

# Executive Summary

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## Blueprint for Academic Excellence College of Education AY2018-2019

### Introduction

The COE offers 5 undergrad teacher education programs, 16 masters degrees, 9 doctoral degrees, and 2 specialist degrees covering teacher education, counselors, education administrators, researchers and policymakers. Our traditional student populations have maintained while our online endeavors have provided increased enrollment at the graduate level. We continue to implement and seek new strategies to enhance retention/graduation rates as well as diversity. Increasing research expenditures, proposal submissions, and faculty productivity are consistent with a "very high research activity" university. Opportunities include design/delivery of teacher education and doctoral programs, revamp of high quality research infrastructure, and augment spaces for innovative teaching and research.

### Highlights

#### TEACHING

Urban Cohort Initiative for Early Childhood  
Piloting the University of South Carolina Residency Project  
Exploring mechanisms to increase and diversify doctoral cohorts  
CarolinaTIP (Teacher Induction Program)

#### RESEARCH

Research PAC (Partnerships. Action. Change)  
Launched Research Collaborative  
Utility study of university resources  
Lean Process management of college resources

#### SERVICE

Visionary to serve as a National Resource Center for Diversity, Equity, and Inclusion Issues in Education

Jon Pedersen Professor and Dean



UNIVERSITY OF  
**SOUTH CAROLINA**  
College of Education



# Blueprint for Academic Excellence

## College of Education

### AY2018-2019

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# Foundation for Academic Excellence

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## **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: 01/31/2012

## **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: 01/31/2012

## **Values**

As the flagship university of the state, the University of South Carolina (USC) 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: 01/31/2012

# 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>                                     | Completed successfully  |
| <b>Action Plan</b>                                | Secure continuing national recognition of all programs and national accreditation of the Educator Preparation Unit through the newly formed Council for Accreditation of Education Professionals (CAEP). 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. Commission select faculty members to assist with self-study draft in summer 2016. Complete final self-study draft by January 2017 (first institution in the state to do so under CAEP). |
| <b>Achievements</b>                               | <p>With a new Director of Communications, we have been able to improve overall communication and the Office of Communications as evidenced by the following successes:</p> <ul style="list-style-type: none"> <li>o Undergraduate brochure</li> <li>o Graduate flyer</li> <li>o Recruitment video</li> <li>o Website transition to new CMS</li> <li>o Annual magazine - mails Sept. 1</li> <li>o Monthly College of Education story in UofSC Today</li> <li>o Photography collection</li> <li>o Thank you cards</li> <li>o Various flyers for programs/projects</li> </ul>  |
| <b>Resources Utilized</b>                         |   |
| <b>Goal Continuation</b>                          | <p>Continue completion of website updates</p> <p>Effectively market the college's expertise to various media platforms</p> <p>Continue internal communication mechanisms including newsletters and social activities</p>  |
| <b>Goal Upcoming Plans</b>                        |   |
| <b>Resources Needed</b>                           |   |
| <b>Goal Notes</b>                                 | <p>Successfully reaccredit the teacher preparation programs; CAEP site visit is October 2017.</p> <p>Accurate data from OIRAA.</p>  |

**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>•Spurring Knowledge and Creation</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>                                     | Completed successfully  |
| <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. |
| <b>Achievements</b>                               | Updated faculty computers, technology within the COE managed classrooms and lab.  |
| <b>Resources Utilized</b>                         |   |
| <b>Goal Continuation</b>                          | Preparing teacher candidates to integrate technology in teaching including:<br>A hub for tech innovation,<br>A makerspace for professors and students<br>BEST type institute,<br>Learning lab for teachers  |
| <b>Goal Upcoming Plans</b>                        |   |
| <b>Resources Needed</b>                           |   |
| <b>Goal Notes</b>                                 | Upgrade college classrooms, complete computer upgrades/replacements for faculty/staff, continue vendor demos.<br>Technological expertise as it pertains to the PK-12 work environment.  |

**Goal 3 - Assess, simplify, and modernize the teacher 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>•Spurring Knowledge and Creation</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>                                     | Completed successfully  |
| <b>Action Plan</b>                                | 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>                               | Created at three-year induction program, Carolina Induction Program, to launch Fall 2017 in support of new teachers. Nearly 20% of first year teachers and almost 40% of teachers who stay in the classroom for five years leave the profession.  |
| <b>Resources Utilized</b>                         |   |
| <b>Goal Continuation</b>                          | Urban Cohort Initiative in ITE for Early Childhood. This provides our students opportunities to engage in classroom experiences early and often with a wide variety of children from all different backgrounds so that our students upon graduation can provide culturally relevant curriculum and teaching. Holmes Scholars Program - Undergraduate Scholarships & Graduate Assistantships. We are committed to increasing the diversity of our student body (both undergraduate and graduate). Our relationship with this national organization allows us to commit resources to recruit and retain a diverse student body and provide them with supports both internally and through this national organization. |
| <b>Goal Upcoming Plans</b>                        | Initiating the University of South Carolina Residency Project. This proposed project would be funded by the US Department of Education in partnership with the Sustainable Funding Project at Bank Street College of Education. The University of South Carolina College of Education has a proposed pilot project to design teacher preparation programs to include a residency model. The residency will include a full year paid co-teaching experience with a mentor teacher.   |
| <b>Resources Needed</b>                           |   |
| <b>Goal Notes</b>                                 | Focus on retention practices for our diverse student population. Dedicated leadership to oversee academic affairs, inclusive of our clinical experiences and student services.  |

**Goal 4 - 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>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> </ul>  |
| <b>Alignment with Mission, Vision, and Values</b> | Aligns with college mission, vision and values.  |
| <b>Status</b>                                     | Completed successfully   |
| <b>Action Plan</b>                                | 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. |
| <b>Achievements</b>                               | Re-instated a Center for the Education and Equity of African American Students. The focus of this center is the production and dissemination of cutting-edge research on teaching effectiveness for African American students by advancing the educational and social welfare of Black students, families and communities and making research accessible to a wide variety of constituents.  |
| <b>Resources Utilized</b>                         |  |
| <b>Goal Continuation</b>                          | Process to support professional development for faculty and staff (100K)<br>Support for international travel (2.5K/faculty/3years)<br>3-year induction program for new faculty (Hiring a Director of Research Collaborative)   |
| <b>Goal Upcoming Plans</b>                        | Developing and implementing a Research Collaborative within college for coordination and core faculty support for scholarship  |
| <b>Resources Needed</b>                           |  |
| <b>Goal Notes</b>                                 | Continue colloquia and research mentoring. Review and revise new faculty induction program.<br>Dedicated leadership for the research endeavors of the College.   |



**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>•Building Inclusive and Inspiring Communities</li> </ul>  |
| <b>Alignment with Mission, Vision, and Values</b> | Aligns with college mission, vision and values.   |
| <b>Status</b>                                     | Completed successfully  |
| <b>Action Plan</b>                                | Articulate and promote the role of the new Student Diversity and Inclusion Advocate. Recruit student ambassadors to represent the diverse population within the College. Ask the Diversity Committee to develop specific projects and steps related to diversity. Create a confidential student referral system to link faculty members and students. Implement signature programs/events to provide opportunity for student engagement. Explore access and equity programs for diversifying student and faculty populations. |
| <b>Achievements</b>                               | Improved 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  |
| <b>Resources Utilized</b>                         |   |
| <b>Goal Continuation</b>                          | Community building activities for COE undergrads (Community Table). A goal for our college is to bring students together to discuss those issues that are important to them and their future as educators. These discussions have included difficult topics to talk about and this forum provides a safe environment for this to happen.  |
| <b>Goal Upcoming Plans</b>                        | Developing the capacity to advance the College of Education as a National Resource Center for Diversity, Equity, and Inclusion Issues in Education.   |
| <b>Resources Needed</b>                           |   |
| <b>Goal Notes</b>                                 | Complete remaining items from action plan above. New leadership will embark on a listening tour among students, faculty, staff, alumni and community stakeholders.<br>A full-time Associate Dean for Diversity, Equity and Inclusion.   |

# Goals - Real Time

Goals for the College of Education that are in progress for AY2018-2019.

## **Goal 1 - 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>•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>                               | COE Technology Advisory Board conducted initial assessment of technology integration across the academic degree programs beginning with teacher education programs. We are continuing to investigate best practices within the teacher education preparation discipline. We have successfully launched the Education Technology concentration of our online Ed.D. program.  |
| <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 2 - 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:<br/>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<br/>Graduate flyer<br/>Recruitment video (<a href="https://youtu.be/mfa-QaPsBQA">https://youtu.be/mfa-QaPsBQA</a>)<br/>Annual magazine - launched Fall 2017<br/>Monthly College of Education story in UofSC Today (runs 2nd Tuesday monthly)<br/>Photography collection (launched Fall 2017 and is ongoing)<br/>Thank you cards<br/>Various flyers for programs/projects</p>  |
| <b>Resources Utilized</b>                         | <p>USC Communications Office<br/>COE Communications Office<br/>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 3 - 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>•Spurring Knowledge and Creation</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>                                     | Completed successfully  |
| <b>Action Plan</b>                                | <p>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 &amp; 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.</p> |
| <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>                         |   |
| <b>Goal Continuation</b>                          |   |
| <b>Goal Upcoming Plans</b>                        |   |
| <b>Resources Needed</b>                           |   |
| <b>Goal Notes</b>                                 |   |

**Goal 4 - 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>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</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>                                 | <p>We have the following efforts underway to support Faculty &amp; Staff Including Infrastructure for High Quality Research:</p> <p>Process to support professional development for faculty and staff (100K)</p> <p>Support for international travel (2.5K/faculty/3years)</p> <p>3-year induction program for new faculty (Hiring a Director of Research Collaborative)</p> <p>1 year PD for grant writing</p> <p>Created staff council in support of staff</p> <p>Developing and implementing a Research Collaborative within college for coordination and core faculty support for scholarship</p> <p>Enhancing social media presence (e.g., minimize, on-line presence, social media)</p> <p>Hired 34 new faculty and staff in 2016/2017</p> <p>106 Faculty total in college as of 8/1/2017</p>  |

