
Other Collaborations .....	64
<b>Campus Climate and Inclusion</b> .....	65
<b>Concluding Remarks</b> .....	67
Quantitative Outcomes .....	68
Cool Stuff .....	68
<b>Appendix 1. Academic Programs</b> .....	...
<b>Appendix 2. Academic Initiatives</b> .....	...
<b>Appendix 3. Research &amp; Scholarly Activity</b> .....	...
<b>Appendix 4. Faculty Information</b> .....	...
<b>Appendix 5. Academic Analytics Report</b> .....	...
<b>Appendix 6. Alumni Engagement &amp; Fundraising</b> .....	...
<b>Appendix 7. Community Engagement</b> .....	...
<b>Appendix 8. Collaborations</b> .....	...
<b>Appendix 9. Campus Climate &amp; Inclusion</b> .....	...

# Foundation for Academic Excellence

---

## **Mission Statement**

The College of Education is a dynamic, nurturing, learning community that supports the growth of aspiring and practicing educators. The College, through purposeful interaction among faculty and students, emphasizes the active construction and application of knowledge, skills, and dispositions to promote educational excellence, equity and opportunity in the 21st Century. We honor our responsibility to contribute to the high achievement of all learners and the development of an educated populous. Pursuant to this responsibility, we are committed to developing and sharing our expertise and leadership as well as offering a forum for educational dialogue and advancement.

Updated: 01/29/2019

## **Vision Statement**

The College of Education will distinguish itself as a state and national leader in its efforts to be responsive, engaged, and collaborative in addressing the needs of its students, professions and community. These characteristics will be the hallmarks of the College's teaching and learning activities, research mission, and service obligations, as it achieves excellence through focused involvement.

Updated: 01/29/2019

## **Values**

As the flagship university of the state, the University of South Carolina has a responsibility to produce not only knowledgeable and practiced teachers, counselors, and administrators, but educators who can work effectively with a broad range of stakeholders to lead the drive for excellence, equity, and opportunity for all students in South Carolina in the 21st century. The central role of collaboration in the preparation of educators and our high expectations for their role in leading educational excellence is reflected in our initial programs conceptual framework--;Collaborative Educational Leaders. For advanced program candidates, the element of advocacy is added to reflect the important role of experienced educators in operating beyond their immediate sphere of influence to support innovation and change to meet the needs of students, the profession, the community, and the greater society. This is expressed in the advanced programs conceptual framework title Collaborative Educational Leaders & Advocates

Updated: 01/29/2019

# Goals - Looking Back

Goals for the College of Education for the previous Academic Year.

## Goal 1 - Improve the overall brand and reputation of the College.

<b>Goal Statement</b>	We hope to build stronger communication mechanisms to recruit quality students, promote our work [enhance teaching, research, and service] and communicate what we do to external audiences [sustainability].
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Improve overall atmosphere of college through personal communication, college wide events for faculty and staff, recognition of faculty and staff, and ongoing support of faculty and staff for professional development including diversity-equity-inclusion.</p> <p>Creating actionable initiatives for fundraising including but not limited to: Increasing the number of personal contacts/semester; increase our ability to track and communicate with alumni; create Advisory Board; create Kitchen Cabinet for Business Leaders.</p> <p>Create strategies to be responsive to shifting policy/culture at state and federal levels.</p> <p>Secure continuing national recognition of all programs and national accreditation of the Educator Preparation Unit. Initiate SPA 101 training and contract with a SPA consultant to assist with reports. Send accreditation staff and CAEP Steering Committee members to CAEP conference. Identify data and data needs to document that we address national and state standards.</p>
<b>Achievements</b>	<p>Improved overall communication and organization (new organization within college) through the following deliverables:</p> <p>Undergraduate brochure</p> <p>Graduate flyer</p> <p>Recruitment video (<a href="https://youtu.be/mfa-QaPsBQA">https://youtu.be/mfa-QaPsBQA</a>)</p> <p>Annual magazine - launched Fall 2017</p> <p>Monthly College of Education story in UofSC Today (runs 2nd Tuesday monthly)</p> <p>Photography collection (launched Fall 2017 and is ongoing)</p> <p>Thank you cards</p> <p>Various flyers for programs/projects</p>
<b>Resources Utilized</b>	<p>USC Communications Office</p> <p>COE Communications Office</p> <p>USC Admissions</p>
<b>Goal Continuation</b>	In conjunction with USC communications, drafted a strategic plan to prioritize and focus efforts of COE Communications office.
<b>Goal Upcoming Plans</b>	Implement tiered strategic plan as finalized in Fall 2017.
<b>Resources Needed</b>	TBD
<b>Goal Notes</b>	

**Goal 2 - The College will be the state leader among colleges of education in utilizing technology to improve instruction, research, and operational functions.**

<b>Goal Statement</b>	This pushes us to adopt technological advances whenever this can lead to higher quality instruction, research, and efficiency [to promote teaching excellence, research quality, and sustainability]. Develop a system for evaluating, prioritizing, and implementing best practice technology improvements across the College.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Create advisory board to review new technology available and make recommendations about technology adoptions for the College. Analyze how candidates are being taught to integrate technology into teaching. Identify technology needs in the College academic and administrative infrastructure. Assess and identify pedagogical technology needs. Preparing teacher candidates to integrate technology in teaching pedagogy and practice.
<b>Achievements</b>	In 2018, the COE Technology Advisory Board finalized its initial assessment of technology integration across the academic degree programs. We continue to investigate resources that can be used to enhance technology within instruction, and outreach to P-12 schools.
<b>Resources Utilized</b>	Faculty expertise, clinical/field experiences, interdisciplinary approach to systematic assessment and implementation planning.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	<ul style="list-style-type: none"> <li>o A hub for tech innovation</li> <li>o A makerspace for professors and students</li> <li>o BEST type institute</li> <li>o Learning lab for teachers</li> </ul>
<b>Resources Needed</b>	
<b>Goal Notes</b>	

### Goal 3 - Foster a culture of research excellence among faculty and students within the College.

<b>Goal Statement</b>	Academic programs within the College will be nationally recognized as consistent with those of a top-tier research university. Our priorities are as both a professional school that provides the strongest teachers and educational leaders in the State and also as a player in a research university with nationally recognized programs [to promote research reputation].
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Developing the support and infrastructure to support the development of high quality research/scholarship in the college. Support scholarship focused on inquiry into teacher/leadership preparation design and delivery. Establishing a Research Collaborative with a research faculty director.</p> <p>Implement research colloquia for recipients of the College internal grants programs. Assess impact or outcome of College internal grants (e.g. publication, external grant). Host a monthly research colloquium featuring College students, faculty, visiting scholars. Host at least two grant-writing and two interdisciplinary research workshops. Collect and report on faculty and student research productivity in each department. Increase and diversify grant funding pursued by members of the faculty. Establish an RGP review panel for all proposed grant activity outside of the College. Survey the faculty about research mentoring needs.</p>
<b>Achievements</b>	<p>Launched the Research Collaborative in fall 2017.</p> <p>Held professional development in grantsmanship sessions fall 2017 and spring 2018.</p>
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	Increase communication to promote existing research resources already available to faculty. Streamline the software/equipment request and upgrading process to maximize user efficiency and satisfaction
<b>Goal Upcoming Plans</b>	Create a College of Education Research Development Lab
<b>Resources Needed</b>	

<b>Goal Notes</b>	We have the following efforts underway to support Faculty & Staff Including Infrastructure for High Quality Research: Process to support professional development for faculty and staff (100K) Support for international travel (2.5K/faculty/3years) 3-year induction program for new faculty (Hiring a Director of Research Collaborative) 1 year PD for grant writing Created staff council in support of staff Developing and implementing a Research Collaborative within college for coordination and core faculty support for scholarship Enhancing social media presence (e.g., minimize, on-line presence, social media) Hired 34 new faculty and staff in 2016/2017 106 Faculty total in college as of 8/1/2017
-------------------	--



**Goal 4 - Assess, simplify, and modernize the teacher education preparation process to improve the student experience and operate efficiently.**

<b>Goal Statement</b>	The College will utilize our research and scholarship to address emerging State needs in a manner that capitalizes on strengths throughout the College community. This requires us to transform into a responsive and agile College that can take the lead in addressing State education issues with the full participation of our College community [to serve the State].
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Recruitment of students for teacher education (graduate and undergraduate) with a focus on diversity. Implement structures and strategies towards growing teacher education including pathways to initial teacher education programs. Implement structures and strategies towards growing graduate education. Continue growing on-line graduate programs. Reframe our focus on building thriving doctoral programs & increasing research productivity. Further support new teachers in state through 3-year new teacher induction program. Review other institutions to identify best practices. Implement a process to address state laws about TB testing and SLED check requirements before any school placement. Develop an online application process for all applications related to teacher preparation. Implement an electronic system for field placements and related communications. Develop virtual trainings for university supervisors and coaching teachers. Create an online system for candidates to find handbooks, requirements, and forms.
<b>Achievements</b>	<p>Created EdQuarters, a consolidation of various student services offices into one location. This improves our efficiency in working with students as all the resources they need from advising to internship placements are now centrally located together.</p> <p>Launched the COE Holmes Scholar program to promote diversity in our doctoral programs.</p> <p>Simplified the scholarship application process to ensure all available scholarships are publicized and awarded.</p> <p>Launched the Carolina Teacher Induction Program (TIP) to support our teachers in the field post graduation. This program provides three years of mentoring, coaching and professional development to help retain graduates in the teaching profession.</p>
<b>Resources Utilized</b>	Financial, space, personnel

<b>Goal Continuation</b>	The Gamecock EdQuarters unit reorganization brought increased cohesiveness to student supports within the College. Revisement of undergraduate student support is complete. As a next step, we will revise our support mechanisms for graduate students in the College.
<b>Goal Upcoming Plans</b>	Continue to modernize advisement support, particularly at the graduate level. Extend clinical experiences supports to advanced graduate level programming.
<b>Resources Needed</b>	One-time financial, personnel time.
<b>Goal Notes</b>	

**Goal 5 - Continue implementation of the COE Diversity Plan to foster diversity and engagement within the academic and administrative functions of the College.**

<b>Goal Statement</b>	The College will be a diverse and supportive community of teachers, researchers, and learners who promote educational practices based on the strengths of a diverse society. This goal embraces diversity within our College and recognizes that educational practices are stronger because of diversity [to promote teaching excellence, research, and service to the State]. We will promote a college culture that supports diversity of personnel, students, curriculum, pedagogy and partnerships.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	During the upcoming academic year, the staff of the Office of Diversity, Equity, and Inclusion will continue embrace its mission, aspire to its vision (the College of Education will become the home for a National Resource Center on Diversity, Equity, and Inclusion issues in education), and continue to define its role as a facilitator/promoter of diversity, equity, and inclusion within the College. The Director, who will no longer be responsible for College engagement events (that responsibility will transfer to the new Events Coordinator) will take on more responsibility for the development of student programming and support services.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	Access, equity and social justice are on-going initiatives of the college. We continue to reflect what we seek in theory and in practice.
<b>Goal Upcoming Plans</b>	The Associate Dean will continue to collaborate with the College's Diversity Committee to update and subsequently implement the College's Diversity Plan. Specifically, the Diversity Plan will be aligned with best practices in strategic diversity leadership in higher education. In addition, alongside the College's Internationalization Blueprint Development Team, the Associate Dean will continue to steward the College's efforts towards comprehensive internationalization.
<b>Resources Needed</b>	
<b>Goal Notes</b>	Continue implementation of College's diversity plan. Evaluate the structure and responsibilities of the Diversity Committee. We are developing the capacity to serve as a National Resource Center for Diversity, Equity, and Inclusion Issues in Education.

# Goals - Real Time

---

Goals for the College of Education that are in progress for AY2019-2020.

## **Goal 1 - Improve the overall brand and reputation of the College.**

<b>Goal Statement</b>	The College will regularly and effectively communicate to both internal and external audiences regarding the impactful and innovative work of the College. Utilizing our students, faculty and staff, we hope to build stronger networks to promote our work [enhance teaching, research, and service] and to better communicate what we do and accomplish to external audiences [promote reputation and sustainability].
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>We have developed a communications plan with key messaging points. We have increased the use of our website, social media, UofSC communiques, local media, email and electronic newsletters/invitations to deliver those messages.</p> <p>Further develop the College website to include department and sub-unit content. Increase the diversity and quantity news releases in external media Identify potential stakeholders to increase the audience of Impact magazine.</p>

<p><b>Achievements</b></p>	<p>Student Recruitment</p> <ul style="list-style-type: none"> <li>•Worked with Undergraduate Admissions to tailor letters to students who were admitted to COE (included student testimonials and videos from current education students)</li> <li>•Promoted change of major workshops with digital board announcements in buildings across campus, weekly UofSC student-wide email, and online and print ads placed in The Daily Gamecock</li> <li>•Held press conference and wrote story about Midlands Tech/UofSC College of Education partnership (event in June 2018)</li> <li>•Updated undergraduate brochure to include CarolinaTIP and other programs</li> <li>•Worked with Admissions to create brochure which is given to admitted students (yield brochure) to include student testimonials, as well as info about programs, study abroad, CarolinaTIP, etc.</li> <li>•Wrote monthly COE stories to highlight students, programs, faculty and special projects which were share the second Tuesday of each month in the UofSC Today and with media</li> <li>•Shot and created video highlighting the Teaching Fellows scholarship program</li> <li>•Created and updated undergraduate and graduate individual program flyers</li> <li>•Created online repository for program flyers ease of access to these recruitment materials</li> </ul> <p>Teacher Support</p> <ul style="list-style-type: none"> <li>•Shot, edited and disseminated video focusing on CarolinaTIP</li> <li>•Wrote several feature stories about CarolinaTIP</li> <li>•Create brochure and webpages for CarolinaTIP</li> </ul> <ul style="list-style-type: none"> <li>• Content: Four of the university's top-performing stories were from the college, including ones about the MOU with Midlands Tech, Carolina Tip, alumnus David Dutka and CarolinaLife.</li> <li>• Social media: Posts and video on @UofSC channels saw strong engagement, including ones for CarolineLife (Mac Watson), the National Principal of the Year and the No. 1 sport science ranking.</li> <li>• Mini-zine: Content was focused on how the college is responding to the teacher shortage, and distribution was expanded to include state superintendents, principals and lawmakers. A link to the publication was shared as part of email outreach to internal audiences and to U.S. college of education deans.</li> <li>• Campaigns: A print and online ad campaign aimed at recruiting university students ran in the Daily Gamecock in October, building other activities that included a digital board campaign and coordination with admissions and other student support offices.</li> </ul>
<p><b>Resources Utilized</b></p>	<p>Financial, communications and P-12 partnerships, personnel, technology</p>

<b>Goal Continuation</b>	We will continue to advance our work in the area of student recruitment through the newly hired Director of Recruitment for the College of Education. The Office of Communications will work with the Director of Recruitment on advertising materials, branding, and messaging.
<b>Goal Upcoming Plans</b>	Advance communications related to the research and scholarly mission of the institution.
<b>Resources Needed</b>	TBD
<b>Goal Notes</b>	Strides were made to advance communications for the college during the summer/fall semester. With the existing strategic communications plan as the roadmap, priorities focused on conveying core messages of how the college is addressing the teacher shortage and retention.

