Executive Summary

Blueprint for Academic Excellence
College of Education
AY2021-2022

Introduction

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

The College boasts the longest standing and largest Professional Development Schools (PDS) network in the United States, including 23 elementary, middle, and high schools, and one professional development district-level partnership. The College's partnerships extend well beyond the PDS network, including collaborations across the state. Most recently, we were approved by the State Board of Education as the state's first comprehensive alternative preparation provider, supporting rural communities across the state.

Highlights

TEACHING

Expansion of CarolinaTIP (Teacher Induction Program)
Expansion of Doctorate in Education concentration offerings
Expansion of On-Line Graduate offerings
Expanded recruitment strategies of undergraduate and graduate students
Expansion of the Carolina Collaborative for Alternative Pathways (CCAP)

SCHOLARSHIP

Research PAC (Partnerships. Action. Change)
Developed robust scholarship initiative within Professional Development Schools Network
SCTEACHER
ALL4SC

SERVICE

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

Jon Pedersen Professor and Dean
College of Education

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Foundation for Academic Excellence

Mission Statement

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: 03/08/2021

Vision Statement

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: 03/08/2021

Values Statement

Values

As the flagship university of the state, the University of South Carolina has a responsibility to produce not only knowledgeable and practiced teachers, counselors, and administrators, but educators who can work effectively with a broad range of stakeholders to lead the drive for excellence, equity, and opportunity for all students in South Carolina in the 21st century. The central role of collaboration in the preparation of educators and our high expectations for their role in leading educational excellence is reflected in our initial program’s 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: 03/08/2021

Goals for the previous Academic Year.

Goals - Looking Back

No goals have been entered for this section.

Goals - Real Time

Goals for the current Academic Year.

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

Goal Statement	The College will regularly and effectively communicate to both internal and external audiences regarding the impactful and innovative work in the College. Utilizing our students, faculty and staff, we hope to build stronger networks to promote our work [enhancing teaching, scholarship, and service] and to better communicate what we do and accomplish to external audiences [promote reputation and sustainability]. We plan to build strong communication mechanisms to recruit quality students, promote our work [enhance teaching, research, and service] and communicate what we do to external audiences [sustainability].
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Aligns with College mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Using our communications plan as a backdrop: • Increase web, social media, UofSC communiques, local media, email, newsletters, educational stakeholders, and legislator communications • Diversify outlets • Increase quantity of communications • Increase recipient base
Achievements	Improved overall communication and organization (new organization within college) through the following deliverables: Undergraduate brochure, Graduate flyer, Recruitment video, Annual magazine, Monthly College of Education story in UofSC Today (runs 2nd Tuesday monthly), Photography collection, Thank you cards Various

Goals - Real Time

	flyers for programs/projects. One area of specific focus for 2019-2020 was increased marketing of our graduate programs. This year, we made significant improvement to College of Education website by adding a page specifically for online programs with a vanity url (www.sc.edu/education/onlineprograms). These pages were designed with the prospective online student in mind, providing them more detailed information (e.g., deadlines, start dates, tuition, and curriculum) that this population expects to find. Another website improvement related to promoting academic programs, was the creation of a certification and credentials webpage (https://sc.edu/study/colleges_schools/education/study/certification_endorsement/index.php). The College has significantly increased its social media marketing this year though Facebook and Twitter. From August 2019 through the end of February 2020, we ran 17 targeted social media advertisements that reached 503,235 people with 4,998 people clicking to our website. Our year-end totals will be higher as we plan to continue these social media campaigns for the remainder of the year. The College has also contracted with the marketing department of a SC newspaper for a yearlong banner display marketing campaign to promote our graduate programs.
Resources Utilized	Financial, communications and P-12 partnerships, personnel, technology
Goal Continuation	Improving the brand of the College is a multi-year goal. As we have solidified our communications strategic plan, increased our social media presences, and improved our overall brand awareness, we will now target specific groups and functions to showcase the College as the preeminent College of Education in SC and across the southeast. The search for a new Director of Communications is underway. This new director will continue working with College leadership and University Communications to develop and monitor strategies to meet this continuing goal.
Goal Upcoming Plans	We will continue to increase our communications with the State Department of Education, legislative liaisons, non-profit education stakeholders, and other "education-interested" groups. This will allow the College to expand its education policy work in SC. We will work to raise awareness of academic programs and ultimately increase applications among in-state prospective students, with particular focus on under-represented populations.