**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>•Building Inclusive and Inspiring Communities</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 diversity initiatives have a three prong focus:</p> <ol style="list-style-type: none"> <li>1. Recruitment of students for college (graduate and undergraduate) with a focus on diversity.</li> <li>2. Retention of diverse faculty, staff and students in COE.</li> <li>3. Enhance support for diverse faculty staff and students in COE.</li> </ol> <p>Articulate and promote the role of the new Student Diversity and Inclusion Advocate. Recruit student ambassadors to represent the diverse population within the College. Ask the Diversity Committee to develop specific projects and steps related to diversity. Create a confidential student referral system to link faculty members and students. Implement signature programs/events to provide opportunity for student engagement. Explore access and equity programs for diversifying student and faculty populations.</p> |

|                            |   |
|----------------------------|---|
| <b>Achievements</b>        | <p>In addition to the Student Diversity and Inclusion Advocated (now renamed the Director of Student Diversity, Inclusion, and Engagement), the College of Education now has an Office of Diversity, Equity, and Inclusion. The office's primary mission is to propel the College's pursuit of equity and justice as matters of academic and institutional excellence. The office is staffed by a student Office Assistant, an Administrative Coordinator, the Director of Student Diversity and the Associate Dean for Diversity, Equity, and Inclusion. The primary responsibilities of this office 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> <p>With respect to the College's organizational structure, both the Center for International and Comparative Studies and the Center for the Education and Equity of African American Studies are housed under the Office of Diversity, Equity, and Inclusion</p> <p>Currently, the College's Associate Dean for Diversity also serves as the chair of the University's Council of Academic Diversity Officers and the Director for Diversity is the coordinator of College's Holmes Scholar and Holmes Honor Students program. Programming out of the office included faculty engagements such as the ODEI Brown Bag Luncheon Series where faculty and staff had the opportunity to engage in dialogue and discussion around pressing issues in D/E/I as well as student programming such as the monthly Dialogues on Diversity over Dinner (3Ds)</p> |
| <b>Resources Utilized</b>  |   |
| <b>Goal Continuation</b>   |   |
| <b>Goal Upcoming Plans</b> | Work towards our vision of being a National Resource Center for Diversity, Equity and Inclusion Issues in Education   |
| <b>Resources Needed</b>    |   |
| <b>Goal Notes</b>          | We are developing the capacity to serve as a National Resource Center for Diversity, Equity, and Inclusion Issues in Education.   |



# Goals - Looking Ahead

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

## **Goal 1 - 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>•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 (single year goal)   |
| <b>Action Plan</b>                                | <p>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:</p> <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>                               |  |
| <b>Resources Utilized</b>                         |  |
| <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 2 - 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.</p> <p>Increase the diversity and quantity news releases in external media</p> <p>Identify potential stakeholders to increase the audience of Impact magazine.</p> |
| <b>Achievements</b>                               |   |
| <b>Resources Utilized</b>                         |   |
| <b>Goal Continuation</b>                          |   |
| <b>Goal Upcoming Plans</b>                        | <p>Website: Begin website overhaul with a new study and student services section to launch in 2018.</p> <p>Social Media: Begin retooling our social media strategy by aligning specific social media platforms to specific audiences.</p> <p>Marketing: Launching an advocacy campaign to local, state and federal policy makers and influencers.</p>   |
| <b>Resources Needed</b>                           | TBD   |
| <b>Goal Notes</b>                                 | <p>Hired additional personnel to continue and expand the work of the Communications office; strengthened partnership with central communications office for additional support.</p> <p>Focus this year on website revisions.</p> <p>Outlined strategic communication plan covering the next three years.</p>  |

**Goal 3 - 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>                                | <p>Continue 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. Continue to support new teachers in state through 3-year new teacher induction program. 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.</p> <p>Implement structures and strategies towards growing graduate education overall for both traditional and distance learning platforms. Reframe our focus on building thriving doctoral programs &amp; increasing research productivity. Review other institutions to identify best practices.</p> |
| <b>Achievements</b>                               |   |
| <b>Resources Utilized</b>                         |   |

|                            |  |
|----------------------------|--|
| <b>Goal Continuation</b>   | <p>Assess hiring needs for faculty and staff to ensure we have the capacity to strengthen and grow our academic programming.</p> <p>Review governing structures to ensure they support the academic mission of the college with regard to undergraduate and graduate education.</p> <p>Our education programs continue to be ranked nationally as top-tier by US News and World Report, Best Colleges, and Shanghai Rankings just to name a few.</p> <p>We strive that 100% of our programs are recognized/recognized with condition by the following professional associations:</p> <ul style="list-style-type: none"> <li>American Council on the Teachers of Foreign Languages (ACTFL)</li> <li>Council on Exceptional Children (CEC)</li> <li>International Literacy Association (ILA)</li> <li>National Council for the Social Studies (NCSS)</li> <li>National Science Teachers Association (NSTA)</li> <li>National Council of Teachers of English (NCTE)</li> <li>National Council of Teachers of Mathematics (NCTM)</li> <li>Association of Childhood Education International (ACEI)</li> <li>National Association of Education of Young Children (NAEYC)</li> <li>National Association for Sport and Physical Education (NASPE)</li> <li>Association of Middle Level Education (AMLE)</li> <li>Commission on Accreditation of Athletic Training Education (CAATE)</li> <li>Council for Accreditation of Counseling and Related Educational Programs (CACREP)</li> <li>Educational Leadership Constituent Council (ELCC)</li> </ul> |
| <b>Goal Upcoming Plans</b> | Streamline and simplify course and program fees for increased efficiency and transparency.   |
| <b>Resources Needed</b>    |  |
| <b>Goal Notes</b>          | Systematic review of academic offerings to identify and address any gaps or opportunities.   |

**Goal 4 - 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 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>                               |   |
| <b>Resources Utilized</b>                         |   |
| <b>Goal Continuation</b>                          | Foster and encourage grant activity through COE Research Collaborative sponsored activities (e.g., meeting series for interdisciplinary research foci through the Research PAC: Partnerships. Action. Change. - "Research Partnerships in Action Collaborating for Change"; office hours for Research Collaborative Directors held for faculty and graduate students)   |
| <b>Goal Upcoming Plans</b>                        | <p>Survey faculty about research mentoring needs. Continue 3-year mentoring program (monthly seminars in fall and spring) for new faculty.</p> <p>Continue workshops, seminars and meetings with individual faculty and research teams sponsored by the Research Collaborative.</p> <p>Department of Educational Studies (EDST) starting a research colloquium for faculty and graduate students to engage in collaborative research projects, including mentoring for graduate students.</p>   |
| <b>Resources Needed</b>                           |   |

|                   |  |
|-------------------|--|
| <b>Goal Notes</b> | We have the following efforts underway to support Faculty & Staff Including Infrastructure for High Quality Research:<br>Process to support professional development for faculty and staff (100K)<br>Support for international travel (2.5K/faculty/3years)<br>3-year induction program for new faculty (Hiring a Director of Research Collaborative)<br>1 year PD for grant writing<br>Created staff council in support of staff<br>Developing and implementing a Research Collaborative within college for coordination and core faculty support for scholarship |
|-------------------|--|

**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>                                | 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.<br>We are developing the capacity to serve as a National Resource Center for Diversity, Equity, and Inclusion Issues in Education.  |

# Academic Programs

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## Program Rankings

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

2017 Academic Ranking of World Universities Shanghai Ranking's Global Ranking of Sport Science Schools and Departments #4; this ranking includes our Physical Education programs as well as UofSC Exercise Science, Hospitality, Retail and Sport Management, and Athletic Training programs.

2018 BestCollege.com Best Online Master's in Education #24; this ranking includes the MEd in Teaching (3GED301AMED) and Education Administration (3GED351AMED) programs.

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)

Educational Technology M.Ed. (3GED389AMED)

2017 U.S. News and World Reports Best Graduate Schools of Education Rank #93; this ranking includes all programs culminating in a certificate, M.Ed., MAT, Ed.S., Ed.D. or Ph.D.

## Instructional Modalities

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

During AY17-18, nine distance delivery course proposals were approved or in the approval process (EDET



801, EDET 810, EDET 811, EDET 825, EDET 826, EDET 850, EDEX 643, EDEX 762, EDRM 801). Additionally, three existing courses were modified with distance delivery (EDEX 581, EDEX 712, EDEX 794)

## **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 Clinical Mental Health Counseling Concentration of the Ed.S. in Counselor Education began admitting students in Summer 2017. Department of Educational Studies.

The M.Ed. in Teaching has been redesigned to allow for a 15 hour area of specialization. While these are not official areas of concentration, students will be able to select from three areas to meet these 15 hours. These area are multicultural contexts in education, literacy and reading, and project-based learning.

## **Program Terminations**

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

There were no programs terminated this year.

## **Supplemental Info - Academic Programs**

*Any additional information on Academic Programs appears as Appendix 1. (bottom).*

# Academic Initiatives

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## Experiential Learning for Undergraduates

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

For our undergraduate initial teacher education programs, the Office of Clinical Experiences (OCE) 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 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 - 18 total) provide clinical placement for student teaching, 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 174 .6 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 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.*

Affordability for students and employability after graduation are two measures that concern us. As we reorganize and strengthen the leadership within the College, we should be able to make greater strides in the assessment of these two areas. Generally, the College has embarked on a programmatic review to ensure programs of study are not burdensome. Some program revisions have resulted in the reduction of credit hours for degree completion, or changed the status of earned credit from post-masters to post-baccalaureate.

With our enrollment growth, we have hired more faculty to aid with additional course offerings, especially in the summer term. Additionally, our online programs with year-round offerings and 8-week courses, offers students the ability to complete their degree in a shorter time period.