**Goal 2 - The College will be the state leader among colleges of education in utilizing technology to improve instruction, research, and operational functions.**

<b>Goal Statement</b>	This pushes us to adopt technological advances whenever these advances can lead to higher quality instruction, research, and more efficient operations [to promote teaching excellence, research quality, and sustainability]. Develop a system for evaluating, prioritizing, and implementing best practice technology improvements across the College.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Create advisory board to review new technology available and make recommendations about technology adoptions for the College. Analyze how candidates are being taught to integrate technology into teaching. Identify technology needs in the College academic and administrative infrastructure. Assess and identify pedagogical technology needs. Preparing teacher candidates to integrate technology in teaching including: <ul style="list-style-type: none"> <li>o A hub for tech innovation</li> <li>o A makerspace for professors and students</li> <li>o BEST type institute</li> <li>o Learning lab for teachers</li> </ul>
<b>Achievements</b>	This goal action plan for the College has not yet be realized. We continue to investigate the best way to develop such a space, both physically and virtually as the technological needs of our faculty, staff, students, and P-12 educators change.
<b>Resources Utilized</b>	Financial
<b>Goal Continuation</b>	Investigate and develop a technology enhanced teaching/learning lab. This lab will provide a space for faculty to learn/test new technology as it relates to curriculum instruction. It will serve as a software training lab and provide students the opportunity to gain hands on experience with new technologies before entering the field as teachers.
<b>Goal Upcoming Plans</b>	The Educational Technology faculty with advice and support from ITE faculty are interested in creating a Maker/STEM/inquiry Hub space for students and faculty to move our college, students, and faculty forward with STEM education and innovative pedagogies.
<b>Resources Needed</b>	Faculty members will need incentives, such as stipends, to move toward increasing their own professional development in modeling integrated technology within the classroom and research.

<b>Goal Notes</b>	<p>Updated classrooms and undertaking a multi-year computer upgrade college-wide.</p> <p>Technology is becoming more intertwined with education; the College needs to continue to position itself at the forefront of these changes to ensure our students are prepared for future employment and our pedagogy is relevant. Create Model Classrooms/Labs with multiple technologies for preparing teacher candidates: The College needs space to create the state of the art high tech classrooms that are equipped for teacher training. The state of the art classroom would include multiple software and hardware for all teacher candidates. Such an investment would enhance the marketability of our students and provide professional development to practicing teachers. The need for a lab space with state of the art technologies also would augment our focus for online programs and add to the experiences for both student candidates and faculty.</p>
-------------------	--



**Goal 3 - Foster a culture of research excellence among faculty and students within the College.**

<b>Goal Statement</b>	Academic programs within the College will be nationally recognized as consistent with those of a top-tier research university. Our priorities are as both a professional school that provides the strongest teachers and educational leaders in the State and also as a player in a research university with nationally recognized programs [to promote research reputation].
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Developing the support and infrastructure to support the development of high quality research/scholarship in the College of Education. Support scholarship focused on inquiry in teacher/leadership preparation design and delivery. Establishing a Research Institute (i.e., Collaborative) with a research faculty director.</p> <p>Implement research colloquia for recipients of the College of Education (COE) internal grants programs. Assess impact or outcome of COE internal grants (e.g., publication, external grant.) Host a monthly research colloquium featuring College Students, faculty, visiting scholars. Host at least two grant writing and two interdisciplinary research workshops. Collect and report on faculty and student research productivity in each department. Increase and diversify grant funding pursued by members of the faculty. Establish an RGP review panel for all proposed grant activity outside of the college. Survey the faculty about research mentoring needs.</p>

<b>Achievements</b>	<p>Developed Spark Talks, a research colloquia series open to all faculty in the COE.</p> <p>Initiated monthly monitoring and reporting of faculty publication and grant activity.</p> <p>Created quarterly newsletter to showcase College scholarship to our constituents on campus and across the state and nation.</p> <p>Created Visiting Scholars program to increase coordination and impact of College-wide research presentations, symposia, and expert-led professional development workshops related to research.</p> <p>Increased faculty research activity:</p> <ul style="list-style-type: none"> <li>•Our assistant professors are outperforming their peers nationally in scholarship</li> <li>•Our sponsored awards submission rate increased 44% from 2017 to 2018</li> <li>•There was an increase in the number of sponsored awards submissions by tenure-track faculty, clinical faculty, and staff in the College from 2017-2018</li> <li>•The total amount of dollars proposed in sponsored awards submissions increased by 16% from 2017 to 2018</li> <li>•The total amount of dollars awarded for grants and contracts increased by 9% from 2017 to 2018</li> <li>•There was a 15% increase in average journal impact factor across faculty publications from 2017 to 2018</li> </ul>
<b>Resources Utilized</b>	<p>Newly developed Office of Research and Innovation, including the Associate Dean for Research and Innovation (new position in the COE), the Research Institute (led by a faculty director hired in 2017), and the Office of Grants and Contracts.</p>
<b>Goal Continuation</b>	<p>Continue current initiatives (e.g., 3-year induction/mentoring program for new faculty, Visiting Scholars Program, Spark Talks).</p> <p>Continue to build thriving and robust doctoral programs (PhD and EdD).</p>
<b>Goal Upcoming Plans</b>	<p>Establish a comprehensive monitoring system for collecting scholarship productivity data on all faculty, staff and students in the COE. Create and provide incentives tied to research productivity.</p> <p>Distill strands of research within the COE and target support for these strands.</p> <p>Identify and grow College-wide spires of research excellence.</p> <p>Establish College-wide aspirational statements for PhD programs. Pilot test multi-site capstone projects for increasing rigorous research and faculty output in the EdD program.</p>
<b>Resources Needed</b>	<p>Newly developed Office of Research and Innovation, including the Associate Dean for Research and Innovation (new position in the COE), the Research Institute (led by a faculty director hired in 2017), and the Office of Grants and Contracts.</p>

<b>Goal Notes</b>	<p>We have the following efforts underway to support Faculty &amp; Staff Including Infrastructure for High Quality Research:</p> <ul style="list-style-type: none"><li>•Process to support professional development for faculty and staff (100K)</li><li>•Support for international travel (2.5K/faculty/3years)</li><li>•3-year induction program for new faculty</li><li>•4 internal grants focused on research development</li><li>•Created staff council in support of staff</li><li>•Strong pre-award support for grants via the Research Institute and Office of Grants and Contracts</li></ul>
-------------------	---

**Goal 4 - Assess, simplify, and modernize the academic preparation process to improve the student experience and operate efficiently.**

<b>Goal Statement</b>	The College will routinely consider new initiatives and address emerging education needs in a manner that capitalizes on strengths throughout the College community. This requires us to transform into a responsive and agile College that can take the lead in addressing education issues with the full participation of our College community [to serve the local, national and global communities]. As we move forward, we must monitor and adjust our educational offerings to ensure we are equipping our graduates with the knowledge and experiences needed to thrive in a 21st educational setting.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Implement structures and strategies towards growing graduate education overall for both traditional and distance learning platforms. Improve graduate student advisement and student services support.
<b>Achievements</b>	A College of Education graduate student handbook is currently under development. Graduate student staff are now responsible for tracking all paperwork/milestone requirements for graduate students in the college, and to maintain regular contact with students, particularly when they fail to enroll in a future term prior to degree completion. Program level course checklists/mock degree programs of study are being development for implementation in the 2019-2020 academic year.
<b>Resources Utilized</b>	Financial, personnel
<b>Goal Continuation</b>	Improve the operational efficiency of the graduate student services staff in order to provide improved communications and support to graduate students. In turn, we expect these efforts to improve graduation rates and time to degree.
<b>Goal Upcoming Plans</b>	Streamline and simplify course and program fees for increased efficiency and transparency.
<b>Resources Needed</b>	Current staffing levels are sufficient for the current student population. A growth in enrollment may mean additional graduate student services staff to provide a strong level of support.
<b>Goal Notes</b>	Systematic review of academic offerings to identify and address any gaps or opportunities.

**Goal 5 - Promote a college culture that supports diversity of personnel, students, curriculum, pedagogy, and partnerships.**

<b>Goal Statement</b>	The College will be a diverse and supportive community of teachers, researchers, and learners who promote educational practices based on the strengths of a diverse society. This goal embraces diversity within our College and recognizes that educational practices are stronger because of diversity [to promote teaching excellence, research, and service to the State]. We will promote a college culture that supports diversity of personnel, students, curriculum, pedagogy and partnerships.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>The CoE Office of Diversity, Equity, and Inclusion (ODEI) serves as the primary steward of the College's commitments to, engagements in, and advocacy for diversity, equity, inclusion, and justice-related issues. The ODEI's primary responsibilities include:</p> <ul style="list-style-type: none"> <li>•Promoting diversity, equity, inclusion, and justice throughout the College;</li> <li>•Assisting in the recruitment/retention of a diverse community of students, staff, faculty and administration;</li> <li>•Creating programs, practices, policies, and partnerships that address issues related to diversity, equity, and inclusion; and</li> <li>•Supporting high-quality diversity research, teaching, outreach, and advocacy that advances social, civil, and educational rights.</li> </ul>

<b>Achievements</b>	<p>In addition to existing staff, a Student Outreach Coordinator and Success Coach joined the ODEI in Fall 2018. The new SOCS is responsible for providing direct service and support to prospective and current students (particularly students in the College's Apple Core Initiative) with respect to the College's programs, services, and orientations as well as supporting student recruitment and engagement activities and events. Currently, the SOCS is working on the development of the Athletes to Educators (A2E) Initiative.</p> <p>The A2E Initiative represents a unique and forward-thinking approach to diversifying the current teacher workforce increasing the number of teachers from under-represented populations. Specifically, the College seeks to eliminate many of the systematic obstacles that prevent athletes from considering careers in the classroom. By breaking down barriers and creating opportunities, we hope to open the pipeline of possibilities and become the premier destination for athletes seeking to become educators.</p> <p>The College of Education's Diversity Committee continues to provide leadership in the College's efforts to improve student, staff, and faculty recruitment, retention, support and mentoring. The Diversity Committee is comprised of representatives from all four of the College's academic departments, as well as the Staff Council. During the 2018-2019 academic year, two CoE graduate students served on the committee as well. By the years end, the committee will have accomplished two significant tasks including the drafting of a new area of commitment for the College's Diversity Plan (domestic and international diversity research) as well as the College's first Diversity Position Statement which is modeled after the University's Carolina Creed and reflects our collective beliefs about our identity as educational leaders.</p> <p>The College's Internationalization Blueprint Development Team was charged with developing the outline for what will become the Office for Global Education, Collaboration, and Engagement (OGECE) which will serve as an umbrella for all things international in the College. (e.g. championing comparative and international research scholars, international research collaborations, faculty-organized study abroad trips, faculty efforts to internationalize their curriculum, creation of international professional development schools, departmental development of joint degree programs with universities overseas, etc.). The mission of the OGECE will be to increase, promote, and enhance international/transnational engagements to strengthen capacity and improve educational outcomes through collaborative research, teaching and multidirectional service around the globe. The committee has laid out the scope of the work for the OGECE's director and documented those responsibilities in a job description.</p>
<b>Resources Utilized</b>	None outside of the Office's budget

<b>Goal Continuation</b>	All affiliated groups and initiatives are up and running and will continue to do so throughout the academic year including: <ul style="list-style-type: none"> <li>•AACTE Holmes Scholars Program</li> <li>•Apple Core Initiative</li> <li>•CoE Diversity Committee</li> <li>•CoE Internationalization Blueprint Development Team</li> <li>•CoE Leadership Week</li> <li>•CoE Parent Advocacy Group</li> <li>•CoE Student Advisory Board</li> <li>•Let's Chat Over Lunch Series</li> <li>•Ongoing student, faculty, and staff diversity trainings and workshops (e.g. 3D Forums, webinar "watch parties", LGBTQ workshops, etc.)</li> <li>•Student Ambassadors Program</li> </ul>
<b>Goal Upcoming Plans</b>	We continue to work towards our vision of becoming a National Resource Center for diversity, equity and inclusion issues in the field of education.
<b>Resources Needed</b>	Maintain budget at current level
<b>Goal Notes</b>	None

# Goals - Looking Ahead

---

Goals for the College of Education that are slated for the upcoming year.

## Goal 1 - Improve the overall brand and reputation of the College.

<b>Goal Statement</b>	The College will regularly and effectively communicate to both internal and external audiences regarding the impactful and innovative work in the College. Utilizing our students, faculty and staff, we hope to build stronger networks to promote our work [enhancing teaching, scholarship, and service] and to better communicate what we do and accomplish to external audiences [promote reputation and sustainability].
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with College mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Using our communications plan as a backdrop: <ul style="list-style-type: none"> <li>•Increase web, social media, UofSC communique, local media, email, newsletters, educational stakeholders, and legislator communications</li> <li>•Diversify outlets</li> <li>•Increase quantity of communications</li> <li>•Increase recipient base</li> </ul>
<b>Achievements</b>	<ul style="list-style-type: none"> <li>•Improved overall branding</li> <li>•Increased social media presence</li> <li>•Improved student recruitment information and media</li> <li>•Showcased premier initiatives (e.g. CarolinaTIP)</li> <li>•Increased communications with alumni and donor stakeholders</li> </ul>
<b>Resources Utilized</b>	TBD



<b>Goal Continuation</b>	<p>As we have solidified our communications strategic plan, increased our social media presences, and improved our overall brand awareness, we will now target specific groups and functions to showcase the College of Education as the preeminent College of Education in South Carolina and across the southeast.</p> <p>In the areas of student recruitment, we plan to engage in:</p> <ul style="list-style-type: none"> <li>•Creating and sending, with support of Admissions, welcome video message from dean to all admitted students</li> <li>•Promoting the graduate programs through monthly feature stories and social media promotion (to include Facebook ads from Academic Partnerships)</li> <li>•Launching Instagram account from COE to engage younger audience, specifically potential and current undergraduate students</li> <li>•Launching Research e-newsletter (Horizons) to highlight research and graduate students - sent to research deans across campus, deans across country, faculty/staff</li> <li>•Advertise College of Education programs at University New Student Orientation through one-page ad in orientation program guide and a slide in the orientation presentation</li> </ul>
<b>Goal Upcoming Plans</b>	<p>We will continue to increase our communications with the State Department of Education, legislative liaisons, non-profit education stakeholders, and other "education-interested" groups. This will allow the College of Education to expand its education policy work in South Carolina. Further, we will improve our communications channels with the technical college system to improve access to the teaching profession.</p>
<b>Resources Needed</b>	TBD
<b>Goal Notes</b>	

**Goal 2 - Assess, simplify, and modernize the academic preparation process to improve the student experience and operate efficiently.**