To ensure the College of Education academic programs are affordable, there are 41 endowed funds from which to award scholarships to new and current students. In 2017-18, we offered a total of \$120,150 in scholarship funds to 100 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 strives to be a leader among our state peers and others. We accomplish this by maintaining our accreditations and program rankings by US News and World Report and Best Colleges. We are the first institution in the state to undergo the recently merged teacher preparation accreditation body CAEP.

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. This year, we had an alumnus named a finalist for the NEA Foundation Teaching Excellence Award.

We will continue to establish prominence through innovative and impactful research. A faculty member in Instruction and Teacher Education won a lifetime achievement award from a national organization. Doctoral students have received dissertation awards or promising research awards from several national and regional organizations.

Through the CAEP self-study and visit, the COE identified several areas to pursue that will add to the overall reputation. These areas are improving technology in the COE, developing out the Recruitment and Retention plan, working with and listening more closely to employers of our graduates and implementing the Carolina Teacher Induction Program.

## **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.*

Internally, we must strategically growing our programs to coordinate with our available resources (personnel and space). With the birth and growth of online and hybrid programs, we are also contemplating what it means to be a College of Education in this era. 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 need to bolster our advocacy of the teaching profession and establish advocates in legislative and governing bodies.

## **Supplemental Info - Academic Initiatives**

*Any additional information on Academic Initiatives appears as Appendix 2. (bottom)*

# Faculty Population

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## Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

|   | Fall 2017 | Fall 2016 | Fall 2015 |
|---|-----------|-----------|-----------|
| <b>Tenure-track Faculty</b>             | 75        | 68        | 72        |
| <b>Professor, with tenure</b>           | 20        | 16        | 16        |
| <b>Associate Professor, with tenure</b> | 29        | 30        | 31        |
| <b>Assistant Professor</b>              | 26        | 22        | 25        |
| <b>Librarian, with tenure</b>           | 0         | 0         | 0         |
| <b>Research Faculty</b>                 | 4         | 3         | 3         |
| <b>Research Professor</b>               | 1         | 1         | 1         |
| <b>Research Associate Professor</b>     | 2         | 0         | 1         |
| <b>Research Assistant Professor</b>     | 1         | 2         | 1         |
| <b>Clinical/instructional Faculty</b>   | 24        | 18        | 16        |
| <b>Clinical Professor</b>               | 2         | 1         | 1         |
| <b>Clinical Associate Professor</b>     | 1         | 2         | 2         |
| <b>Clinical Assistant Professor</b>     | 14        | 7         | 9         |
| <b>Instructor</b>                       | 7         | 7         | 3         |
| <b>Lecturer</b>                         | 0         | 0         | 0         |
| <b>Visiting</b>                         | 0         | 0         | 0         |
| <b>Adjunct Faculty</b>                  | 88        | 112       | 110       |

## 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)

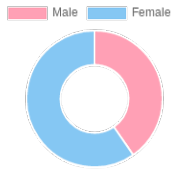
**Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2016, Fall 2015, and Fall 2014.**

|  | <b>Fall 2017</b> | <b>Fall 2016</b> | <b>Fall 2015</b> |
|--|------------------|------------------|------------------|
| <b>Gender</b>                                    | 109              | 95               | 98               |
| <b>Female</b>                                    | 65               | 53               | 55               |
| <b>Male</b>                                      | 44               | 42               | 43               |
| <b>Race/Ethnicity</b>                            | 109              | 95               | 98               |
| <b>American Indian/Alaska Native</b>             | 2                | 2                | 2                |
| <b>Asian</b>                                     | 3                | 3                | 3                |
| <b>Black or African American</b>                 | 14               | 12               | 11               |
| <b>Hispanic or Latino</b>                        | 2                | 4                | 4                |
| <b>Native Hawaiian or Other Pacific Islander</b> | 0                | 0                | 0                |
| <b>Nonresident Alien</b>                         | 2                | 2                | 0                |
| <b>Two or More Races</b>                         | 2                | 2                | 2                |
| <b>Unknown Race/Ethnicity</b>                    | 4                | 2                | 1                |
| <b>White</b>                                     | 80               | 68               | 75               |

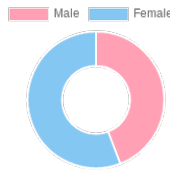
Illustrations 1 and 2 (below) portray this data visually.

### Illustration 1. Faculty Diversity by Gender

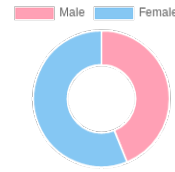
2017 Faculty Gender



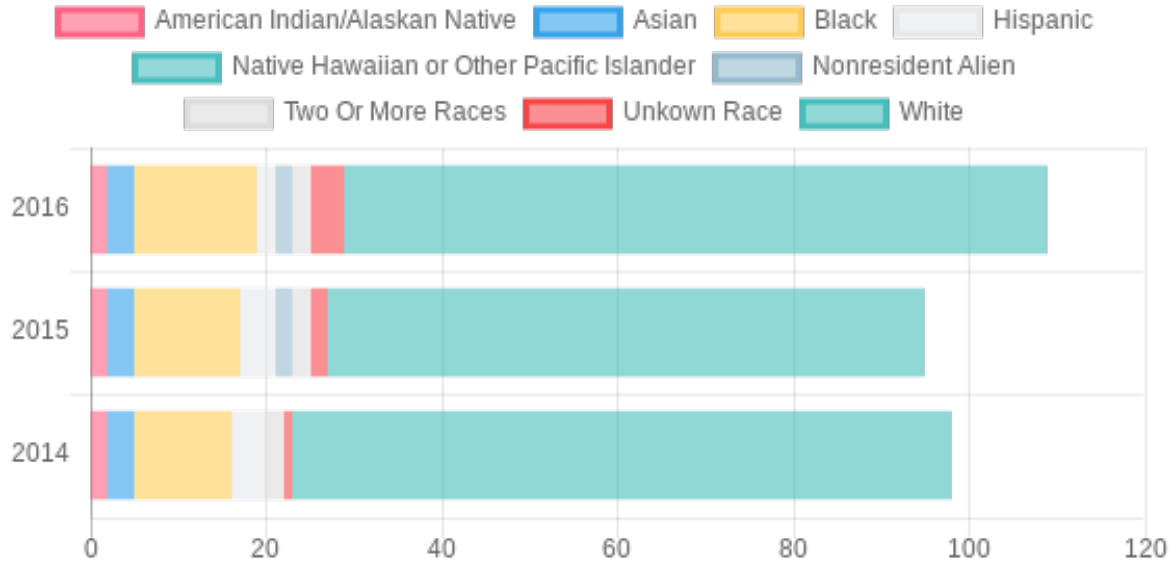
2016 Faculty Gender



2015 Faculty Gender



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



# Faculty Information

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## 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 YYYY (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 2017, the number of extramural proposal submissions for sponsored projects decreased; however, the total dollar amount requested increased by \$3 million. Additionally, the amount of funding awarded to the College of Education increased by \$1.5 million. In sum, research expenditures have increased from the previous year (FY 2016).

An **identified area of challenge** to move forward is the decrease in the number of extramural grant submissions. An **identified area of opportunity** is that the College can leverage our expanding research infrastructure; this will serve to 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 area of challenge, leveraging support from our identified area of opportunity** include the following:

\*Conducting workshops and seminars on professional development in grantsmanship.

\* Providing structured opportunities for faculty to interact and share their scholarship through sponsored activities (e.g., research open houses, faculty spark talks).

\* Supporting interdisciplinary research networking collaborations, such as the recently established Research PAC: Partnerships. Action. Change. "Research Partnerships in Action Collaborating for Change."

\* Holding office hours for individual faculty or research teams to meet with faculty and staff from the College of Education Research Collaborative to identify funding opportunities and assist with proposal development.

\* Offering seed funding through our internal grants and spires of excellence initiatives for pilot projects that will develop into externally funded proposals.

\* Hosting program officers from external funding agencies (e.g., NSF, IES) to provide faculty with strategies for successful grant submissions.

\* Supporting department chairs in establishing "Spires of Excellence" within their respective departments. Spires of Excellence are emerging or established areas of strengths for which a department is or will be recognized locally, nationally, or internationally. Spires are not programs or degrees. Examples include poverty, rural education, achievement gap/opportunity gap, migrant and immigrant populations, STEM, etc. Spires are to be somewhat broad and have the potential for interdisciplinary work (certainly within a department and across departments). Each College of Education department will receive \$25,000 in Spires of



Excellence funding to support the College Strategic Plan to increase the research productivity and prominence of the College in an R1 institution.

## **Faculty Development**

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

*Optional*

Faculty in their first three years in the College of Education participate in a faculty mentoring program, "First Three Years to Faculty Success." It is co-directed by the Director of the Research Collaborative and the Associate Dean for Research and Innovation who comprise the research infrastructure in the College. Faculty meet as a group separated by year (i.e., first, second, and third) for Orientation to the College and Scholarship (Year 1), Scholarship of Research and Teaching (Year 2), and Grantsmanship (Year 3).

We have launched a Spires of Excellence Initiative within the College. The 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.

## **Supplemental Info - Faculty**

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

## **Supplemental Academic Analytics Report**

*Content from Academic Analytics appears as Appendix 5. (bottom)*

# Teaching

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## 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 2017, Fall 2016, and Fall 2015**

| Fall 2017 | Fall 2016 | Fall 2015 |
|-----------|-----------|-----------|
| 1:11.6    | 1: 14.3   | 1:13.91   |

## 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 2017 of 1:11.6 (as calculated by OIRAA) is much improved from the calculated faculty to student ratio for Fall 2016 of 1:14. The improved ratio is likely due to the approximately 27 full-time faculty hired this academic year. As expected, the faculty to student ratio to trended downward; we anticipate that graduation rates will also improve at the undergraduate and graduate levels. We will be able to offer more classes and balance the load of thesis and dissertation committees. This will be our largest influx of tenured, tenure-track and clinical faculty in recent years. It speaks to the commitment level of the College to provide 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, during AY2017-2018.

## Research Award Nominations

| Recipient(s)          | Award  | Organization                                      |
|-----------------------|--|---|
| Carlson, Ryan         | Breakthrough Star Award  | Office of the Vice President for Research         |
| Jenkins-Henry, Toby   | Diverse Issues in Higher Education 2018 Emerging Scholar Award | Diverse Issues in Higher Education                |
| Wynter-Hoyte, Kamania | Diverse Issues in Higher Education 2018 Emerging Scholar Award | Diverse Issues in Higher Education                |
| Jenkins-Henry, Toby   | AERA Division G Early Career Award                             | American Educational Research Association         |
| Yell, Mitchell        | USC Education Foundation Award                                 | University of South Carolina Education Foundation |
| Boutte , Gloria       | AESA Critical Choice Book Award                                | American Educational Studies Association          |

## Service Award Nominations

| Recipient(s)    | Award                | Organization                     |
|-----------------|----------------------|----------------------------------|
| Myers, Michelle | Social Justice Award | University of South Carolina/EOP |

## Teaching Award Nominations

| Recipient(s)      | Award  | Organization   |
|-------------------|--|--|
| Carnes, G. Nathan | Jennifer L. Wilson Teaching Excellence Award | South Carolina Association of Middle Level Educators |
| Roy, George       | Garnet Apple Award                           | University of South Carolina                         |
| White, Elizabeth  | Garnet Apple Award                           | University of South Carolina                         |

## Other Award Nominations

| Recipient(s)   | Award   | Organization                         |
|----------------|---|--------------------------------------|
| Pedersen, Jon  | University of Nebraska's Alumni Achievement Award | University of Nebraska               |
| Boutte, Gloria | Walker E. Solomon Award                           | South Carolina Education Association |

|                   |                                 |                                      |
|-------------------|---------------------------------|--------------------------------------|
| Anders, Allison   | USC Integrity Award             | University of South<br>Carolina      |
| Thompson, Stephen | Governor's Award for<br>Science | South Carolina Academy<br>of Science |

# Faculty Awards Received

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*During AY2017-2018 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>                      |
|---------------------|---|--|
| Carlson, Ryan       | Breakthrough Star Award                                   | Office of the Vice President of Research |
| Haber, Russell      | John Roitzsch Outstanding Achievement in Psychology Award | South Carolina Psychology Association    |
| Tran, Henry         | Distinguished Fellow                                      | National Education Finance Academy       |
| Brian, Ali          | Research Fellow   | SHAPE America                            |
| Braden, Eliza       | STAR Fellow   | Literacy Research Association            |

## Service Awards

| Recipient(s)             | Award  | Organization                        |
|--------------------------|--|-------------------------------------|
| Bauer, Eurydice          | 2017 Albert J. Kingston, Jr. Award                     | Literacy Research Association       |
| Compton-Lilly, Catherine | Wisconsin State Reading Association Presidential Award | Wisconsin State Reading Association |
| Myers, Michelle          | Social Justice Award                                   | University of South Carolina/EOP    |

## Teaching Awards

| Recipient(s)      | Award                                     | Organization   |
|-------------------|---|--|
| Carnes, G. Nathan | Jennifer Wilson Teaching Excellence Award | South Carolina Association of Middle Level Educators |

## Other Awards

| Recipient(s)   | Award  | Organization                            |
|----------------|--|---|
| Pedersen, Jon  | University of Nebraska Alumni Achievement Award      | University of Nebraska                  |
| Boutte, Gloria | Walker E. Solomon Award                              | SC Education Association                |
| Braden, Eliza  | 2017 Early Career Educator of Color Leadership Award | National Council of Teachers of English |

# Student Recruiting and Retention

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## Student Recruitment

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

### Undergraduate Programs

The College has developed and is beginning to implement a recruitment and retention plan that primarily focus on our teacher preparation programs. This includes all of the undergraduate degrees in the College of Education and Master of Arts in Teaching and Master of Teaching degrees at the graduate level.

This recruitment plan takes into account a commitment to recruiting and preparing a diverse student body to become teachers and the state-wide information on employment trends found in the CERRA Supply and Demand Report. The recruitment plan is organized by 6 focus areas--;

1. Access and Outreach
2. Communicating with Prospective Students and Promoting Programs
3. Yield Activities
4. Student Retention
5. Post Completion Connections
6. Recruitment and Retention Planning

Access and outreach activities described in the plan include the online Palmetto College delivery of the BA in Elementary Education, exploring articulation agreements, increasing our involvement in the SC Teacher Cadet program for high school students, and the Pro-Team program for middle school students.

Undergraduate advisors, the Director of the Office of Student Services, and the Assistant Dean of Academic Affairs attend events such as Open Houses, Admitted Student Days, and Scholars' Socials, that are sponsored by the Undergraduate Admissions office. Along with the Student Diversity and Inclusion Advocate, the Director and Assistant Dean participate in Senior Days for high school seniors, also sponsored by the Undergraduate Admissions office.

In the Director of Student Services is the contact for the Visitor Center. We work collaboratively with the Visitor Center to ensure a meaningful visit for prospective undergraduate students and their families. The College arranges for a faculty member to meet with each prospective student to create a personalized experience.

The Office of Student Services hosts Change of Major Workshops for interested USC students to explore and learn about our education undergraduate programs. During the workshops, students have the opportunity to complete the paperwork to transfer into the College. The Office of Student Services sponsor multiple change of major workshops each semester.

Holmes Honors- Undergraduate Program. While the Holmes Honors Program experienced a successful and effective launch during the 2017-2018 academic year, with three Holmes Honor Students selected, a decision was made to redirect the resources designated for the Holmes undergraduate program in ways that will allow the College to have a meaningful impact on more underrepresented minority students.

The current Holmes Honor students will continue to be supported through their graduation.

With the funds from the former Holmes Honors Student program, a new program (the Apple Core Initiative) is current under development and will launch during the 2018-2019 academic year.

The Apple Core Initiative (ACI) 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 fill both a capacity and diversity void in South Carolina public schools caused by two main factors: 1) the discontinuance of the Teacher and Employee Retention Initiative to retain veteran teachers in the workforce for an additional five years beyond their retirement; and 2) a decrease in the percentage of high school students enrolling in teacher education programs in South Carolina colleges and universities. Planning and program development will continue throughout the spring of 2018 with a targeted pilot launch during the 2018- 2019 academic year.

This year, we also increased our Teacher Cadet College Partnership from 4 to 11 high schools. We have grown the program to 11 high schools for 2017/2018 and will increase the number to 14 for the following year.

The College of Education has collaborated with Midlands Technical College (MTC) to create an articulation agreement that creates a clear path for students attending MTC to transfer into our BA in Early Childhood Education, BA in Elementary Education, or BA/BS in Middle Level Education. This agreement allows for students to transfer after one or two years at MTC and still be on track for a four-year degree.

The College has a similar standing agreement for the BA in Elementary Education with Orangeburg-Calhoun Technical College and the 2-year Palmetto College Campuses of USC. Another articulation agreement with the SC Technical College system allows students who complete the Associates Degree in Early Care and Education to receive a block of major credit in the BA in Early Childhood.

These pathways to a four year teaching degree provide increased accessibility to a degree from USC.

## **Graduate Programs**

The College works 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 Principal Program in the Department of Educational Leadership and Policies has invested additional funds supporting faculty travel to learned societies for the Faculty Coordinator to recruit prospective higher education and student affairs (HESA) students at national conferences.

The College of Education currently has two USC Holmes Scholars (one from our Teaching and Learning doctoral program and one from our Educational Leadership doctoral program). Our Holmes Scholars are awarded a 20 hrs/week graduate assistantship consisting of 10 hours spent in their affiliated department and 10 hours spent with the Office of Diversity, Equity, and Inclusion. USC Holmes Scholars awarded \$36,000 for up to 3 years.

During the 2018-2019 academic year, we will continue to grow the program with the acceptance of two new Holmes Scholars this fall for a total of 4 students in the program.

## **Student Retention**



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

In addition to our recruiting and retention plan mentioned above, two major initiatives have provided the focus for retention of our undergraduate students.

The College of Education has partnered with the University Advising Center to refer all students who fall below a 2.75 Overall GPA and below a 3.0 GPA in their most recent semester completed to the University Advising Center for three Academic Success Coaching appointments throughout the following semester. We know that all students can struggle with the transition to college life. In our college, we have adopted a referral system to the Student Success Center for at-risk students to assist students on their path to be successful teachers that may have in the past not gotten the support that they need.

When Praxis Core scores are received, students are contacted by the Office of Student Services. 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 NorthStar online test preparation tool. If students have not contacted the coordinator in seven days, the Director of Student Services sends a second email encouraging use of the testing tool. The student's advisor is copied on the emails. We have recognized that some of our students struggle with the state mandated PRAXIS Core tests to become a certified teacher. Our Teaching Fellows have created a tutoring program, we have on-line assistance, and have looked at data pinpointing what students are having issues.

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-master 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 2018-2019 academic year, the director position will see an expanded scope and 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. Planning and program development will continue throughout the spring of 2018 with a targeted pilot launch during the 2018- 2019 academic year.