<b>Goal Statement</b>	The College will routinely consider new initiatives and address emerging education needs in a manner that capitalizes on strengths throughout the College community. This requires us to transform into a responsive and agile College that can take the lead in addressing educational issues with the full participation of our College community. As we move forward, we must monitor and adjust our educational offerings to ensure we are equipping our graduates with the knowledge and experiences needed to thrive in a 21st educational setting.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with the College mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	The College will identify academic programs with the potential to reduce time to degree; partner with the technical college system to improve transferability of Associates degree completers; expand program offerings that lead to multiple areas of certification; and continue to update academic programming to reflect the needs of educators and educational stakeholders.
<b>Achievements</b>	TBD
<b>Resources Utilized</b>	TBD
<b>Goal Continuation</b>	As we have improved our internal systems for undergraduate and graduate student advisement, as well as improve student recruitment, we will ensure that our academic programming reflects the needs of students and the educational community at large.
<b>Goal Upcoming Plans</b>	Utilize our Committee on Initial Teacher Education Programs, Advanced Programs in Education Committee, the Professional Development Schools Network, and external professional associations (e.g. Carnegie Project for the Education Doctorate, Council for the Accreditation of Educator Preparation) to make programming changes.
<b>Resources Needed</b>	TBD
<b>Goal Notes</b>	

**Goal 3 - Foster a culture of research excellence among faculty and students within the College.**

<b>Goal Statement</b>	Academic programs within the College will be nationally recognized consistent with those of top-tier research universities. Our priorities are as both a professional school that provides the strongest teachers and educational leaders in the State and also as a leader in a research university with national recognized programs.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with the College mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Developing the support and infrastructure to support the development of high quality research/scholarship in the College of Education. Support scholarship focused on inquiry in teacher/leadership preparation design and delivery. Establishing a Research Institute (i.e., Collaborative) with a research faculty director.</p> <p>Implement research colloquia for recipients of the College of Education (COE) internal grants programs. Assess impact or outcome of COE internal grants (e.g., publication, external grant.) Host a monthly research colloquium featuring College Students, faculty, visiting scholars. Host at least two grant writing and two interdisciplinary research workshops. Collect and report on faculty and student research productivity in each department. Increase and diversify grant funding pursued by members of the faculty. Establish an RGP review panel for all proposed grant activity outside of the college. Survey the faculty about research mentoring needs.</p>
<b>Achievements</b>	<p>Began to explore electronic annual performance review options to supplement data pulled from Academic Analytics.</p> <p>Held a College-wide retreat and follow-up meetings designed to spur research activity and identify clear scholarship groups pursuant to distilling research strands within the COE.</p> <p>Began to promote increased attention to possible College-wide spires of excellence via the Professional Development School Network and the EdD program.</p> <p>Developed College-wide aspirational statements for PhD programs for program coordinators and faculty to review and discuss.</p>

<b>Resources Utilized</b>	Newly developed Office of Research and Innovation, including the Associate Dean for Research and Innovation (new position in the COE), the Research Institute (led by a faculty director hired in 2017), and the Office of Grants and Contracts.
<b>Goal Continuation</b>	<p>Continue current initiatives (e.g., 3-year induction/mentoring program for new faculty, Visiting Scholars Program, Spark Talks).</p> <p>Continue to build thriving and robust doctoral programs (PhD and EdD).</p>
<b>Goal Upcoming Plans</b>	<p>Establish a comprehensive monitoring system for collecting scholarship productivity data on all faculty, staff and students in the COE. Create and provide incentives tied to research productivity.</p> <p>Distill strands of research within the COE and target support for these strands.</p> <p>Identify and grow College-wide spires of research excellence.</p> <p>Establish College-wide aspirational statements for PhD programs.</p> <p>Pilot test multi-site capstone projects for increasing rigorous research and faculty output in the EdD program.</p>
<b>Resources Needed</b>	Newly developed Office of Research and Innovation, including the Associate Dean for Research and Innovation (new position in the COE), the Research Institute (led by a faculty director hired in 2017), and the Office of Grants and Contracts.
<b>Goal Notes</b>	<p>We have the following efforts underway to support faculty, staff and students Including Infrastructure for High Quality Research:•</p> <ul style="list-style-type: none"> <li>• Process to support professional development for faculty and staff (100K)</li> <li>• Support for international travel (2.5K/faculty/3years)</li> <li>• 3-year induction program for new faculty</li> <li>• 4 internal grants focused on research development</li> <li>• Staff council in support of staff</li> </ul> <p>Strong pre-award support for grants via the Research Institute and Office of Grants and Contracts</p>

**Goal 4 - Promote a college culture that supports diversity of personnel, students, curriculum, pedagogy, and partnerships.**

<b>Goal Statement</b>	The College will be a diverse and supportive community of teachers, researchers, and learners who promote educational practices based on the strengths of a diverse society. This goal embraces diversity within our College and recognizes that educational practices are stronger because of diversity [to promote teaching excellence, research, and service to the State]. We will promote a College culture that supports diversity of personnel, students, curriculum, pedagogy and partnerships.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with College mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	During the 2019-2020 academic year, the staff of the Office of Diversity, Equity, and Inclusion will continue to embrace its mission, aspire to its vision (the College of Education will become the home for a National Resource Center on diversity, equity, and inclusion issues in education), and continue to define its role as a facilitator/promoter of diversity, equity, and inclusion within the College. Towards this end, the 2019-2020 academic year will be declared the Year of Equity and Justice (see details below) and will feature the implementation of the Education Colleges for Justice and Equity Framework throughout the College.
<b>Achievements</b>	<p>The CoE Diversity Committee is finalizing an innovative "STOP Campaign" which contains a building-wide process and structure for stopping, acknowledging, and discussing major national and campus-based crises (e.g. the Tree of Life Synagogue Massacre or the racist flyers that were posted on our campus). The STOP Campaign will be piloted during the 2019-2020 academic year.</p> <p>By year's end, the CoE Internationalization Blueprint Development Team will have drafted the final area of commitment for the College's Diversity Plan which reflects a comprehensive internationalization blueprint, driven by the overarching theme of exploring educational equity and justice issues from transnational perspectives. The work of the OGECE, as well as internationalization section of the Diversity Plan, will guide the College's international/ transnational engagements for years to come.</p>
<b>Resources Utilized</b>	None outside of the Office's budget
<b>Goal Continuation</b>	Seeking access, equity and justice are on-going initiatives of the college. We continue to reflect what we seek in theory and in practice.

<b>Goal Upcoming Plans</b>	<p>Summer 2019 will see a new policy implemented wherein the AD for DEI will be included on approval notifications for faculty searches thus facilitating their early involvement in the process. The CoE will also adopt the language of "Equity Advisor" to replace "Affirmative Action Advocate."</p> <p>This summer, the CoE will declare 2019-2020 the Year of Equity and Justice and begin implementing the Education Colleges for Justice and Equity Framework. The year will be dedicated to PD sessions on defining equity, justice, and inclusive excellence in education, speaker series with noted scholars engaged in equity and justice-oriented research and advocacy; monthly brownbag lunches and social justice coffee hours; a CoE equity and justice symposium for faculty, students, and staff to showcase work in which they engaged during the year; and the awarding of the College's first equity and justice-oriented research, teaching, service, and dissertation awards as well as the change agent alumni award.</p>
<b>Resources Needed</b>	<p>Activities associated with the Year of Equity and Justice may require additional support from offices across campus who may be willing to serve as co-sponsors.</p>
<b>Goal Notes</b>	<p>None</p>

**Goal 5 - The College will be the state leader among colleges of education in utilizing technology to improve instruction, research, and operational functions.**

<b>Goal Statement</b>	The College will adopt technological advances whenever these advances can lead to higher quality instruction, research, and more efficient operations [to promote teaching excellence, research quality, and sustainability]. Develop a system for evaluating, prioritizing, and implementing best practice technology improvements across the College.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Aligns with college mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Our action plan regarding technology advancements will focus on efficient operations and advancement of student support through the use of back-end infrastructure aimed at:</p> <ul style="list-style-type: none"> <li>•providing high-quality mentorship of current students to improve the student experience and create ongoing collaborations with alumni and other connected stakeholders</li> <li>•streamline the process for scholarship identification and awards.</li> </ul>
<b>Achievements</b>	During the current academic year, members of the Office of Development, Office of Communications, Office of Diversity, Equity, and Inclusion, Office of Academic Affairs, and Gamecock EdQuarters discussed the selection of back-end software to support student mentorship. Furthermore, the Office of Development and Office of Academic Affairs has collaborated on the selection of software to support scholarship applications, review and selection. This scholarship software will streamline the faculty review process and improve efficiency of the scholarship selection process. It is anticipated that these processes will be fully implemented
<b>Resources Utilized</b>	Currently, financial commitments and committee work have planned for these implementations.
<b>Goal Continuation</b>	<p>Blackbaud Award Management and Donor Stewardship (formerly AcademicWorks) will improve student access to awards, create impactful stewardship practices, and enhance cross-functional visibility throughout the process.</p> <p>PeopleGrove is a system that has the ability to match mentors with mentees based on profile information loaded into the system. It can also be a stand-alone CRM or integrate with Slate, Ellucian, and Salesforce, all systems used at USC.</p>

<b>Goal Upcoming Plans</b>	<p>The College of Education Scholarship Committee will work closely with Financial Aid on the scholarship application and awarding process, all while being managed through this new and dynamic system. It will create a space for students to see what scholarships they are eligible for, apply for all scholarships of which their criteria fits, and then communicate with their donors on the backend to properly steward the scholarship.</p> <p>PeopleGrove will transform antiquated and old peer/alumni matching systems (often done manually) into a dynamic, unified experience that combines all the standard elements of a directory with intelligent flash mentoring options, map visualizations, and smart alerts.</p>
<b>Resources Needed</b>	Two software packages previously secured.
<b>Goal Notes</b>	<p>We look forward to the implementation of the Blackbaud CRM, the university's new database (beginning in FY20) that will assist with constituent relationship management, marketing campaigns, fundraising, finance and accounting, and analytics. The new system will approach individuals strategically by understanding the relationships and interactions they've had with other supporters and organizations. It will customize the solution to make it as unique as the constituents, and address distinct situations appropriately. Blackbaud CRM will coordinate and streamline multiple fundraising teams, define solicitation and stewardship responsibilities, and unite multidimensional relationships across disparate chapters, field offices, and program</p>



# Academic Programs

---

## Program Rankings

*Academic programs that were nationally ranked or received external recognition during the Academic Year.*

The Best Schools 2019 #6 of Top 30 Online M.Ed. Programs; this ranking includes our M.Ed. in Teaching(3GED301AMED), M.Ed. in Administration (3GED351AMED), and M.Ed. in Educational Technology (3GED389AMED).

2018 BestCollege.com Best Online Master's in Education #24; this ranking includes our M.Ed. in Teaching(3GED301AMED), M.Ed. in Administration (3GED351AMED), and M.Ed. in Educational Technology (3GED389AMED).

For 2018, ShanghaiRanking's Global Ranking of Sport Science Schools and Departments ranked our Department of Physical Education and Athletic Training #11 in the World in a review inclusive of the Arnold School of Public Health's Department of Exercise Science and the College of Hospitality, Retail and Sports Management.

2018 U.S. News and World Reports Best Graduate Education On-line Programs Rank #76; this ranking includes the following programs--; Curriculum and Instruction EDD (3GED381AEDD), Teaching MEd (3GED301AMED), Educational Administration MEd (3GED351AMED), and Educational Technology M.Ed. (3GED389AMED).

2018 U.S. News and World Reports Best Graduate Schools of Education Rank #84; this ranking includes all programs culminating in a certificate, M.Ed., MAT, Ed.S., Ed.D. or Ph.D.

Our counselor education doctoral program (3GED380APHD) was recently named the 2018 **Robert Frank Outstanding Counselor Education Doctoral Program** by the Association for Counselor Education and Supervision.

## Instructional Modalities

*Innovations and changes to Instructional Modalities in unit's programmatic and course offerings that were implemented during the Academic Year.*

The College of Education has had 15 distance delivery course proposals approved or submitted for approval. An existing course, EDEX 784 was approved for online delivery. New courses with distance delivery are EDRD 776, EDRD 794, EDRD 795, EDRD 783, EDTE 740, EDTE 741, PEDU 197, PEDU 715, PEDU 716, PEDU 717, PEDU 720, PEDU 751, PEDU 771, PEDU 778. These represent courses proposed during the 2018 calendar year.

The College has proposed and received approval from the USC Board of Trustees and the South Carolina Commission on Higher Education to deliver the Ed.S. in Education Administration 100% online. Additionally, the College has proposed a 100% online M.S. in Adapted Physical Education. This proposal has been approved by the USC Board of Trustees and is waiting approval by SC-CHE and SACSCOC.

## Program Launches

*Academic Programs that were newly launched during the Academic Year; those that received required approvals*

*but which had not yet enrolled students are not included.*

The College of Education began offering course sequences that lead to add-on certification/endorsement in the following areas.

- Early Childhood Special Education add-on endorsement - Department of Educational Studies
- English as a Second Language add-on certification - Department of Instruction and Teacher Education
- Project-based Learning certification - Department of Instruction and Teacher Education

## **Program Terminations**

*Academic Programs that were newly terminated or discontinued during the Academic Year.*

No programs were terminated this academic year.

# Academic Initiatives

---

## Experiential Learning for Undergraduates

*Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.*

For our undergraduate initial teacher education programs, Clinical Experiences within Gamecock EdQuarters maintains Field Placement Data from program area faculty and coordinators for each program which prepare teachers. Programs areas, CITEP, and PDS Coordinating Council have opportunities to review the data and provide feedback annually.

Clinical Experience Field Placements Partnership Sites provide opportunities in 36 SC school districts (8 additional pending MOU completion) for teacher education candidates to work with P-12 students to develop their teaching skills and meet university course requirements, as appropriate for each candidate's level in the program. Sites vary from semester to semester but in general include over 100 schools from six Columbia area districts: Lexington County School District 1, Lexington/Richland County School District 5, Lexington County School District 2, Richland County School District 1, Lexington County School District 4, and Richland County School District 2.

Professional Development Schools (PDS - 21 total) provide clinical placements for practicum and internship opportunities, but also allow for collaborative community-based research. The PDS network offers participating schools a three-year commitment encompassing: a demonstrated emphasis on inquiry-based teaching and learning; the presence of a critical mass of faculty working with USC teacher candidates throughout their programs; a faculty-wide examination of the National Network for Educational Renewal's Agenda for Education in a Democracy; conducting of at least one research or demonstration project in collaboration with USC faculty over the course of the three-year relationship; and the hosting, whenever possible, of pre-service courses on-site.

All teacher education programs at USC surpass the State of South Carolina Department of Education's (SCDE) requirement of 100 hours of field experiences prior to full time or directed student teaching for undergraduate candidates and 75 hours of field experiences prior to full time or directed student teaching for graduate candidates.