# Student Enrollment & Outcomes

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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 2017   | Fall 2016   | Fall 2015   |
|--------------------------------------|-------------|-------------|-------------|
| <b>Undergraduate Enrollment</b>      |             |             |             |
| <b>Freshman</b>                      | 122         | 172         | 165         |
| <b>Sophomore</b>                     | 174         | 234         | 249         |
| <b>Junior</b>                        | 173         | 266         | 326         |
| <b>Senior</b>                        | 318         | 421         | 426         |
| <b>Sub Total</b>                     | 787         | 1093        | 1166        |
| <b>Graduate Enrollment</b>           |             |             |             |
| <b>Masters</b>                       | 522         | 732         | 702         |
| <b>Doctoral</b>                      | 514         | 487         | 453         |
| <b>Graduate Certificate</b>          | 1           | 0           | 8           |
| <b>Sub Total</b>                     | 1037        | 1219        | 1163        |
| <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>1824</b> | <b>2312</b> | <b>2329</b> |

Illustration 3. Undergraduate Student Enrollment by Classification

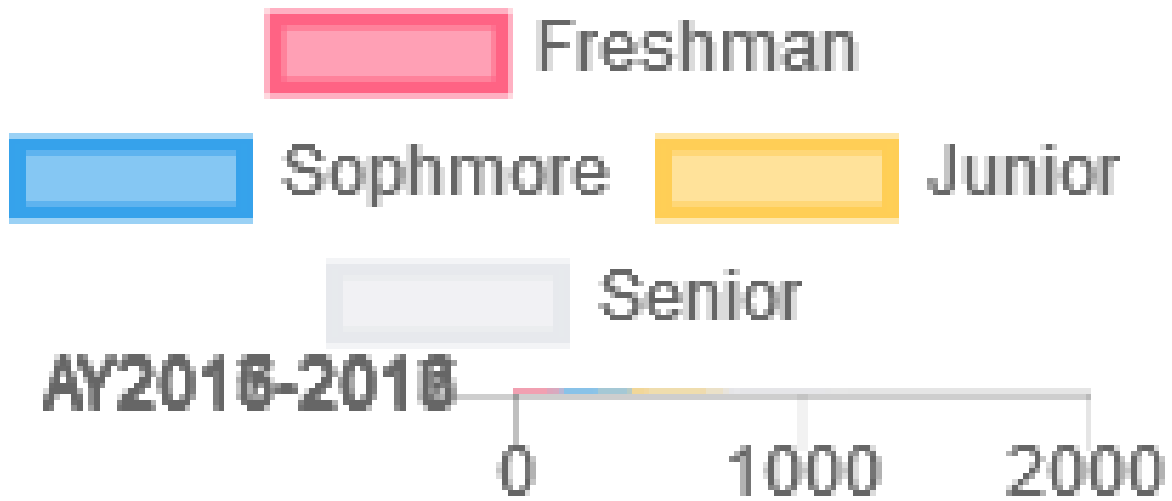
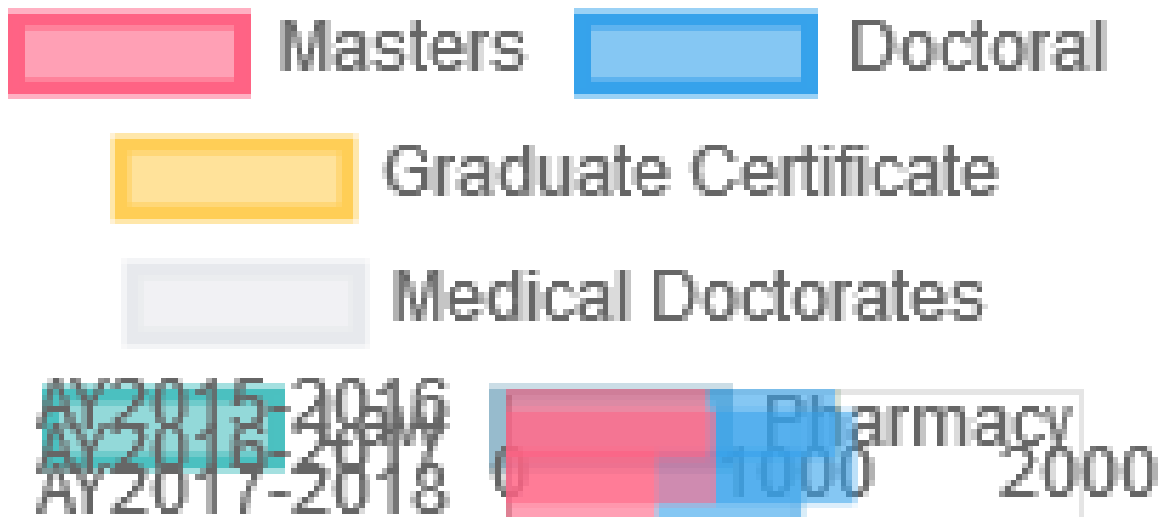
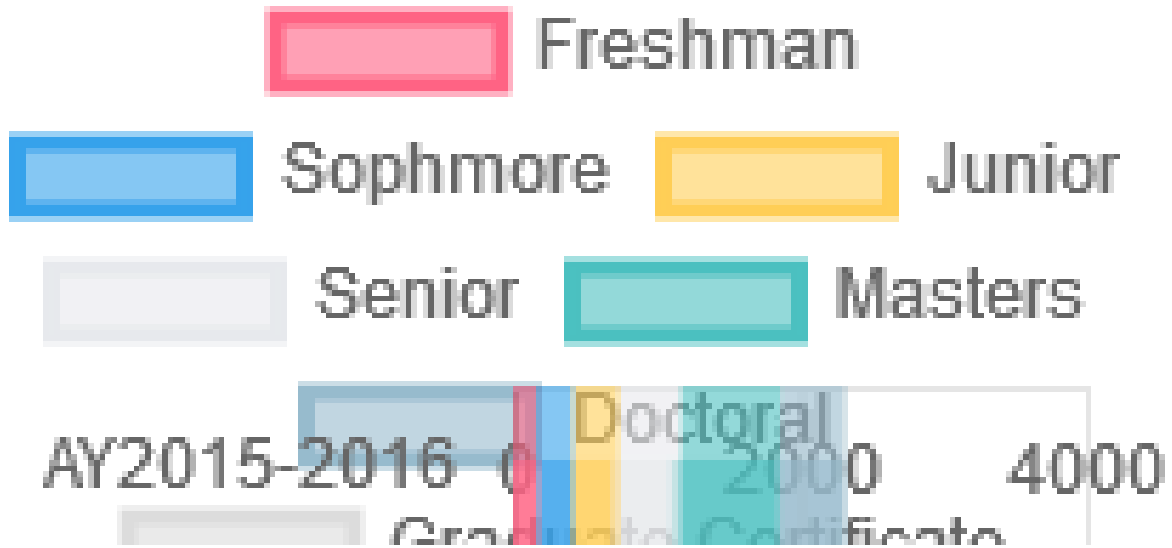


Illustration 4. Graduate/Professional Student Enrollment by Classification



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



**Enrollment by Time Status**

**Table 6. Student Enrollment by Level and Time Status.**

|                              | Fall 2017   | Fall 2016   | Fall 2015   |
|------------------------------|-------------|-------------|-------------|
| <b>Undergraduate</b>         | <b>787</b>  | <b>1093</b> | <b>1168</b> |
| Full-Time                    | 761         | 1068        | 1125        |
| Part-Time                    | 26          | 25          | 43          |
| <b>Graduate/Professional</b> | <b>1037</b> | <b>1219</b> | <b>1163</b> |
| Full-Time                    | 328         | 420         | 402         |
| Part-Time                    | 709         | 799         | 761         |
| <b>Total - All Levels</b>    | <b>1824</b> | <b>2312</b> | <b>2331</b> |
| Full-Time                    | 1089        | 1488        | 1527        |
| Part-Time                    | 735         | 735         | 735         |

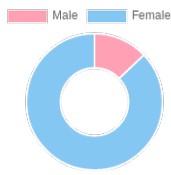
## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

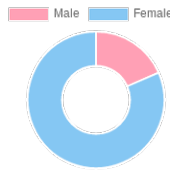
|                              | Fall 2017   | Fall 2016   | Fall 2015   |
|------------------------------|-------------|-------------|-------------|
| <b>Undergraduate</b>         | <b>787</b>  | <b>1093</b> | <b>1168</b> |
| Female                       | 685         | 891         | 954         |
| Male                         | 102         | 202         | 214         |
| <b>Graduate/Professional</b> | <b>1037</b> | <b>1219</b> | <b>1163</b> |
| Female                       | 796         | 903         | 837         |
| Male                         | 241         | 316         | 326         |