Undergraduate initial teacher licensure candidates in the College of Education (COE) complete an average of 188 hours of field experience prior to full time or directed student teaching, well above the state required minimum. Undergraduate students in the Elementary Education program complete the most number of field experience hours prior to full time student teaching--354 hours. The Elementary Education program teaches its

methods courses on site in schools and implements embedded field work into the program. All USC initial teacher licensure candidates complete an average of 469 hours in their full time or directed student teaching. Using an average of 7 hours per instructional day, student teacher candidates complete 67 days in the school(s).

EDTE 201 is a common course taken by initial educator licensure candidates. The goals of the course are to use critical inquiry methodology and electronic research media to understand teaching and learning practices within the classroom context and to reflect on the relationship among and between technology, theory, student learning, and instructional practices. Candidates also learn to use technology to enhance and measure student learning in internship experiences.

Lastly, study abroad opportunities are available for undergraduate students across our teacher education and physical education programs.

## **Experiential Learning For Graduate & Professional Students**

*Initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate or Professional level.*

All graduate teacher education programs at USC surpass the State of South Carolina Department of Education's (SCDE) requirement of 100 hours of field experiences prior to full time or directed student teaching for undergraduate candidates and 75 hours of field experiences prior to full time or directed student teaching for graduate candidates.

Graduate initial teacher licensure candidates (MT/MAT) in the College of Education complete an average of 137 hours of field experience prior to full time or directed student teaching, well above the state required minimum of 75.

Additionally there are experiential learning opportunities embedded in the practicum experiences of the M.Ed. and Ed.S. in Ed Admin programs, Ed.S. in Counselor Education, M.Ed. in Higher Education and Student Affairs and embedded in the action research projects/dissertation in the M.Ed. in Teaching and Ed.D. programs respectively.

Lastly, study abroad opportunities are available for graduate students across our teacher education, school leadership, higher education administration, and physical education programs.

## **Affordability**

*Assessment of affordability and efforts to address affordability.*

The College continues to look for ways to make its academic programs more affordable. One way this is being accomplished is by ensuring programs are efficiently reaching learning outcomes and reducing required credit hours when possible. These credit hour reductions are carefully considered as to not decrease the academic quality of the programs. Two recent examples of this are the MEd in Language and Literacy which is now 30 credit hours down from 36 and PhD in Language and Literacy which had a 9 hour reduction to 60 credit hours.

Furthermore, the College has expanded its partnerships with technical colleges within the state in an effort to open diverse pathways into the teaching profession. The College has requested for Provost approval in-state tuition rates for all online degree offerings, consistent with the tuition rates for all Academic Partnership program offerings.

The College of Education has 36 foundation funds from which to award student scholarships. In 2018-2019, the College offered a total of \$70,612 in scholarship funds to 62 new and current students

## **Reputation Enhancement**

*Contributions and achievements that enhance the reputation of USC Columbia regionally and nationally.*

As the flagship institution of higher education in the state, the College of Education is a leader among our state peers and nationally. We accomplish this by maintaining our accreditations and program rankings by US News and World Report and Best Colleges. We were the first institution in the state to undergo the recently merged teacher preparation accreditation body CAEP. Our innovation in Professional Development Schools and the Carolina Teacher Induction Program have received national awards and recognition.

By providing students with world-class preparation and professional development our regional and national reputation should be enhanced. Several of our students have been named SC Teacher of the Year. For the third year in a row, a graduate of our Education Administration program has won a national principalship award.

We will continue to establish prominence through innovative and impactful research. The college continues to have strong lines of extramural funding. The College was recently awarded funding to develop a Center for Research on Teacher Education, which will provide important information to the state regarding policy and practice in teacher education.

Through the CAEP self-study and visit last year, the COE identified several areas to pursue that have added to our overall reputation. Most notably, we have enhanced our recruitment and retention plans for both undergraduate and graduate students that have improved the attractiveness of our degrees, provided streamlines processes for staff within the College, and given students better support mechanisms. The expansion of the CarolinaTIP program has provided a much needed externally facing project, which has propelled the College of Education forward in its reputation among educational stakeholders, as well as peer and peer aspirant institutions.

## **Challenges**

*Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.*

While we have made great strides in the attractiveness of our undergraduate degree offerings, we do not control who is admitted into the College. This will be a challenge once the RCM model is fully implemented. We believe there are many more qualified applicants to the UofSC who wish to become teachers than are accepted. The College would gladly take on these additional students and provide them the supports needed to be successful. Our ROI with Academic Partnerships remains a challenge. The resources directed to AP could be used internally to enhance recruitment of students - an area of stated expertise from AP, yet lacking from the College's perspective. The balance of tenure and clinical faculty will be instrumental to the growth and future of the College. In recruiting doctoral students, the university's inability to offer tuition abatements greatly reduces our competitive advantage.

Externally, we wrangle with the diminishing public perception of the teaching profession and increasing oversight through state and federal policy of educator preparation programs. To counter these challenges, we continue to bolster our advocacy of the teaching profession and establish advocates in legislative and governing bodies.

# Faculty Population

---

## Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2018	Fall 2017	Fall 2016
<b>Tenure-track Faculty</b>	83	75	68
<b>Professor, with tenure</b>	23	20	16
<b>Associate Professor, with tenure</b>	30	29	30
<b>Assistant Professor</b>	30	26	22
<b>Librarian, with tenure</b>	0	0	0
<b>Research Faculty</b>	6	4	3
<b>Research Professor</b>	1	1	1
<b>Research Associate Professor</b>	3	2	0
<b>Research Assistant Professor</b>	2	1	2
<b>Clinical/instructional Faculty</b>	21	23	17
<b>Clinical Professor</b>	1	2	1
<b>Clinical Associate Professor</b>	3	1	2
<b>Clinical Assistant Professor</b>	11	14	7
<b>Instructor</b>	6	7	7
<b>Lecturer</b>	0	0	0
<b>Visiting</b>	0	0	0
<b>Adjunct Faculty</b>	78	88	112

## Faculty Diversity by Gender and Race/Ethnicity

Note: USC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See [https://nces.ed.gov/ipeds/Section/collecting\\_re](https://nces.ed.gov/ipeds/Section/collecting_re)

**Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2018, Fall 2017, and Fall 2016.**

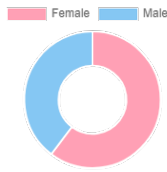
	<b>Fall 2018</b>	<b>Fall 2017</b>	<b>Fall 2016</b>
<b>Gender</b>	116	109	95
<b>Female</b>	70	65	53
<b>Male</b>	46	44	42
<b>Race/Ethnicity</b>	116	109	95
<b>American Indian/Alaska Native</b>	2	2	2
<b>Asian</b>	3	3	3
<b>Black or African American</b>	15	14	12
<b>Hispanic or Latino</b>	5	2	4
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0
<b>Nonresident Alien</b>	5	2	2
<b>Two or More Races</b>	1	2	2
<b>Unknown Race/Ethnicity</b>	1	4	2
<b>White</b>	84	80	68

Illustrations 1 and 2 (below) portray this data visually.

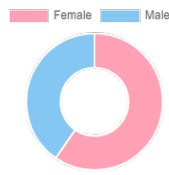


### Illustration 1. Faculty Diversity by Gender

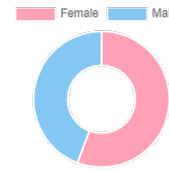
2018 Faculty Gender



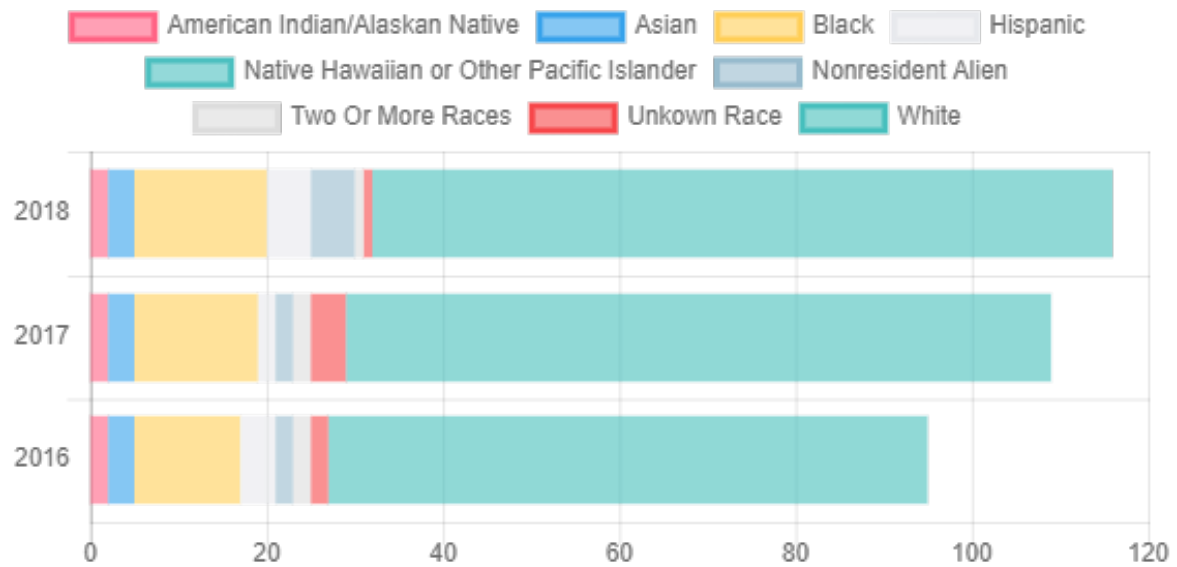
2017 Faculty Gender



2016 Faculty Gender



### Illustration 2. Faculty Diversity by Race & Ethnicity



# Faculty Information

---

## Research and Scholarly Activity

*Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:*

*1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*

*2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY 2018 (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*

*3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

During FY 2018, the number of extramural proposal submissions for sponsored projects increased by 11 (55 in 2017 to 66 in 2018), although the total dollar amount requested decreased by \$8,675,758 (\$58,516,201 in 2017 to \$47,840,443 in 2018). However, the amount of funding awarded to the College of Education increased by \$745,261 (\$7,697,645 in 2017 to \$8,442,906 in 2018). In sum, research expenditures have increased from the previous year (FY 2017).

An **identified area of challenge** to move forward is the total dollar amount requested. An **identified area of opportunity** is that the College can continue to leverage our expanding research infrastructure; this will serve to promote larger-scale grant submissions and enhance our contribution to the research mission of the university in a manner consistent with an R1 institution of higher education.

**Our plans to address our identified challenge, leveraging support from our identified area of opportunity,** include the following:

- Creation of the College of Education Office of Research and Innovation (ORI), comprised of the Associate Dean for Research and Innovation, the Director of the Research Institute, and the Director of Grants and Contracts. This office serves in a multitude of ways to stimulate, support, advance, and promote College scholarship. Examples include the creation of the Visiting Scholars Program to increase intra- and inter-departmental research visibility and collaboration; the creation of a quarterly newsletter to draw the attention of potential collaborators and other stakeholders, and their resources, to the College; data gathering, management, and reporting initiatives to track, showcase, support, and encourage College scholarship; and facilitating continued growth and development of existing/new scholarship assets (e.g., the Research Institute, centers, labs, doctoral programs) and initiatives (e.g., Spark Talks, Spires of Excellence, all-College research conference).

- Holding an all faculty and staff Scholarship Retreat, which focused on our scholarship assets and needs. The retreat included data sharing from the ORI and activities in which faculty and staff formed scholarship working groups, based on similarities in research interests/goals. Each group set goals and devised strategies related to College scholarship visibility and research productivity. Two follow-up meetings, designed to foster continued discussion and accelerate progress, are set for the spring semester.

- Developing research space for the College, based on a faculty survey conducted by the ORI and a tour of on- and off-campus research facilities used by other colleges/schools at UofSC and/or non-UofSC entities.

- Revising the College Research Supplement Policy to incentivize and increase grant submissions. The updated policy allows for a salary savings beginning at a reduced percent effort, as well as greater interpolation between

## **Faculty Development**

*Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes. Optional*

Faculty in the first three years in the College of Education participate in the faculty mentoring program, "First Three Years to Success." It is co-directed by the Director of the Research Institute and the Associate Dean for Research and Innovation. Faculty meet as cohort groups (Year 1, Year 2, or Year 3) for Orientation to the College and Scholarship (Year 1), Scholarship of Research and Teaching (Year 2), and Grantsmanship (Year 3).

Each of our four departments was awarded Spires of Excellence funding from the Dean's Office in Spring/Summer 2018. This initiative strives to foster innovative research and identify areas of excellence within each department and focus our research agenda and resources.

Lastly, departments continue to offer faculty professional travel fund money. Funds may be applied to travel costs associated with presenting research or representing the department at national or international conferences.

## **Other Activity**

*Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes. Optional*

*Any additional content on faculty information appears as Appendix A, B, and C (see Supplemental Faculty Info below).*

## **Supplemental Info - Faculty**

*Any additional content on Faculty Information appears as Appendix 4. (bottom)*

# Teaching

---

## Faculty to Student Ratio

The formula used to compute the ratio uses data from Faculty Population by Track and Title and Student Enrollment by Time Basis, as follows:

$$\frac{(Total\ Full-time\ Students + 1/3\ Part-time\ Students)}{((Total\ Tenure-track\ Faculty + Total\ Research\ Faculty + Total\ Clinical/Instructional\ Faculty) + (1/3\ Adjunct\ Faculty))}$$

**Table 4. Faculty-to-Student Ratio, Fall 2018, Fall 2017, and Fall 2016**

Fall 2018	Fall 2017	Fall 2016
01:8.8	1:11.6	1: 14.3

## Analysis of Ratio

*Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.*

The faculty to student ratio for Fall 2018 of 1:8.78 (as calculated by OIRAA) is much lower than the calculated faculty to student ratio for Fall 2017 of 1:11.6 and Fall 2016 of 1:14. The lower ratio is likely due to the strategic full-time faculty hires over the last two academic years. As expected, the faculty to student ratio trended downward. We have the capacity to offer more classes and balance the load of thesis and dissertation committees. The College is committed to providing an exceptional education experience to our students and the communities they will eventually serve.

# Faculty Awards Nominations

Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other.

## Research Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Boutte , Gloria	AESA Critical Choice Book Award	American Educational Studies Association
Braden, Eliza	Early Career Achievement Award	Literacy Research Association
Braden, Eliza	Early Career Scholar of Color Award	National Council of Teachers of English
Braden, Eliza	Early Research Award	College of Education
Brian, Ali	Early Career Distinguished Scholar	North American Society for the Psychology of Sports and Physical Activity
Brian, Ali	Breakthrough Star Award	Office of the Vice President for Research
Compton-Lilly, Catherine	Arthur Applebee Award for Excellence in Research on Literacy	Literacy Research Association
Compton-Lilly, Catherine	Fry Book Award	Literacy Research Association
Curcio, Rachelle	Outstanding Dissertation Award	American Association of Colleges of Teacher Education
Curcio, Rachelle	Distinguished Dissertation in Teacher Education Award	Association of Teacher Educators
Dawes, Molly	Early Career Award	Society for Research in Child Development
Hale, Jon	Critical Choice Book Award	American Educational Studies Association
Henry-Jenkins, Toby	Outstanding Book Award	American Association of Colleges of Teacher Education
Henry-Jenkins, Toby	Division B Outstanding Book Recognition	American Education Research Association
Plotner, Anthony	Breakthrough Leadership Award	Office of the Vice President for Research
Styslinger, Mary	Meade Book Award	National Council of Teachers of English
Wynter-Hoyte, Kamania	Early Career Achievement Award	Literacy Research Association
Yell, Mitchell	USC Educational Foundation Award	Office of the Provost

## Service Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Myers, Michelle	Social Justice Award	University of South Carolina/EOP
Anderson, Christian	Leonard F. Maiden Spirit of Service Award	College of Education
Chaplin, Paul	Leonard F. Maiden Spirit of Service Award	College of Education
Cook, Daniella	MLK Social Justice Award	UofSC Office of Inclusion and Diversity
Curcio, Rachelle	Mentorship and Mentoring SIG Distinguished Paper	American Education Research Association
Hale, Jon	MLK Social Justice Award	UofSC Office of Inclusion and Diversity
Jeffries, Rhonda	NNER Nicholas Michelli Award for Promoting Social Justice	National Network for Educational Renewal
Myers, Michelle	NNER Nicholas Michelli Award for Promoting Social Justice	National Network for Educational Renewal
Shah, Payal	MLK Social Justice Award	UoSC Office of Inclusion and Diversity

## Teaching Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Roy, George	Garnet Apple Award	University of South Carolina
Carnes, G. Nathan	Jennifer L. Wilson Teaching Excellence Award	South Carolina Association of Middle Level Educators
Barnes, Jennifer	Outstanding Practitioner Award	National Association of Early Childhood Educators
Bon, Susan	George H. Lackey Award for Inspirational Teaching	College of Education
Boutte, Gloria	Carolina Distinguished Professorship	Office of the Provost
Braden, Elizabeth	Early Childhood Education Early Literacy Educator of the Year Award	National Council of Teachers of English
Eargle, Jeffrey	Civil Rights/Civil Liberties Excellence in Teaching Award	South Carolina Council of the Social Studies

Early Childhood Program, Early Childhood Program	Award for Support of Multicultural Education and Diversity	American Association of Colleges of Teacher Education
Lotter, Christine	John C. Park National Technology Leadership Initiative Fellowship	Association of Science Teacher Educators
Lotter, Christine	Governor's Award in Science	Office of the Vice President for Research
White, Beth	Garnett Apple Award	Center for Teaching Excellence
Winter-Hoyte, Kamania	Early Childhood Education Early Literacy Educator of the Year Award	National Council of Teachers of English

## Other Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Anders, Allison	USC Integrity Award	University of South Carolina
Sanborn, Lauren	Postsecondary Champion Award	ACT



# Faculty Awards Received

---

*Faculty of COE were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.*

## Research Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Braden, Eliza	Early Career Scholar of Color Award	National Council of Teachers of English
Brian, Ali	Breakthrough Stars	Office of the Vice President for Research
Hale, Jon	Critical Choice Book Award	American Educational Studies Association
Henry-Jenkins, Toby	Division B Outstanding Book Recognition	American Education Research Association
Winter-Hoyte, Kamania	Early Career Achievement Award	Literacy Research Association

## Service Awards

Recipient(s)	Award	Organization
Anderson, Christian	Lenard F. Maiden Spirit of Service Award	College of Education
Jeffries, Rhonda	NNER Nicholas Michelli Award for Promoting Social Justice	National Network for Educational Renewal
Myers, Michelle	NNER Nicholas Michelli Award for Promoting Social Justice	National Network for Educational Renewal

## Teaching Awards

Recipient(s)	Award	Organization
Barnes, Jennifer	Outstanding Practitioner Award	National Association of Early Childhood Teacher Educators
Boutte, Gloria	Carolina Distinguished Professorship	Office of the Provost
Braden, Eliza	Early Childhood Education Early Literacy Educator of the Year Award	National Council of Teachers of English
Carnes, Nate	Jennifer L. Wilson Teaching Excellence Award	South Carolina Association of Middle Level Educators
Eargle, Jeffrey	Civil Rights/Civil Liberties Excellence in Teaching Award	South Carolina Council of the Social Studies
White, Beth	Garnet Apple Award	Center for Teaching Excellence
Wynter-Hoyte, Kamania	Early Childhood Education Early Literacy Educator of the Year Award	National Council of Teachers of English

## Other Awards

Recipient(s)	Award	Organization
Anders, Allison	USC Integrity Award	Office of the Provost

# Student Recruiting and Retention

---

## Student Recruitment

*Efforts, including specific actions, to recruit students into College/School programs.*

The College of Education created and filled the position for Director of Student Recruitment. This new position will allow the college to greatly enhance recruitment efforts. Our recruiter began in August 2018 and has already made an impact. The addition of this position has allowed the College to maintain involvement in the recruitment activities sponsored by the Office of Undergraduate Admissions, while expanding other activities for undergraduate and graduate students significantly. With the increased capacity and leadership the College staff has been able to attend 3 multi-day high school recruitment tours, participate in 5 graduate school fairs at colleges/universities, and participate in 6 professional conference information fairs. All of these events are new recruitment activities of for the College.

The College of Education continues to be guided by its recruitment and retention plan. This year the plan is being expanded to include graduate advanced programs and includes 7 focus areas. Four of these focus areas directly relate to recruitment.

1. Access and Outreach
2. Communicating with Prospective Students
3. Marketing Academic Programs
4. Yield Activities

Access and outreach activities described in the plan include online delivery of academic programs, articulation agreements, involvement in the SC Teacher Cadet program for high school students and the Pro-Team program for middle school students, and diversity initiatives such as the Apple Core Initiative (AC).

This past year, the College signed an articulation agreement with Midlands Technical College (MTC). This agreement facilitates the transfer of students from MTC into the undergraduate degree programs in Early Childhood Education, Elementary Education, and Middle Level Education of the College of Education of the University of South Carolina. Part of this collaboration includes active communication between the College of Education and MTC advisers. As part of this collaboration, College of Education advisers also visit education classes at MTC every semester to promote our programs and help students with transfer questions.

The Apple Core Initiative (ACI) enrolled 10 new freshmen students in its first pilot group in 2018-2019. This program seeks to recruit, enroll, and retain graduates from South Carolina high schools who are from historically underrepresented populations, and who may also be first generation college attendees, into the teacher education programs at the University of South Carolina. These students will help fill both a capacity and diversity void in South Carolina public schools. The program looks to enroll its second cohort of students for 2019-2020.

The College connects and communicates with prospective students in a variety of ways. The College participates in all recruitment activities sponsored by Office of Undergraduate Admissions such as the fall open house events. The College works collaboratively with the USC Visitor Center to ensure that all visitors interested in an education degree has an opportunity to meet with an adviser and a faculty member during their visit to campus. This year the College staff attended 3 multi-day high school recruitment tours, participated in 5 graduate school

fairs at colleges/universities, and participated in 6 professional conference information fairs.

Marketing is a critical part of student recruitment. The College has begun to explore ways to increase its marketing reach. This year the college ran advertisements in the student newspaper (print and online) to promote our Become a Teacher Sessions for current UofSC students who want to learn more about becoming a teacher. The college also used sponsorships/advertising at 4 professional conferences as a way to increase awareness of our graduate programs. Additionally, the College continued to work with Academic Partnerships (AP) for recruitment and marketing of our graduate online programs in Educational Administration (M.Ed.), Teaching (M.Ed.), and Curriculum and Instruction (Ed.D.).

The College is engaged in several activities to increase the yield of admitted students. College staff and faculty from each undergraduate program are actively involved with the UofSC Admitted Student Days. This year, the Director of Student Recruitment created a new event, EdFriday, to coincide with Admitted Student Day. This new EdFriday event gives the admitted students a more in depth connection with our staff and current students. In addition to these events, current College of Education students make phone calls to every admitted student congratulating them on their admission to UofSC. Each admitted student also gets either a phone call or a personal email from a faculty in their program area.

## **Student Retention**

*Efforts at retaining current students in College/School programs.*

In addition to our recruiting and retention plan mentioned above, we have used two methods of focusing on undergraduate retention:

EAB/Navigate is a tool used campus-wide. In addition to appointment scheduling for advising, it has a referral component. Our advisors use the referral to send students for academic coaching or to the Student Success Center. The referral system ensures that the students are contacted so that an early intervention can help students stay on-course with their academic work.

When Praxis Core scores are received, students are contacted by the Gamecock EdQuarters office. If scores received complete the Praxis Core requirement successfully, students are sent a congratulatory email. If there is a section that is not passed, students are emailed the contact information for the coordinator of the Study Island (formerly Northstar) online test preparation tool. We have recognized that some of our students struggle with the state mandated PRAXIS Core tests to become a certified teacher. For the past three semesters, a section of EDTE 201 has been using the Study Island system as part of the course curriculum. We have identified a tutor who works with students individually. When we have a student who requests a tutor, we contact this person, and if she is willing to accept another student to tutor, we give her contact information to the student.

Additionally, the College has partnered with the University Advising Center to provide an advisor for first year students who is specifically trained in working with first year students. The purpose of this first year advising initiative is to improve student success in the first year. In order to strengthen our secondary teaching programs, we have employed a pre-masters teaching advisor. All of our students seeking certification in secondary education must earn a bachelor's degree and then complete a master's degree.

To serve both graduate and undergraduate students, the College of Education now has a Director of Student Diversity, Inclusion and Engagement. Among other activities, the Director will continue to work with faculty and staff to support historically under represented students for them to become successful and fully engaged in all aspects of their educational experiences at the University of South Carolina.

During the 2019-2020 academic year, the director position will continue an expanded focus on student organizations, student recruitment, student programming, and working to promote a culture of inclusiveness within the College.

The Apple Core Initiative (ACI) mentioned in the recruitment section, also has a retention component focused ensuring teacher education students from historically underrepresented populations, and who may also be first generation college attendees persist successfully throughout their academic career at the University of South Carolina.

Currently underway for implementation during the 2019-2020 academic year, the plan to impact graduate retention features enhanced communication with all graduate students beginning at admission. Videos will be available to assist students in the orientation process when they are newly admitted. Consistent communication from the graduate advisors in the Gamecock EdQuarters office will assist faculty advisors with communication for form completion and course registration. To enhance advising for graduate students, a course rotation will accompany their advisement email. Advisement guides will provide important information applicable for graduate students and will be sent with their advising email.

# Student Enrollment & Outcomes

---

The following data was provided by USC's Office of Institutional Research, Assessment, and Analytics.

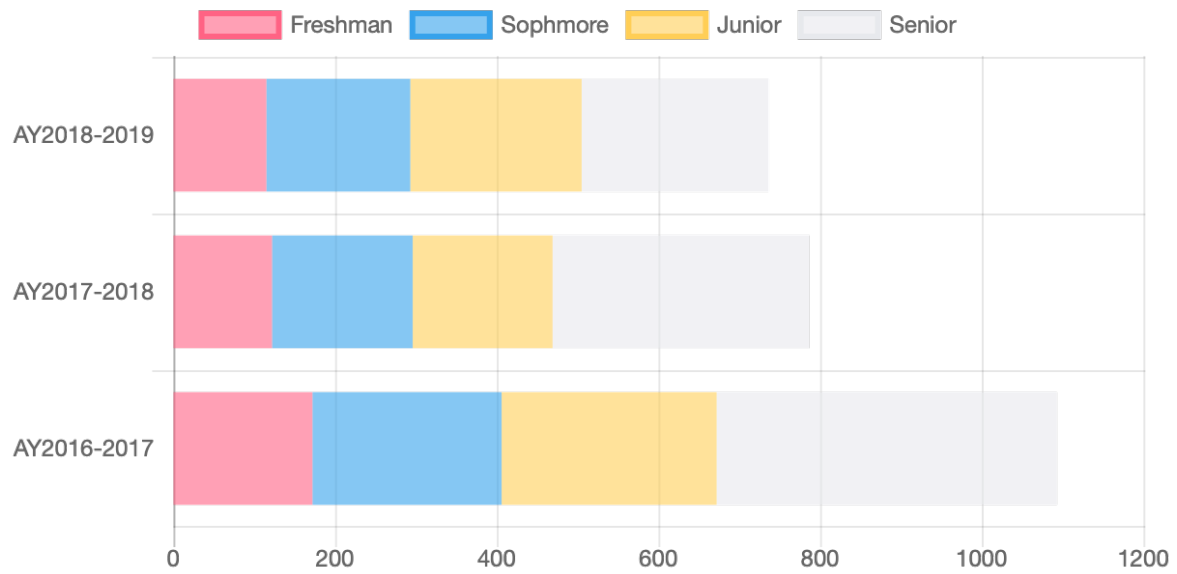
Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

## Student Enrollment by Level & Classification

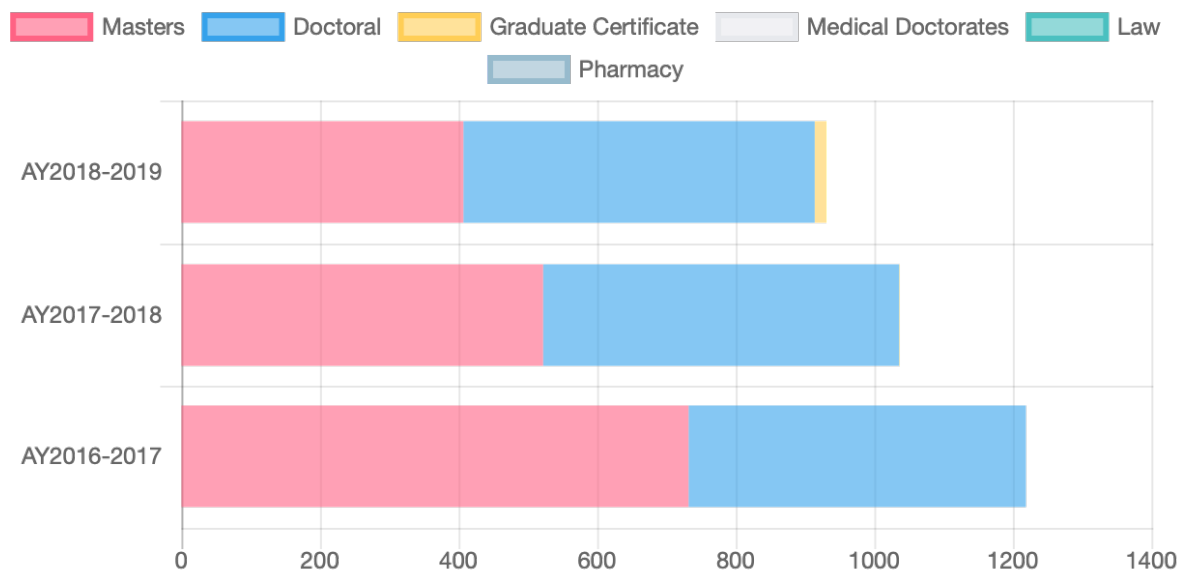
Table 5. Student Enrollment by Level & Classification.