## Illustration 6. Undergraduate Student Diversity by Gender

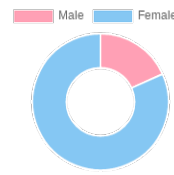
2018 Undergraduate Gender



2017 Undergraduate Gender

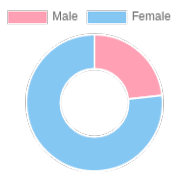


2016 Undergraduate Gender

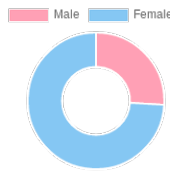


## Illustration 7. Graduate/Professional Student Diversity by Gender

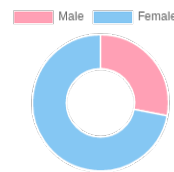
2018 Graduate Gender



2017 Graduate Gender



2016 Graduate Gender

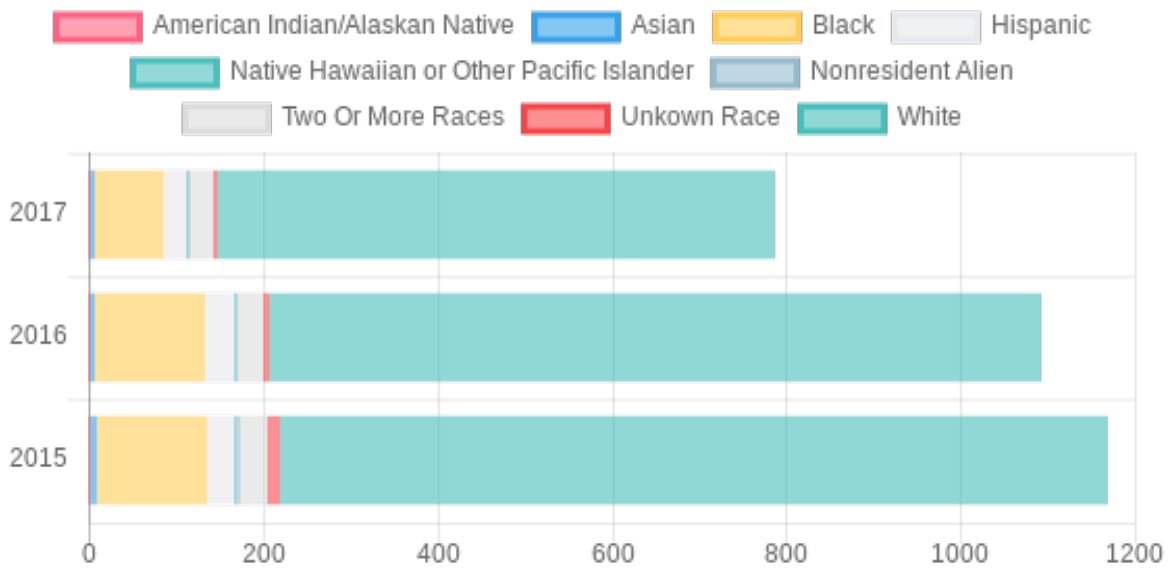


# Student Diversity by Race/Ethnicity

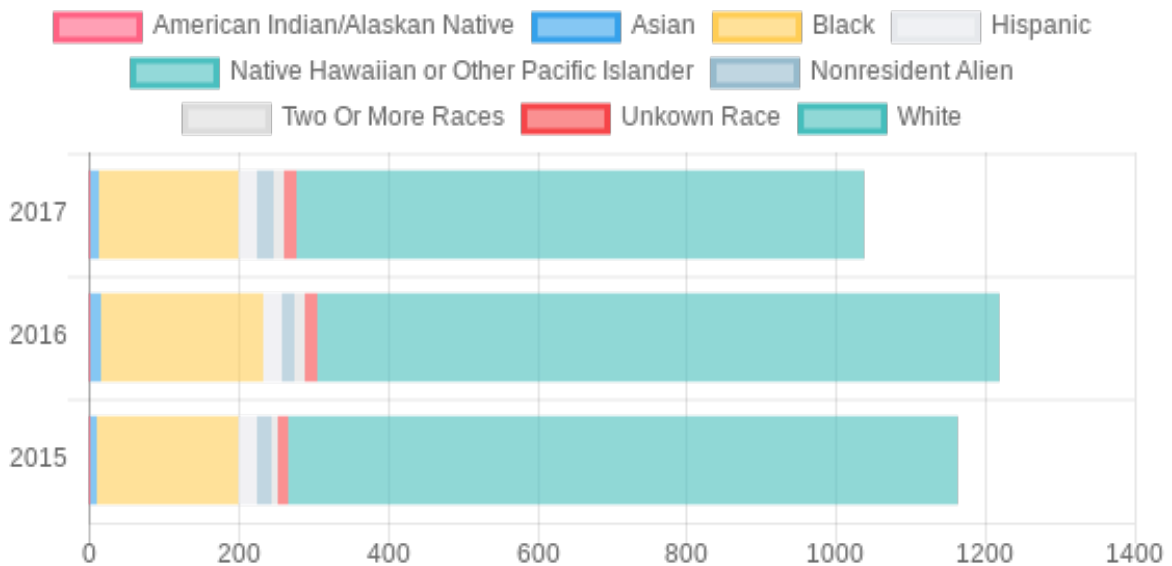
Table 8. Student Enrollment by Race/Ethnicity.

|   | Fall 2017   | Fall 2016   | Fall 2015   |
|---|-------------|-------------|-------------|
| <b>Undergraduate</b>                      | <b>787</b>  | <b>1093</b> | <b>1168</b> |
| American Indian/Alaska Native             | 3           | 2           | 2           |
| Asian                                     | 4           | 6           | 7           |
| Black or African                          | 78          | 125         | 128         |
| Hispanic or Latino                        | 28          | 33          | 30          |
| Native Hawaiian or Other Pacific Islander | 2           | 3           | 3           |
| Nonresident Alien                         | 2           | 3           | 5           |
| Two or More Races                         | 25          | 29          | 31          |
| Unknown                                   | 5           | 7           | 13          |
| <b>Race/Ethnicity</b>                     |             |             |             |
| White                                     | 640         | 885         | 949         |
| <b>Graduate/Professional</b>              | <b>1037</b> | <b>1219</b> | <b>1163</b> |
| American Indian/Alaska Native             | 2           | 3           | 2           |
| Asian                                     | 11          | 13          | 9           |
| Black or African                          | 188         | 217         | 189         |
| Hispanic or Latino                        | 24          | 25          | 25          |
| Native Hawaiian or Other Pacific Islander | 0           | 0           | 0           |
| Nonresident Alien                         | 22          | 17          | 19          |
| Two or More Races                         | 16          | 15          | 10          |
| Unknown                                   | 16          | 16          | 14          |
| <b>Race/Ethnicity</b>                     |             |             |             |
| White                                     | 758         | 913         | 895         |

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



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





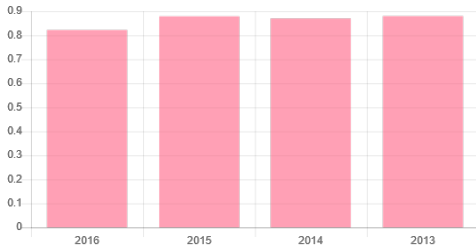
# Undergraduate Retention

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

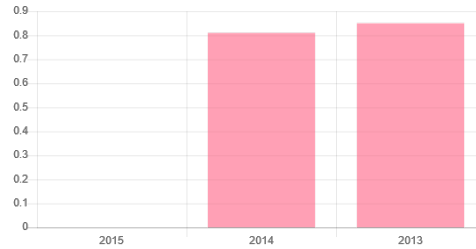
|                  | First Year | Second Year |
|------------------|------------|-------------|
| Fall 2016 Cohort | 82.2%      | N/A         |
| Fall 2015 Cohort | 87.9%      | N/A         |
| Fall 2014 Cohort | 87%        | 81%         |
| Fall 2013 Cohort | 88%        | 85%         |

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.

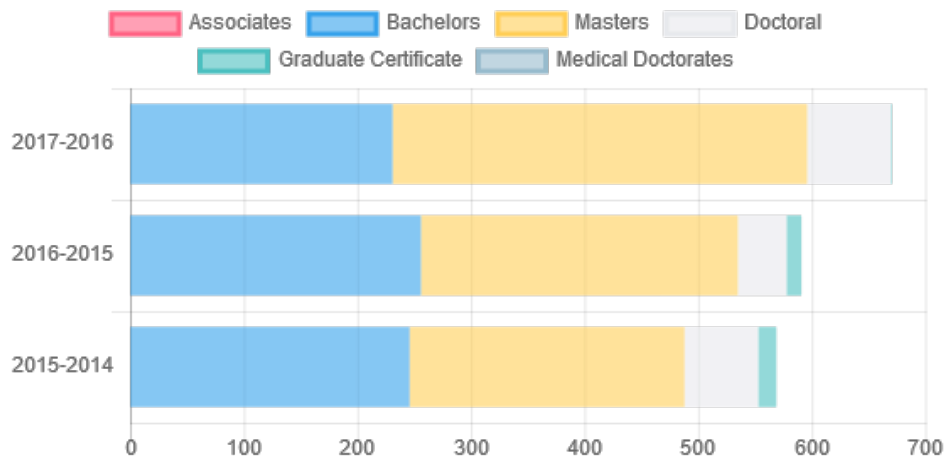
|                  | 4-Year | 5-Year | 6-Year |
|------------------|--------|--------|--------|
| Fall 2011 Cohort | 66%    | 74.7%  | 75.9%  |
| Fall 2010 Cohort | 0%     | 0%     | 0%     |
| Fall 2009 Cohort | 0%     | 0%     | 0%     |

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

|                      | AY2016-2017 | AY2015-2016 | AY2014-2015 |
|----------------------|-------------|-------------|-------------|
| Associates Degree    | 0           | 0           | 0           |
| Bachelors            | 231         | 256         | 246         |
| Masters              | 365         | 279         | 242         |
| Doctoral             | 74          | 43          | 65          |
| Medical              | 0           | 0           | 0           |
| Law                  | 0           | 0           | 0           |
| Pharmacy Doctorate   | 0           | 0           | 0           |
| Graduate Certificate | 1           | 13          | 16          |

Illustration 11. Degrees Awarded by Level



# Alumni Engagement & Fundraising

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## **Alumni**

*Substantial activities, engagements, and initiatives with alumni during AY2017-2018, 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 during AY2017-2018, 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.

## **Supplemental Info - Alumni Engagement & Fundraising**

*Any additional information on Alumni Engagement and Fundraising appears as Appendix 6. (bottom)*

# Community Engagement

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## Description

*Community engagement and community based research, scholarship, outreach, service or volunteerism conducted during AY2017-2018, including activities at the local, state, regional national and international levels.*

Urban Cohort Initiative in ITE for Early Childhood. This provides our teacher education candidates opportunities to engage in classroom experiences early and often with a wide variety of children from all different backgrounds so that our students upon graduation can provide culturally relevant curriculum and teaching.

Establishment of the Midlands Educator Effectiveness Roundtable. This is yet another example of how we work with our partners to learn more about our students and their preparedness as they transition to school classrooms as teachers.

Clinical Experience Field Placements Partnership Sites provide opportunities in 33 SC school districts 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 - 18 total) provide clinical placement for student teaching, 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. The PDS Network fosters a vibrant consortium of K-12 schools which allows us to leverage our partnership expertise to engage in important and impactful work.

The Center for Educational Partnerships' (CEP) mission is to provide educational extension services to schools, families and communities in South Carolina 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.

The CEP is a consortium of five core education programs and initiatives - SC Middle Grades Initiative, SC Education Policy Center, SC Writing Improvement Network, SC Geographic Alliance and SC School Improvement Council.

Together with additional affiliate organizations, CEP seeks to encourage, facilitate and participate in partnerships that support and sustain quality K-12 education in South Carolina. The Center for Educational Partnerships was created pursuant to a proviso to the SC General Appropriations Bill of 2013-2014 (H.3710, Proviso 1A.52).

The College of Education started the Midlands Educator Effectiveness Roundtable (MEER). The purpose of MEER is to engage in meaningful collaborative dialogue around issues of educator effectiveness in the Midlands. Nine school districts and four institutions of higher education currently participate in MEER.

## Community Perceptions

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

The University of South Carolina 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 the National Council for the Accreditation of Teacher Education (NCATE). Leading the way once again, Carolina has become the first in the state to successfully complete a self-study and accreditation visit through the Council for the Accreditation of Educator Preparation (CAEP).

The two-year self-study process, which began in the fall of 2015, culminated in a self-study report submitted to CAEP in February 2017. October 22-24, 2017, a team of both national and state reviewers spent time on campus meeting with various constituent groups including staff, faculty, current teacher candidates, recent graduates of the program who are now teaching in local schools and employers of those graduates, to look for evidence that the College of Education meets the five national standards set forth by CAEP. While the results of the accreditation process will not be official until April 2018, the feedback given was extremely positive. Following the visit, CAEP review recommended several key initiatives, process and procedures and partnership including:

- the depth, breadth and strength of our Professional Development Schools (PDS) Network
- our recruitment and retention efforts to attract a diverse group of the best and brightest into initial education licensure programs and support them through degree completion
- our new Carolina TIP (Teacher Induction Program) as our commitment of three years of support to our graduates as they navigate the challenges of the induction years
- our quality assurance system which brings our stakeholders to the table for data review and decision making
- positive feedback from school and system administrators regarding the preparedness of our graduates when they enter the profession
- the high quality of our teacher candidates (current students) Whereas all CAEP standards were met, the EPP unit did receive recommendations for two areas for improvement (AFIs) that are as follows--;

•Standard 4 Component 3 - Employer Satisfaction survey and resultant data raise reliability and validity concerns. Rationale: The current dissemination method for the employer satisfaction survey has resulted in neither knowing the number of individuals who received the survey, nor the representativeness of the sample. This leaves open issues of the quality of the data related to validity and reliability. In addition, there is a lack of evidence regarding the alignment of survey items with ADEPT or other relevant standards as identified by the EPP.

•5.2 - EPP has not established sufficient reliability and validity evidence for EPP created assessments (Dispositions, UWS, EDPY 401). Rationale: There is evidence of work during the fall 2017 semester to establish content validity of EPP assessments as described in the Content Validity Study. The EPP states that there is no content validity with regard to the dispositions rubric as it relates to the INTASC standards (Content Validity Study, p. 5). There is no evidence of inter-rater reliability of scores on EPP-created assessments currently used to evaluate program effectiveness. This applies to the following EPP-created assessments; Dispositions Rubrics, Video Case Study Rubric, and Unit Work Sample. While the final results of the SC Standards Review Team pending the CAEP Accreditation Council April 2018 decision (State Standard A.1), commendations were made at the on-site exit meeting which included acknowledgement of a strong self-study report, setting a high bar for the state review process, and all applicable state standards having been met.

## **Supplemental Info - Community Engagement**

*Any additional information on Community Engagement appears as Appendix 7. (bottom)*

# Collaborations

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## Internal Collaborations

Committee for Initial Teacher Education Programs (CITEP)  
Professional Education Unit  
CarolinaLIFE  
Research PAC

## External Collaborations

South Carolina Department of Education  
South Carolina Arts Assessment Program (SCAAP)  
Center for Educational Partnerships, inclusive of the Writing Improvement Network, SC Geographic Alliance, SC Middle School Initiative, SC School Improvement Council  
Induction Teacher Evaluations  
Midlands Writing Project  
University of South Carolina Residency Project  
South Carolina Education Dean's Alliance  
Midlands Educator Effectiveness Roundtable  
Carolina Teacher Induction Program (CarolinaTIP)  
Professional Development Schools Network

## 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)  
Exploring academic partnerships with HBCUs in the state  
iLEAD  
Carolina Teacher Induction Program (CarolinaTIP)  
Center for Educator Recruitment, Retention and Advancement (CERRA)  
Teacher Cadet  
Teaching Fellows

## Supplemental Info - Collaborations

*Any additional information about Collaborations appears as Appendix 8. (bottom)*

# Campus Climate and Inclusion

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## Campus Climate & Inclusion

*Activities unit conducted within AY2017-2018 that were designed to improve campus climate and inclusion.*

We currently have 10 students serving as Ambassadors for the College of Education. These students meet once a month for a book study focusing on leadership development and what a leader looks like. The Ambassadors represent the college at all student events, donor events, and student recruitment activities.

During the 2018-2019 academic year, we plan to expand the Student Ambassador Program to 15 students and continue to focus on experiences that will contribute to their leadership development.

We have continued this event, changing the name to "Let's Chat with the Dean" to make it more inviting and welcoming to students. 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 Dean for Diversity, Equity & Inclusion, representatives from our Student Services offices (Gamecock Edquarters), and representatives from various respected program areas.

During the 2018-2019 academic year, we will continue this program to provide more students the opportunity to interact and connect with our Dean and other individuals who can serve as resources within the College. The Student Advisory Council is up and running with undergraduate and graduate student representation. The students meet once a month for lunch during which they provide planning guidance and feedback on all the college-wide events for the COE. This group is also responsible for assisting with the disseminate information regarding events and activities to students throughout the College.

During the 2018-2019 academic year, the Student Advisory Council will continue to meet regularly and include new members. The current Council members are working on the development of a survey or focus group protocol (intended for dissemination late spring or early fall) that can be used to solicit feedback from CoE students.

The College's largest fall event, The Gathering Table, is the is intended to connect students, faculty, staff and current teachers in the field. This dinner, which occurred on September 20, 2017, allowed our students the opportunity to have dialogue with current educators about their experiences and realities in the classroom. During the 2018-2019 academic year, the responsibility for hosting The Gathering Table will transition from the Office of Diversity, Equity and Inclusion to the COE Office of Development under the direction of our new Events Coordinator.

The position of Student Diversity and Inclusion Advocate has evolved into the role of Director of Student Diversity, Inclusion and Engagement. This new position has an expanded scope and focus on student organizations, student recruitment, student programming, and working to promote a culture of inclusivity within the College.

During the 2018-2019 academic year, in collaboration with the Associate Dean for Diversity, Equity, and Inclusion, the Directory of Student Diversity, Inclusion, and Engagement will continue to work to clarify the director role which will entail a deeper connection to the student programming and support services sponsored by the Office of Diversity, Equity, and Inclusion.

Current faculty recruitment has targeted diverse venues for advertising with a concerted effort to secure a diverse candidate pools.

The College's Museum of Education hosts an annual Witten Lecture and presents the Chester C. Travelstead Award for Courage in Education. The Travelstead Award recognizes an educator from the state of South Carolina who displays courage and who exemplifies the College of Education's core values of stewardship,



intellectual spirit, integrity, and justice.

## **Supplemental Info - Campus Climate & Inclusion**

*Any additional information about Campus Climate and Inclusion appears as Appendix 9. (bottom)*

# Concluding Remarks

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## Quantitative Outcomes

*Explanation of any surprises with regard to data provided in the quantitative outcomes throughout this report.*

## Cool Stuff

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

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 2017



UNIVERSITY OF  
**SOUTH CAROLINA**

# Faculty Information

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## RESEARCH AND SCHOLARLY ACTIVITY

The following refers to Appendix 1, 2 & 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 YYYY (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.

*Identified areas of challenge and opportunities with faculty research and scholarly activity, referencing Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management, including specific plans to meet these challenges or take advantage of the opportunities.*

## Summary of Extramural Proposal Submissions by Source FY2017

### Appendix 1

| PI Home Department                 | Total First Year  | Commercial - (COM) | Federal - (FED)  | Local Govt - (LOC) | Other - (OTH) | Private, Non-Profit - (PHI) | State - (STA)  |
|------------------------------------|-------------------|--------------------|------------------|--------------------|---------------|-----------------------------|----------------|
| Child Development Research Center  | 848,310           |                    | 2                |                    |               |                             |                |
| Education                          | 892,782           |                    | 2                |                    |               |                             |                |
| Education Leadership & Policies    | 63,699            |                    |                  |                    | 2             |                             |                |
| Educational Studies, Department of | 2,503,332         |                    | 11               |                    | 1             | 2                           | 3              |
| Instruction & Teacher Education    | 5,231,760         | 1                  | 13               |                    |               |                             |                |
| Office of Program Evaluation       | 946,724           |                    | 3                |                    |               |                             | 4              |
| Physical Education                 | 1,102,169         |                    | 2                |                    | 3             | 1                           |                |
| SC School Improvement Council      | 7,350             |                    |                  |                    |               | 1                           |                |
|                                    |                   |                    |                  |                    |               |                             |                |
| <b>Total Count</b>                 | <b>51</b>         | <b>1</b>           | <b>33</b>        | <b>0</b>           | <b>6</b>      | <b>4</b>                    | <b>7</b>       |
| <b>Total FY2017 First Year</b>     | <b>11,596,126</b> | <b>114,062</b>     | <b>9,821,395</b> | <b>0</b>           | <b>74,958</b> | <b>809,220</b>              | <b>776,491</b> |