	Fall 2018	Fall 2017	Fall 2016
<b>Undergraduate Enrollment</b>			
<b>Freshman</b>	115	122	172
<b>Sophomore</b>	178	174	234
<b>Junior</b>	212	173	266
<b>Senior</b>	231	318	421
<b>Sub Total</b>	737	787	1093
<b>Graduate Enrollment</b>			
<b>Masters</b>	407	522	732
<b>Doctoral</b>	507	514	487
<b>Graduate Certificate</b>	17	1	0
<b>Sub Total</b>	931	1037	1219
<b>Professional Enrollment</b>			
<b>Medicine</b>	0	0	0
<b>Law</b>	0	0	0
<b>PharmD</b>	0	0	0
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	<b>1668</b>	<b>1824</b>	<b>2312</b>

**Illustration 3. Undergraduate Student Enrollment by Classification**



**Illustration 4. Graduate/Professional Student Enrollment by Classification**



## Illustration 5. Total Student Enrollment by Classification (All Levels)



## Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2018	Fall 2017	Fall 2016
<b>Undergraduate</b>	<b>737</b>	<b>787</b>	<b>1093</b>
Full-Time	721	761	1068
Part-Time	16	26	25
<b>Graduate/Professional</b>	<b>931</b>	<b>1037</b>	<b>1219</b>
Full-Time	316	328	420
Part-Time	615	709	799
<b>Total - All Levels</b>	<b>1668</b>	<b>1824</b>	<b>2312</b>
Full-Time	1037	1089	1488
Part-Time	631	631	631



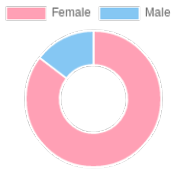
## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

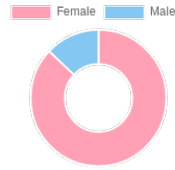
	Fall 2018	Fall 2017	Fall 2016
<b>Undergraduate</b>	<b>737</b>	<b>787</b>	<b>1093</b>
<b>Female</b>	629	685	891
<b>Male</b>	108	102	202
<b>Graduate/Professional</b>	<b>931</b>	<b>1037</b>	<b>1219</b>
<b>Female</b>	694	796	903
<b>Male</b>	237	241	316

## Illustration 6. Undergraduate Student Diversity by Gender

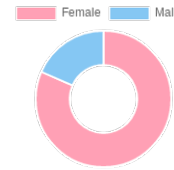
2018 Undergraduate Gender



2017 Undergraduate Gender

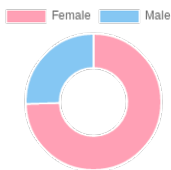


2016 Undergraduate Gender

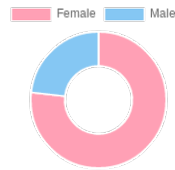


## Illustration 7. Graduate/Professional Student Diversity by Gender

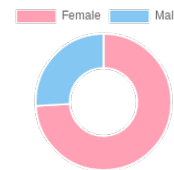
2018 Graduate Gender



2017 Graduate Gender



2016 Graduate Gender

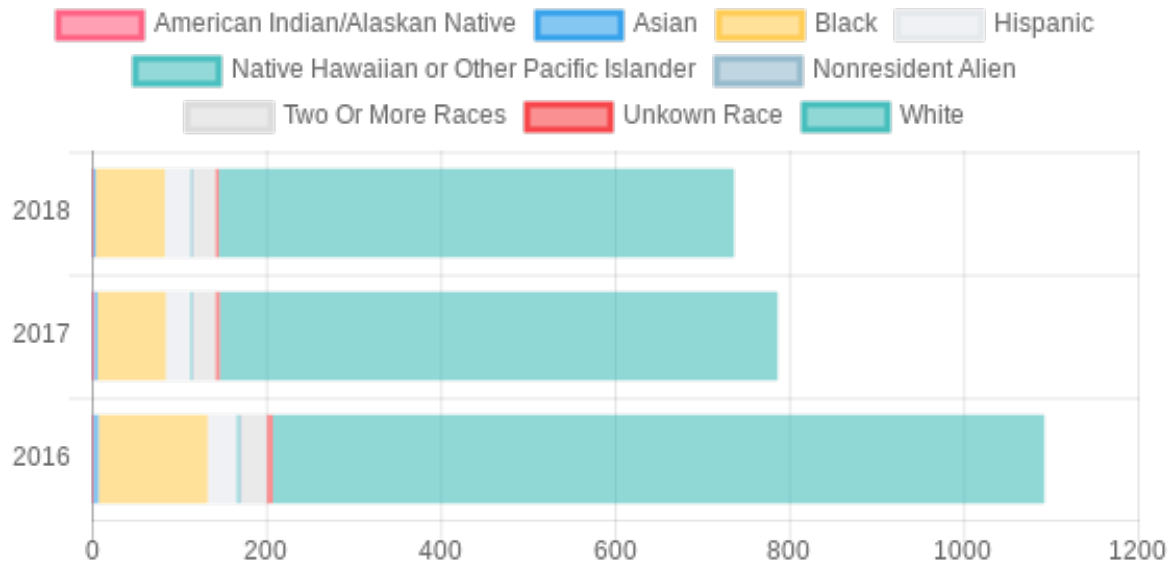


# Student Diversity by Race/Ethnicity

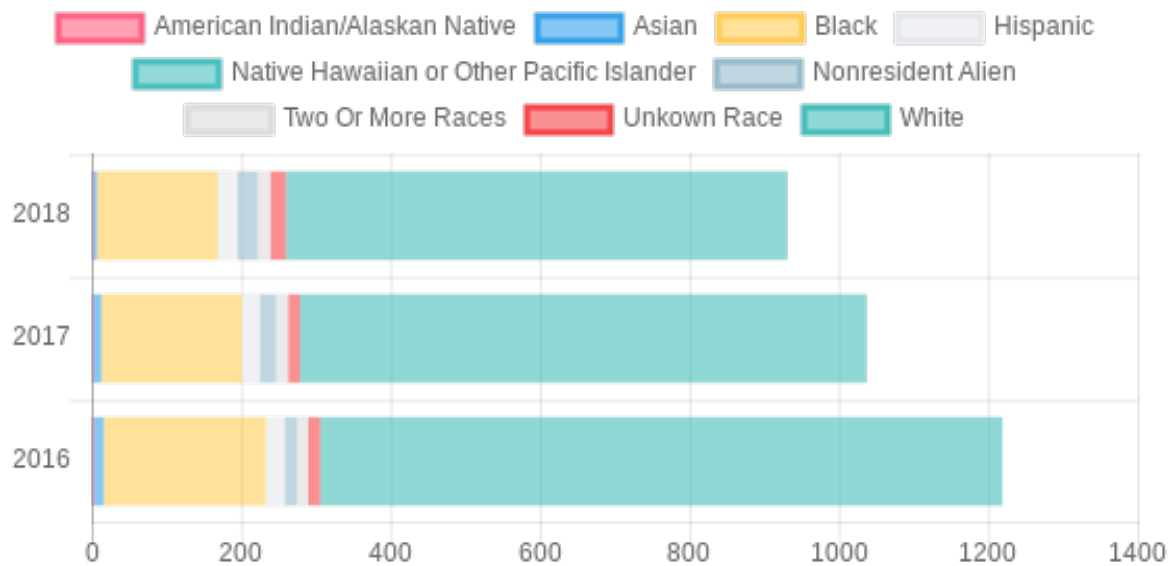
Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2018	Fall 2017	Fall 2016
<b>Undergraduate</b>	<b>737</b>	<b>787</b>	<b>1093</b>
American Indian/Alaska Native	2	3	2
Asian	3	4	6
Black or African	79	78	125
Hispanic or Latino	29	28	33
Native Hawaiian or Other Pacific Islander	1	2	3
Nonresident Alien	3	2	3
Two or More Races	25	25	29
Unknown	4	5	7
<b>Race/Ethnicity</b>			
White	591	640	885
<b>Graduate/Professional</b>	<b>931</b>	<b>1037</b>	<b>1219</b>
American Indian/Alaska Native	2	2	3
Asian	5	11	13
Black or African	162	188	217
Hispanic or Latino	26	24	25
Native Hawaiian or Other Pacific Islander	1	0	0
Nonresident Alien	26	22	17
Two or More Races	17	16	15
Unknown	21	16	16
<b>Race/Ethnicity</b>			
White	671	758	913

**Illustration 8. Undergraduate Student Diversity by Race/Ethnicity**



**Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity**



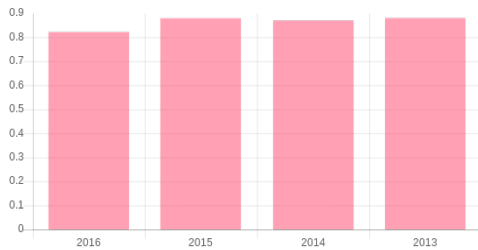
# Undergraduate Retention

Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

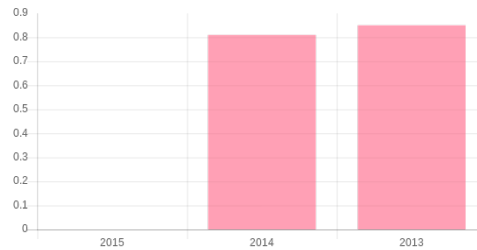
	First Year	Second Year
Fall 2016 Cohort	82.2%	N/A
Fall 2015 Cohort	87.9%	N/A
Fall 2014 Cohort	87%	81%
Fall 2013 Cohort	88%	85%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year



Second Year



# Student Completions

## Graduation Rate - Undergraduate

Table 10. Undergraduate Graduation Rates for First-time Full-time Student Cohorts at 4-, 5-, and 6 Years.

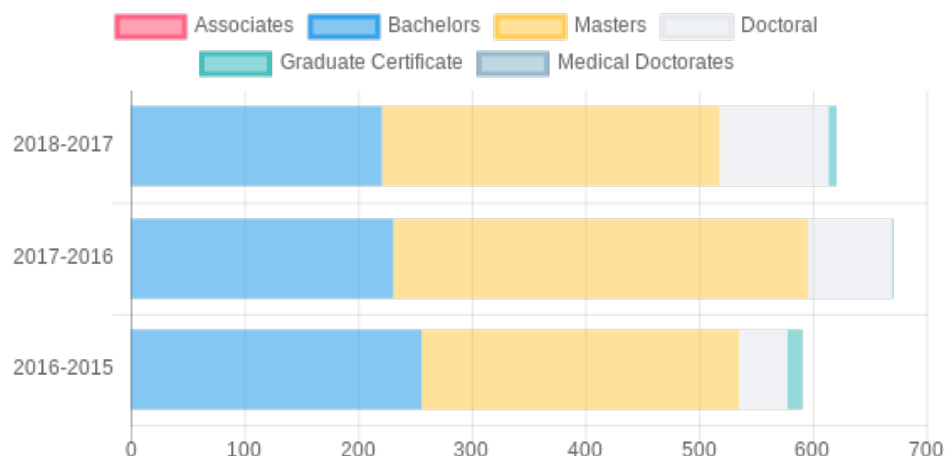
	2011	2010	2009
4-Year Same	45.7%	47.8%	50.3%
4-Year Diff	15.4%	20.4%	13.7%
4-Year Total	61.1%	68.2%	64%
5-Year Same	51.9%	52.2%	55.6%
5-Year Diff	21.6%	24.2%	20.9%
5-Year Total	73.5%	76.4%	76.5%
6-Year Same	52.5%	52.9%	56.9%
6-Year Diff	23.5%	25.5%	22.2%
6-Year Total	76%	78.4%	79.1%

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2017-2018	AY2016-2017	AY2015-2016
Associates Degree	0	0	0
Bachelors	221	231	256
Masters	297	365	279
Doctoral	96	74	43
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	7	1	13

Illustration 11. Degrees Awarded by Level



# Alumni Engagement & Fundraising

---

## **Alumni**

*Substantial activities, engagements, and initiatives with alumni, focusing on relationships and activities with alumni.*

The Office of Development has made a large investment in the advancement of the College of Education through both private fundraising and alumni relations. With two fulltime development officers and an alumni relations coordinator, the college seeks to engage alumni, friends and community members with the current initiatives of the college.

Extensive efforts have been placed on creating programming for alumni of all ages. Opportunities consists of receptions with the Dean, retired faculty luncheon, all alumni homecoming events and career networking. Overall, the Office of Development is continuing to build an advancement model with a large focus on external relations, raising awareness for our quality faculty, students and alumni, and engaging all alumni and friends of the College of Education in a way that is meaningful to them at whatever place in their life they may be.

College of Education hosted events/initiatives include but are not limited to: Cockaboose Pre-game Tailgate Event, Homecoming Alumni Tailgate, Carolina's Promise Campaign Donor Thank You Initiative, Retired Faculty Luncheon, TAG (Thank Alumni for Giving) Day. Alumni, donors and friends of the College of Education have been hosted and entertained at numerous sporting events (football, men's and women's basketball, baseball) in the President's Suite.

## **Development, Fundraising and Gifts**

*Substantial development initiatives and outcomes, including Fundraising and Gifts.*

In FY18, the College of Education is on track to raise ~\$1,250,000, which is an increase from ~\$850,000 in FY17. Through establishing endowed scholarships, seeking programmatic dollars from local corporations, and promoting our newly created Dean's Circle, we have been able to exceed previous annual goals in years between university campaigns. The College of Education has also completed its first crowdfunding project and participated in the university's first annual giving day.

# Community Engagement

---

## Description

*Community engagement and community based research, scholarship, outreach, service or volunteerism conducted, including activities at the local, state, regional national and international levels.*

As of January 2019, there is a College of Education Partnership in:

- 61 of 84 districts (73% of SC Districts);
- 230 of 1,277 schools (18% of schools);
- 39 SC agency/IHE/organizations

The COE boasts 46 school/district partnerships. Partnerships and collaboration between a variety of organizations and agencies are critical to improving education throughout the state. Through our combined strength, partnerships established by the COE are far more effective at diagnosing problems, offering solutions, establishing best practices and creating sustainable models than what any individual entity can achieve alone. And although each partner brings a unique perspective to the table, we are all passionate about learning outcomes, and we are committed to the young people of SC. As a result, we're making a huge impact on the economic future of our state.

To see more extensive details on our partnerships, including information by school district and project, [download our partnerships matrix \[pdf\]](#). Several of our partnerships are highlighted below to demonstrate our commitment to community engagement.

Professional Development Schools (PDS - 21 total) provide clinical placement for student teaching, but also allow for collaborative community based research. The PDS network offers participating schools a vibrant consortium which allows us to leverage our partnership expertise to engage in important and impactful work. The PDS Network won the Exemplary Achievement Award in 2019 for its work in schools in our community.

The Center for Educational Partnerships' (CEP) mission is to provide educational extension services to schools, families and communities in SC that facilitate collaboration among diverse education stakeholders, leverage existing resources and build local capacity to improve student achievement in South Carolina's K-12 schools. CEP seeks to facilitate and participate in partnerships that support quality K-12 education in SC.

## Community Perceptions

*How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.*

UofSC led the way with national accreditation of its educator preparation program in 1969 when it became the first in the state to seek and achieve national accreditation through NCATE. UofSC is the first in SC to successfully complete accreditation through the Council for the Accreditation of Educator Preparation (CAEP). CAEP highlighted several key initiatives which lead to positive community perceptions:•  
strength of PDS Network•



recruitment and retention efforts to attract diverse teachers•

[CarolinaTIP](#), 3 years of support to graduates as they navigate the induction years of teaching•

quality assurance system which allows for data review and decision-making•

positive feedback from school administrators on the preparedness of graduates

## **Incentivizing Faculty Engagement**

*Policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity.*

Through the PDS Network, faculty have multiple incentives to engage with public schools. In addition to being paid a stipend of \$6,000 per year funded jointly by the PDS Network and the District Membership Fee, faculty are afforded the opportunity to conduct their teaching, scholarship and service in one location. Many faculty use their PDS connections to conduct research around what is happening in the schools. Many use this information in their tenure and promotion portfolios.

# Collaborations

---

## Internal Collaborations

The College of Education maintains a number of internal collaborators. Those include:

- Committee for Initial Teacher Education Programs
- Advanced Programs in Education Committee
- Museum of Education
- Center for the Education and Equity of African American Students
- Center for the Innovation in Higher Education
- Office of International and Comparative Education
- South Carolina Education Policy Center
- South Carolina Center for Assistive Technology & Educational Research
- Research, Evaluation & Measurement Center
- Center for Science Education
- Advancement of Workforce and Knowledge Economy Center
- Professional Education Unit
- CarolinaLIFE
- Research PAC
- South Carolina Teacher Education Advancement Consortium through Higher Education Research
- Center for Teaching Quality

## External Collaborations

Our external partnerships within the College of Education are too numerous to list . An extensive record of those partnerships is available here:

[https://sc.edu/study/colleges\\_schools/education/partnerships\\_outreach/documents/uofsc\\_coe\\_partnerships\\_index.pdf](https://sc.edu/study/colleges_schools/education/partnerships_outreach/documents/uofsc_coe_partnerships_index.pdf)

## Other Collaborations

*Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.*

- Child Development Research Center (includes both internal and external collaborations)
- iLEAD
- Carolina Teacher Induction Program (CarolinaTIP)
- Center for Educator Recruitment, Retention and Advancement (CERRA)
- South Carolina School Improvement Council
- South Carolina Writing Improvement Network
- South Carolina Geographic Alliance
- South Carolina Middle Grade Initiative
- Teacher Cadet
- Teaching Fellows

# Campus Climate and Inclusion

---

## Campus Climate & Inclusion

*Activities unit conducted that were designed to improve campus climate and inclusion.*

Student-focused engagements include:

### CoE Leadership Week

In January 2019, the College sponsored "Leadership Week" engagements that included a student organization "open house" and a two-evening creative design challenge attended by 28 undergraduate students and four graduate students. During the challenge, students created five different marketing campaigns for recruiting new students into the field of education.

### Let's Chat Over Lunch

This lunch-time dialogue series provides an opportunity for COE students to meet members of the leadership team in the College and share their experiences in the college's programs. Up to ten students are randomly selected and invited to participate in the luncheon each month. In addition to the Dean hosting this engagement, we have invited additional individuals who can serve as resources from within the college to join us including one of the College's student leaders, the Associate Deans, representatives from our Student Services offices (Gamecock EdQuarters), and representatives from various program areas. We have invited targeted student groups we are trying to reach for designated dates. For example, in January we hosted our transfer students to provide a space for them to meet essential faculty/staff and ask questions that would support their transition process. During the 2019-2020 academic year, we will continue this program to provide more students the opportunity to interact and connect with our Dean/s and other individuals who can serve as resources within the College.

### ODEI Graduate Student Advisory Board

In order to invite more graduate student participation in and create leadership opportunities for our masters and doctoral students, the Office of Diversity, Equity, and Inclusion has invited 10 graduate students to serve on the ODEI's inaugural Graduate Student Advisory Board (as distinct from the CoE Student Advisory Board). The first meeting of this new group is scheduled for mid-March. Moving forward, the group will meet four times a year to provide guidance and insights that can inform the Office's stewardship of the College's equity and justice-related work.

### Student Advisory Council

The Student Advisory Committee (SAC) is comprised of students from all programs within the COE. Each month, the students join the Dean and the Director of Student Diversity, Inclusion and Engagement to discuss student issues, concerns, and needs. The SAC is currently under construction due to the shrinkage of its membership from students graduating and senior undergraduates students who are no longer able to attend meetings as they are required to spend significant time in their field placement. New students are currently being recruited students to serve on the Council. In the interim, student ambassadors continue to assist with disseminating information regarding events and activities to students throughout the College.

## Student Ambassadors

We currently have 13 students serving as Ambassadors for the College of Education. These students meet once a month for a book study focusing on leadership development and exploring the characteristics of strong leaders. The Ambassadors represent the College at all student events, donor events, and student recruitment activities. During the 2019-2020 academic year, we plan to replace the Student Ambassadors who are graduating and continue to focus on experiences that will contribute to their leadership development and promote community service.

## The Gathering Table

The College's largest fall event, The Gathering Table, is intended to connect students, faculty, staff and current teachers in the field. This dinner, which occurred in October of 2018, allowed our students the opportunity to have dialogue with current educators and hear from local state and national teachers of the year. Teachers share about their experiences and realities in the classroom with eager students, faculty, staff, and other guests. During the 2019-2020 academic year, the responsibility for hosting The Gathering Table will be facilitated by the College of Education Event Planner.

Faculty and staff-focused engagements include:

## ODEI Open Advisory Board

In the Fall 2018, the Office of Diversity, Equity, and Inclusion held its inaugural ODEI Open Advisory Board Meeting. The purpose of the advisory board is to draw on the expertise and talents of College faculty and staff for the purpose of informing the work of the office. The advisory board represents an intentional effort to ensure that ODEI initiatives and engagements are informed by the guidance, feedback and wisdom of multiple stakeholders within the building.

## Partnership with UofSC Organizational Development Office

At the direction of the College's Staff Council, the College of Education has entered into partnership with UofSC's Organizational Development Office to work on the development and piloting of a series of staff satisfaction surveys/questionnaires, tailored to the College's specific needs, that will allow us to obtain information at vital points along an employee's career such as the onboarding process, satisfaction with their current working environment, as well as better understanding why an employee may choose to leave their position.

Whole college-focused engagements include:

## Accessibility Efforts

A collaborative endeavor between the College's administration and the College's Diversity Committee led to UofSC Facilities Department replacing heavy exterior and interior doors (that were challenging for faculty and staff who have mobility issues) with doors that operate automatically by push-button. In addition, in collaboration with the College's designated resource officer, Patrolman Fatovic, the Diversity Committee sought out the cost for various safety mechanism for the College including key cards to access doors, security cameras, and panic buttons. Though none of these means has been pursued, the College is now aware of both the cost, and procedures for requesting installation, of these items should funds become available.

# Concluding Remarks

---

## Quantitative Outcomes

*Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.*

## Cool Stuff

*Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.*

The Associate Dean for Diversity, Associate Dean for Research and Innovation, and Director for Assessment and Accreditation have formed a partnership for the purpose of collectively seeking and analyzing data to better understand the College's impact from diversity, equity, and inclusion lenses. Among several areas for investigation, better understanding how the College can assess the impact of our diversity, equity, and inclusion efforts as well as the extent to which the College is serving and/or partnering with high-needs or minority-majority schools are top priorities. The work of this group is ongoing.

Throughout the year, the Office of Diversity, Equity, and Inclusion offers multiple professional development engagements for faculty, staff, and students to deepen their awareness of, knowledge around, and engagement with diversity, equity, inclusion, and justice-related topics within higher education broadly, and within the field of education specifically. For faculty and staff, such engagements include participation in webinar "watch parties" for diversity related events sponsored by national associations such as the American Council on Education as well as whole college trainings such as the Trans Advocacy workshop (facilitated by the Office of Multicultural Student Affairs) scheduled for Wednesday, May 1st from 9:30-12:00pm. For students, the 3D Network is a series of forums designed to provide space for students to engage in dialogue around topics of diversity, equity, and inclusion. These forums occur on a monthly basis and some are open to the community. Six such forums have occurred this year with the final event scheduled for March 2018.

As we prepare for our budget transition, we continue to focus on the following priorities: equity and diversity; international connections; recruitment and retention of students, faculty, staff, teachers and leaders in the PK-12 schools; on-line degrees, programs and micro-credentials; community and political relationships; and, campus safety are other areas of focus.

As we push ourselves in considering who our students are, how they are quite different from students in the past few years and how we prepare them for their future as professionals in education. Generation "Z"; who are now in or coming into our college; are realists, focused on the now, communicate with images, prefer Snapchat and Instagram, are ready to work and are digital natives. Being digital natives, 95 percent own a smartphone and have an average attention span of just eight seconds. They often view five screens at once including smartphones, TV's, laptops, desktop computers and tablets. They are also facing unprecedented violence, bullying and other stressors in their communities. All of this leads us as a College to consider how we address the needs of our students, maintain our high standards for learning and prepare the best professionals in education. Moving forward, we will create time and spaces to develop opportunities for dialogue around these and other critical issues.

We are well positioned as a college with our outstanding faculty and staff to be on the cutting edge and lead our state, region and nation. The future of the College is primed with great optimism.

## **Appendix 3. Research & Scholarly Activity**

Office of Research  
Information Technology  
& Data Management

# College of Education

Fiscal Year 2018



UNIVERSITY OF  
**SOUTH CAROLINA**



## Summary of Extramural Proposal Submissions by Source FY2018

### Appendix 1

PI Home Department	Total Amt. First Year	Federal - (FED)	Local Govt.	Other	Private/Non-Profit	State
Child Development Res. Center	5,000			1		
Education - Dean's Office	2,322,854	3			1	
Educational Studies	4,573,358	11			5	4
Instruction & Teacher Educ.	4,792,581	9		2	3	5
Physical Education	1,349,391	3		1	3	
Research, Eval., & Measurement	452,049	1				1
SC Educational Policy Center	540,000	1	1	1		
SC School Improvement Council	7,350				1	
<b>Total Count</b>	<b>57</b>	<b>28</b>	<b>1</b>	<b>5</b>	<b>13</b>	<b>10</b>
<b>Total Requested First Year</b>	<b>14,042,583</b>	<b>12,145,167</b>	<b>195,000</b>	<b>179,508</b>	<b>504,265</b>	<b>1,018,643</b>

## Extramural Funding by Source, Department, Faculty & Rank - FY2017

### Appendix 2

PI Home Department	Total Department	PI Name	Primary Job Desc/Rank	Tenure Status	Total Funding	Federal	Local Govt.	Other	Private/Non-Profit	State
Child Development Res. Center	15,759	Googe, Heather	RESEARCH ASST PROF		15,759			15,759		
Educational Studies		Brown, William	PROFESSOR	TENURED	190,415					190,415
Educational Studies		Carlson, Ryan	ASST PROFESSOR	TENURE-TRACK	95,481	95,481				
Educational Studies		DiStefano, Christine	PROFESSOR	TENURED	426,985	426,985				
Educational Studies		Kunz, Gina	RESEARCH ASSOC PROF		75,730	71,830			3,900	
Educational Studies		Marshall, Kathleen	ASSOC. PROFESSOR	TENURED	490,674	490,674				
Educational Studies		Plotner, Tony	ASSOC. PROFESSOR	TENURED	77,285	77,285				
Educational Studies		Wolfe, Katie	ASST PROFESSOR	TENURE-TRACK	150,612					150,612
<b>Total</b>	<b>1,507,182</b>									
Instruction & Teacher Educ.		Baum, Angela	ASSOC. PROFESSOR	TENURED	227,841	227,841				
Instruction & Teacher Educ.		Googe, Heather	RESEARCH ASST PROF		981,124	981,124				
Instruction & Teacher Educ.		Hodges, Thomas	ASSOC. PROFESSOR	TENURED	255,000					255,000
Instruction & Teacher Educ.		Jenkins-Henry, Toby	ASST PROFESSOR	TENURE-TRACK	57,698					57,698
Instruction & Teacher Educ.		Miller, Bridget	ASST PROFESSOR	TENURE-TRACK	13,477	13,477				
Instruction & Teacher Educ.		Rao, Vasanthi	RESEARCH ASSOCIATE		2,112,312	2,112,312				
Instruction & Teacher Educ.		Roy, George	ASSOC. PROFESSOR	TENURED	135,000					135,000
Instruction & Teacher Educ.		Thompson, Stephen	PROFESSOR	TENURED	4,300	4,300				
Instruction & Teacher Educ.		Williams, Toni	ASST PROFESSOR	TENURE-TRACK	1,164				1,164	
Instruction & Teacher Educ.		Yow, Jan	ASSOC. PROFESSOR	TENURED	269,999	269,999				
<b>Total</b>	<b>4,057,915</b>									
Physical Education	79,428	Stodden, David	PROFESSOR	TENURED	79,428	79,428				
Research, Eval., & Measurement		D'Amico, Leigh	RESEARCH ASST PROF		167,489	98,268			35,041	34,180
Research, Eval., & Measurement		Dickenson, Tammiee	RESEARCH PROFESSOR		554,993	234,993				320,000
Research, Eval., & Measurement		Lewis, Ashlee	RESEARCH ASST PROF		78,000					78,000
<b>Total</b>	<b>800,482</b>									
SC Educational Policy Center	540,000	Monrad, Diane	RESEARCH ASSOC PROF		540,000	195,000	195,000	150,000		
SC School Improvement Council	7,350	Hudson, Tom	CLASSIFIED		7,350				7,350	

<b>Total Funding</b>	<b>7,008,116</b>	<b>7,008,116</b>	<b>5,378,997</b>	<b>195,000</b>	<b>165,759</b>	<b>47,455</b>	<b>1,220,905</b>
----------------------	------------------	------------------	------------------	----------------	----------------	---------------	------------------

## **Appendix 4. Faculty Information**

**Appendix A**  
**Office of Research Information Technology & Data Management**  
**College of Education**  
**Fiscal Year 2018**

Total Number and Amount of Externally Sponsored Research Proposal Submissions by Funding Source for FY 2018: 57 external proposal submissions for a projected total of \$58,076,145.