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

### Appendix 2

| PI Home Department                | Total Dept Funding | PI Name              | Primary Job/Rank    | Tenure Status | Total Funding    | Federal          | Other         | Private, Non-Profit | State            |
|-----------------------------------|--------------------|----------------------|---------------------|---------------|------------------|------------------|---------------|---------------------|------------------|
| Child Development Research Center |                    | Googe, Heather       | RESEARCH ASSOCIATE  |               | 710,120          | 710,120          |               |                     |                  |
| <b>Total</b>                      | <b>710,120</b>     |                      |                     |               |                  |                  |               |                     |                  |
| Education Leadership & Policies   |                    | Smith, Douglas       | ASST PROFESSOR      |               | 63,699           |                  | 63,699        |                     |                  |
| <b>Total</b>                      | <b>63,699</b>      |                      |                     |               |                  |                  |               |                     |                  |
| Educational Studies               |                    | Brown, Kara          | ASSOC. PROFESSOR    | TENURED       | 33,477           |                  |               | 33,477              |                  |
| Educational Studies               |                    | Brown, William       | PROFESSOR           | TENURED       | 169,463          |                  |               |                     | 169,463          |
| Educational Studies               |                    | Carlson, Ryan        | ASST PROFESSOR      |               | 95,481           | 95,481           |               |                     |                  |
| Educational Studies               |                    | DiStefano, Christine | PROFESSOR           | TENURED       | 407,065          | 407,065          |               |                     |                  |
| Educational Studies               |                    | Johnson, Robert      | PROFESSOR           | TENURED       | 49,115           | 49,115           |               |                     |                  |
| Educational Studies               |                    | Marshall, Kathleen   | ASSOC. PROFESSOR    | TENURED       | 368,709          | 368,709          |               |                     |                  |
| Educational Studies               |                    | Mulvey, Kelly Lynn   | ASST PROFESSOR      |               | 201,494          | 201,494          |               |                     |                  |
| Educational Studies               |                    | Ohrt, Jonathan       | ASST PROFESSOR      |               | 285,041          | 285,041          |               |                     |                  |
| Educational Studies               |                    | Plotner, Tony        | ASSOC. PROFESSOR    | TENURED       | 247,186          | 247,186          |               |                     |                  |
| Educational Studies               |                    | Rao, Vasanthi        | RESEARCH ASSOCIATE  |               | 31,197           | 31,197           |               |                     |                  |
| Educational Studies               |                    | Wolfe, Katie         | ASST PROFESSOR      |               | 136,442          |                  |               |                     | 136,442          |
| <b>Total</b>                      | <b>2,024,670</b>   |                      |                     |               |                  |                  |               |                     |                  |
| Instruction & Teacher Education   |                    | Baum, Angela         | ASSOC. PROFESSOR    | TENURED       | 201,139          | 201,139          |               |                     |                  |
| Instruction & Teacher Education   |                    | Boutte, Gloria       | PROFESSOR           | TENURED       | 2,000            | 2,000            |               |                     |                  |
| Instruction & Teacher Education   |                    | Googe, Heather       | RESEARCH ASSOCIATE  |               | 138,190          | 138,190          |               |                     |                  |
| Instruction & Teacher Education   |                    | Lotter, Christine    | ASSOC. PROFESSOR    | TENURED       | 821,615          | 821,615          |               |                     |                  |
| Instruction & Teacher Education   |                    | Miller, Bridget      | ASST PROFESSOR      |               | 156,269          | 156,269          |               |                     |                  |
| Instruction & Teacher Education   |                    | Rao, Vasanthi        | RESEARCH ASSOCIATE  |               | 1,735,390        | 1,733,390        | 2,000         |                     |                  |
| Instruction & Teacher Education   |                    | Roy, George          | ASSOC. PROFESSOR    | TENURED       | 194,734          |                  |               |                     | 194,734          |
| Instruction & Teacher Education   |                    | Spence, Lucy         | ASSOC. PROFESSOR    | TENURED       | 20,000           | 20,000           |               |                     |                  |
| Instruction & Teacher Education   |                    | Thompson, Stephen    | PROFESSOR           | TENURED       | 208,480          | 208,480          |               |                     |                  |
| Instruction & Teacher Education   |                    | Williams, Toni       | ASST PROFESSOR      |               | 1,000            |                  |               | 1,000               |                  |
| <b>Total</b>                      | <b>3,478,817</b>   |                      |                     |               |                  |                  |               |                     |                  |
| Office of Program Evaluation      |                    | D'Amico, Leigh       | RESEARCH ASST PROF  |               | 474,810          | 191,418          |               | 34,180              | 249,212          |
| Office of Program Evaluation      |                    | Dickenson, Tammiee   | RESEARCH PROFESSOR  |               | 949,382          | 629,382          |               |                     | 320,000          |
| Office of Program Evaluation      |                    | Lewis, Ashlee        | RESEARCH ASST PROF  |               | 177,077          | 86,077           |               | 15,000              | 76,000           |
| <b>Total</b>                      | <b>1,601,269</b>   |                      |                     |               |                  |                  |               |                     |                  |
| Physical Education                |                    | Brian, Ali           | ASST PROFESSOR      |               | 4,700            |                  |               | 4,700               |                  |
| Physical Education                |                    | Stodden, David       | PROFESSOR           | TENURED       | 82,171           | 82,171           |               |                     |                  |
| Physical Education                |                    | Yeargin, Susan       | ASSOC. PROFESSOR    | TENURED       | -26,120          | -26,120          |               |                     |                  |
| <b>Total</b>                      | <b>60,751</b>      |                      |                     |               |                  |                  |               |                     |                  |
| SC Educational Policy Center      |                    | Monrad, Diane        | RESEARCH ASSOC PROF |               | 324,279          | 324,279          |               |                     |                  |
| <b>Total</b>                      | <b>324,279</b>     |                      |                     |               |                  |                  |               |                     |                  |
| SC School Improvement Council     |                    | Hudson, Tom          | CLASSIFIED          |               | 7,350            |                  |               | 7,350               |                  |
| <b>Total</b>                      | <b>7,350</b>       |                      |                     |               |                  |                  |               |                     |                  |
| <b>Total College of Education</b> | <b>8,270,955</b>   |                      |                     |               | <b>8,270,955</b> | <b>6,963,698</b> | <b>65,699</b> | <b>95,707</b>       | <b>1,145,851</b> |

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# Patents, Disclosures, and Licensing Agreements

## Fiscal Year 2017

### Appendix 3

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| <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>              |
| <b>Department Breakdown</b>         |                              |  |  |                       |
| 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

**\*Source:** Office of Economic Engagement



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

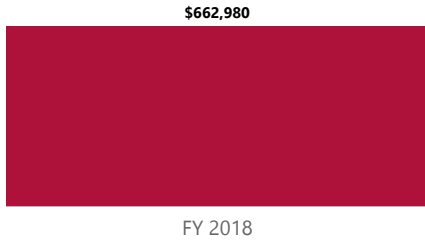


# Unit Performance

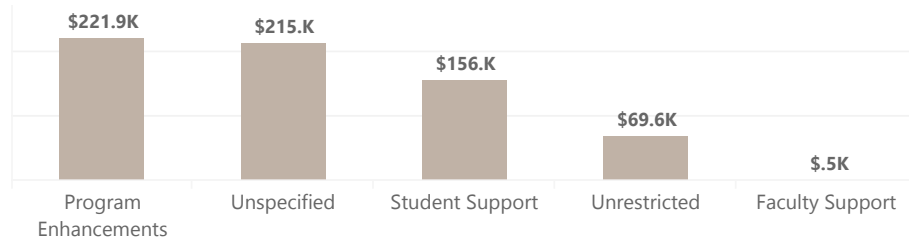
All Gift Band Unit Year Calculation  
Education FY 2018 Production

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

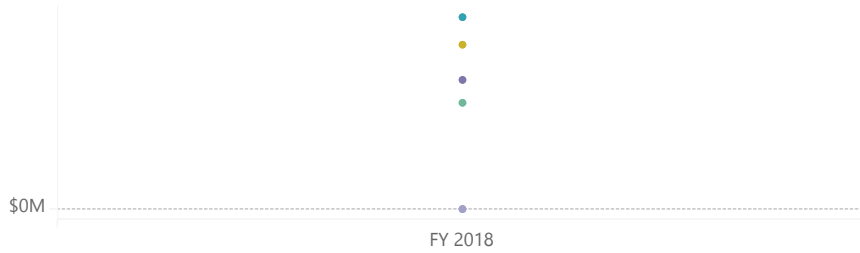
## FY - YTD Production



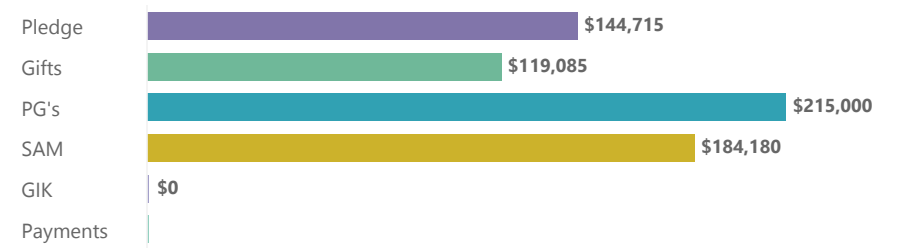
## Total \$ by Purpose



## Gift Type



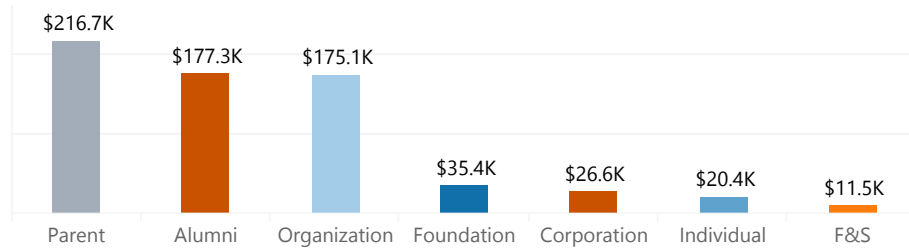
## Total \$ by Gift Type



## Donor # by Constituency



## Total \$ & Donor # by Constituency



## Designation

|            |          |
|------------|----------|
| Endowment  | \$373.6K |
| Spendable  | \$289.4K |
| 07/01/2017 |          |

## Total \$ by Designation