Summary of Extramural Proposal Submissions by Source for FY 2018

PI Home Department	Commercial – (COM)	Federal – (FED)	Local Govt – (LOC)	Other – (OTH)	Private, Non-Profit (PHI)	State – (STA)	Total
College of Education	0	149,125	0	0	53,900	592,391	<b>795,416</b>
Physical Education	0	6,611,822	0	2,000	365,500	0	<b>6,979,322</b>
Child Development Research Center	0	2,866,407	0	15,758	0	0	<b>2,882,165</b>
Educational Leadership & Policies	0	6,867,782	0	0	0	0	<b>6,867,782</b>
Educational Studies	0	19,539,566	0	0	67,802	766,339	<b>20,373,707</b>
Instruction & Teacher Educ.	0	14,708,886	0	6,750	699,918	224,986	<b>15,640,540</b>
SC Educational Policy Center	0	975,000	975,000	750,000	0	0	<b>2,700,000</b>
SC School Improvement Council	0	0	0	0	7,350	0	<b>7,350</b>
Research, Measurement & Evaluation Center	0	1,751,863	0	0	0	78,000	<b>1,829,863</b>
<b>Total</b>	<b>0</b>	<b>54,470,451</b>	<b>975,000</b>	<b>852,508</b>	<b>3,024,333</b>	<b>1,661,716</b>	<b>58,076,145</b>
PI Home Department	Commercial – (COM)	Federal – (FED)	Local Govt – (LOC)	Other – (OTH)	Private, Non-Profit (PHI)	State – (STA)	Total
College of Education	0	149,125	0	0	53,900	592,391	<b>795,416</b>
Physical Education	0	6,611,822	0	2,000	365,500	0	<b>6,979,322</b>
Child Development Research Center	0	2,866,407	0	15,758	0	0	<b>2,882,165</b>
Educational Leadership & Policies	0	6,867,782	0	0	0	0	<b>6,867,782</b>
Educational Studies	0	19,539,566	0	0	67,802	766,339	<b>20,373,707</b>
Instruction & Teacher Educ.	0	14,708,886	0	6,750	699,918	224,986	<b>15,640,540</b>
SC Educational Policy Center	0	975,000	975,000	750,000	0	0	<b>2,700,000</b>
SC School Improvement Council	0	0	0	0	7,350	0	<b>7,350</b>
Research, Measurement & Evaluation Center	0	1,751,863	0	0	0	78,000	<b>1,829,863</b>
<b>Total</b>	<b>0</b>	<b>54,470,451</b>	<b>975,000</b>	<b>852,508</b>	<b>3,024,333</b>	<b>1,661,716</b>	<b>58,076,145</b>

Extramural Funding by Source, Department/Unit, Faculty & Rank for FY 2018

PI Home Department	PI Name	Primary Job/Rank	Tenure Status	Total Funding	Federal	Other	Private, Non-Profit	State
College of Education	Thomas Hodges	Associate Dean / Associate Professor	Tenured	255,000				255,000
College of Education	Gina Kunz	Research Associate Professor	N/A	25,994	22,094		3,900	
<b>Total</b>				<b>280,994</b>	<b>22,094</b>	<b>0</b>	<b>3,900</b>	<b>255,000</b>
Physical Education	David Stodden	Professor	Tenured	79,428	79,428			
<b>Total</b>				<b>79,428</b>	<b>79,428</b>	<b>0</b>	<b>0</b>	<b>0</b>
Child Development Res. Center	Heather Googe	Research Assistant Professor	N/A	996,883	981,124 (2)	15,759		
Child Development Res. Center	Vasanthi Rao	Research Associate / Assistant Director	N/A	2,112,312	2,112,312 (2)			
<b>Total</b>				<b>3,109,195</b>	<b>3,093,436</b>	<b>15,759</b>	<b>0</b>	<b>0</b>
Educational Leadership & Policies		N/A	N/A	0				
<b>Total</b>				<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Educational Studies	William Brown	Professor	Tenured	190,415				190,415 (3)
Educational Studies	Ryan Carlson	Associate Professor	Tenured	95,481	95,481			
Educational Studies	Christine DiStefano	Professor	Tenured	426,985	426,985			
Educational Studies	Gina Kunz	Research Associate Professor	N/A	49,736	49,736			
Educational Studies	Kathleen Marshall	Associate Professor	Tenured	490,674	490,674 (2)			
Educational Studies	Tony Plotner	Associate Professor	Tenured	77,285	77,285 (2)			
Educational Studies	Katie Wolfe	Assistant Professor	Tenure Track	150,612				150,612
<b>Total</b>				<b>1,481,188</b>	<b>1,140,161</b>	<b>0</b>	<b>0</b>	<b>341,027</b>
Instruction & Teacher Education	Angela Baum	Associate Professor	Tenured	227,841	227,841 (3)			
Instruction & Teacher Education	Toby Jenkins-Henry	Associate Professor / Director	Tenured	57,698				57,698
Instruction & Teacher Education	Bridget Miller	Assistant Professor	Tenure Track	13,477	13,477			
Instruction & Teacher Education	George Roy	Associate Professor	Tenured	135,000				135,000

Instruction & Teacher Education	Stephen Thompson	Professor	Tenured	4,300	4,300			
Instruction & Teacher Education	Toni Williams	Assistant Professor	Tenure Track	1,164			1,164 (2)	
Instruction & Teacher Education	Jan Yow	Associate Professor	Tenured	269,999	269,999			
<b>Total</b>				<b>709,479</b>	<b>515,617</b>	<b>0</b>	<b>1,164</b>	<b>192,698</b>
SC Educational Policy Center	Diane Monrad	Research Associate Professor	N/A	540,000	195,000	345,000 (2)		
<b>Total</b>				<b>540,000</b>	<b>195,000</b>	<b>345,000</b>	<b>0</b>	<b>0</b>
SC School Improvement Council	Tom Hudson	Executive Director	N/A	7,350			7,350	
<b>Total</b>				<b>7,350</b>	<b>0</b>	<b>0</b>	<b>7,350</b>	<b>0</b>
Research, Evaluation & Measurement Center	Leigh D'Amico	Research Assistant Professor	N/A	167,489	98,268	0	34,180	35,041
Research, Evaluation & Measurement Center	Tammiee Dickenson	Research Professor	N/A	554,993	234,993 (3)	0	0	320,000
Research, Evaluation & Measurement Center	Ashlee Lewis	Research Assistant Professor	N/A	78,000				78,000
<b>Total</b>				<b>800,482</b>	<b>333,261</b>	<b>0</b>	<b>34,180</b>	<b>433,041</b>
<b>Total College of Education</b>				<b>7,008,116</b>	<b>5,378,997</b>	<b>360,759</b>	<b>46,594</b>	<b>1,221,766</b>

**Appendix B  
Technology Commercialization Office  
College of Education  
Fiscal Year 2018**

Patents, Disclosures, and Licensing Agreements for FY 2018

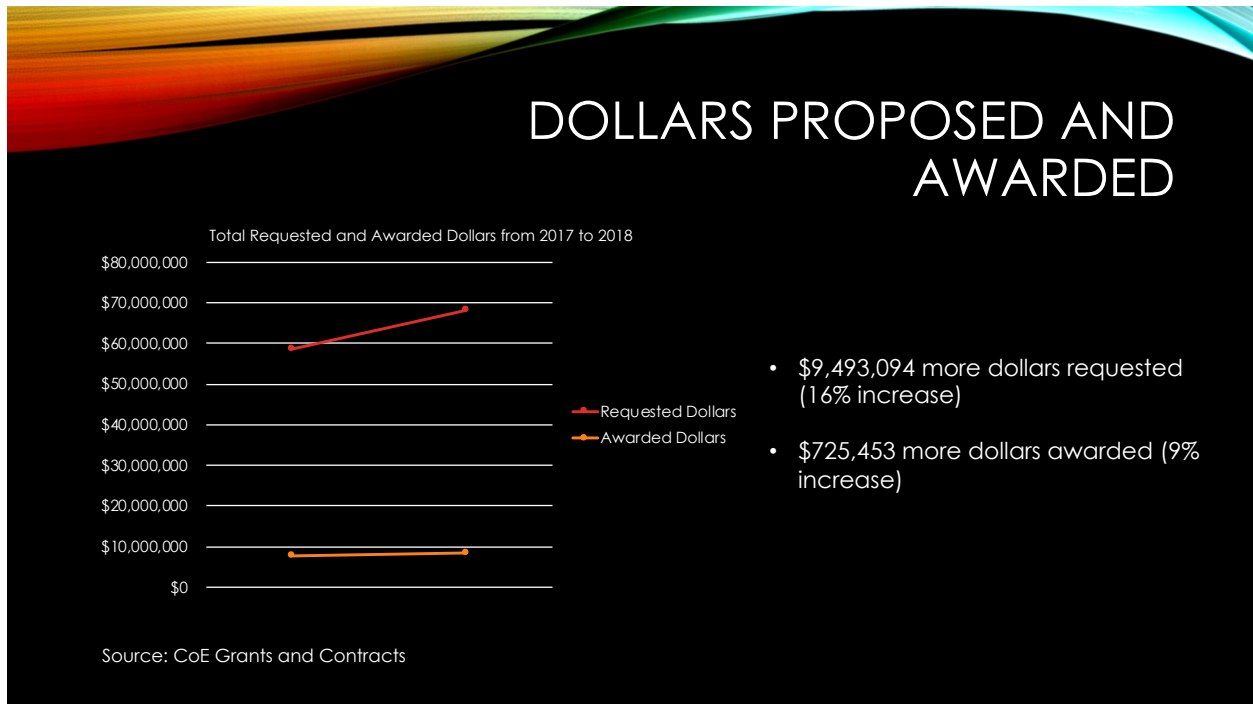
<b>FY18 Blueprint Report</b>				
<b>COLLEGE OF EDUCATION</b>				
	<b>Invention Disclosures</b>	<b>Provisional Patent Applications</b>	<b>Non-Provisional Patent Applications</b>	<b>Issued Patents</b>
<b>TOTALS:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Department Breakdown				
Child Development Research Center	0	0	0	0
Educational Leadership and Policies	0	0	0	0
Educational Studies	0	0	0	0
Instruction & Teacher Education	0	0	0	0
Physical Education	0	0	0	0

**Note:** These numbers include US, PCT, and foreign applications/patents

**Note:** USC's Fiscal Year 2018 = July 1, 2017 – June 30, 2018

## Appendix C

### Additional Content on Faculty Information from the College of Education Office of Research and Innovation





# **Appendix 6. Alumni Engagement & Fundraising**

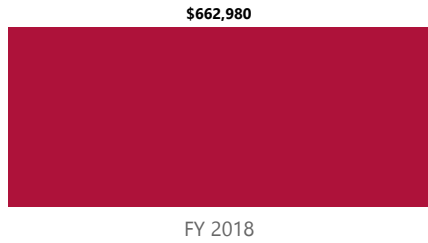


# Unit Performance

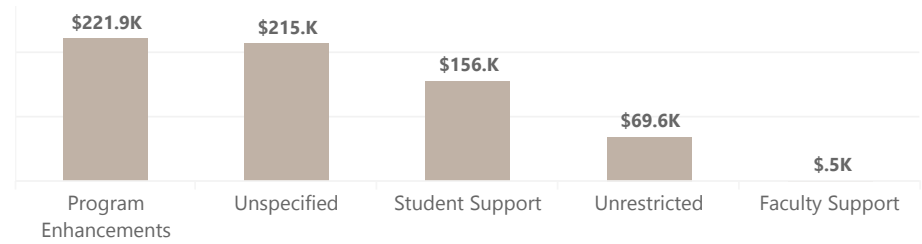
All Gift Band Education FY 2018 Production Calculation

Data update time: 3/2/2018 11:09:39 AM - Printed by Jancy Houck

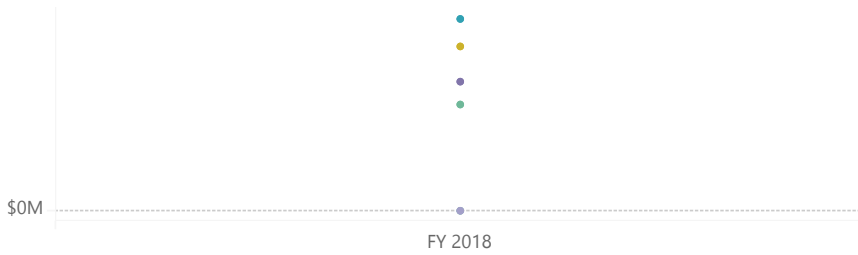
## FY - YTD Production



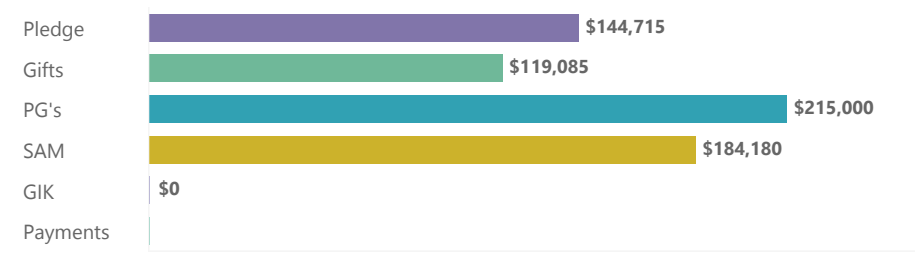
## Total \$ by Purpose



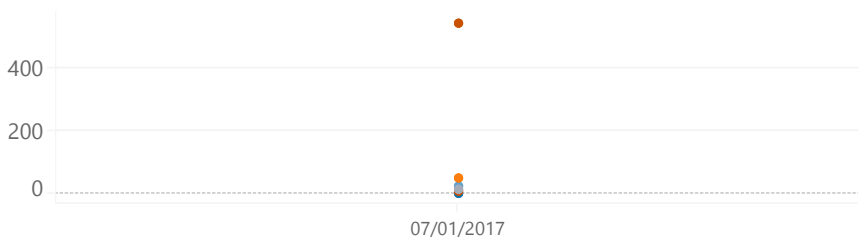
## Gift Type



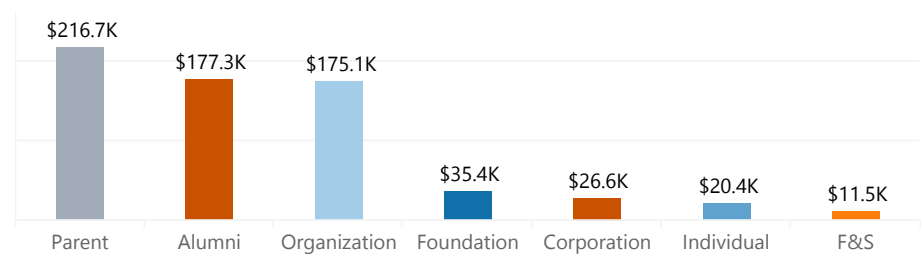
## Total \$ by Gift Type



## Donor # by Constituency



## Total \$ & Donor # by Constituency



## Designation

Endowment	\$373.6K
Spendable	\$289.4K

07/01/2017

## Total \$ by Designation