Goals - Real Time

	We will also work to strengthen the college's reputation among its peers — specifically institutional administrators which includes deans, associate deans, department chairs and faculty — and enhance its reputation by raising the visibility of faculty research and its impact. Some initiatives that align with these goals are: • Expanding the repository of marketing assets • College of Education Mini-zine • Expansion of marketing campaign for online graduate programs • Increased social media campaigns • Quarterly communication to national academic peers • Increased faculty research promotion in national media
Resources Needed	Financial, communications and P-12 partnerships, personnel, technology
Goal Notes	

Goals - Real Time

Goal 2 - Promote a college culture that supports cultural inclusion and equity for personnel, students, curriculum, pedagogy, and partnerships.

Goal Statement	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.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Aligns with College mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	During the 2021-2022 academic year, the Office of Diversity, Equity, and Inclusion will continue to champion 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 deepen its role as steward of the College's commitments to diversity, equity, and inclusion. Coming off a successful "Year of Opting In/Saving Lives," the Office will continue to foster those efforts related to the College's Leading for Racial Justice: A Communities of Practice Initiative and work to ensure that recommendations submitted to leadership by community members inform significant changes to our policies, practices, structures, and discourses.
Achievements	The ODEI is pleased to have successfully facilitated its college-wide "Year of Opting In/Saving Lives" initiative which continued work related to the College's adoption of the Education Colleges for Justice and Equity (ECJE) Framework for Assessment and Transformation. The framework serves as an organizational development tool intended to stimulate collective reflection about,

	as well as guide our action planning around, the educational equity and justice work that resides at the core of our collective identity as a college. Key activities/initiatives this year included the Dean's Professional Development Series on Racial Literacy, the Leading for Racial Justice Communities of Practice Initiative for transforming inequities in our policies and practices, the new Carter G. Woodson Lecture featuring Dr. Bettina Love as the inaugural speaker and We All Count's "Foundations for Data Equity" workshop. We are also looking forward to the inaugural Educational Inquiry for Equity & Justice Symposium which was postponed last spring due to the pandemic. Under the leadership of our Director of Student Diversity, Inclusion, and Engagement, the Office also continued its successful stewardship of the College's signature recruitment initiatives, the Apple Core Initiative and Holmes Scholars Program. According to the literature, the ACI and Holmes initiatives continue to reflect best practices for academic pipeline programs. Despite the challenges associated with moving programming to a primarily virtual environment, both programs remain strong and anticipate expanding next year. Under the leadership of the Office's Outreach Coordinator, we continued to deepen our outreach efforts despite most engagements going online. The Outreach Coordinator held follow up interviews with participants from last year's inaugural Midlands Mastermind event, participated in a Student-Athlete Networking event and Richland 2's Career day, and visited with several Teacher Cadet classes throughout the Midlands.
Resources Utilized	In addition to utilizing the Office's budget, the ODEI partnered with multiple offices both inside and outside the College including the Dean's Office, the Museum of Education, and the University's Office of Diversity, Equity, and Inclusion the College of Education to co-sponsor several events. We secured funding to provide small stipends for our Communities of Practice facilitators as well as provided funding to each of the seven communities to support their work.
Goal Continuation	The pursuit of access, inclusion, equity, and justice are perennial goals for the College. In all that we do, we strive to reflect and manifest what we seek in theory and in practice. To these pursuits, we have added engaging in anti-racist practice, countering anti-blackness, and challenging hate. ODEI will concentrate its attention on addressing its stated responsibility for assisting in the recruitment and retention of a richly diverse community of students, staff, faculty and

Goals - Real Time

	administrators as well as creating programs, practices, policies, and partnerships that address issues related to diversity, equity, and inclusion with a specific focus on creating new equitable and inclusive College-wide policies.
Goal Upcoming Plans	Will assess the College's hiring policies and procedures as well as tenure and promotion practices. A faculty search guide, which offers complimentary guidance to the University guidelines document, is being updated to reflect current for D/E/I best practices from organizations such as NADOHE and HERC. The document addresses components of our search/hiring process, providing guidance for considerations related to diversity, inclusion, and equity. With respect to tenure and promotion, the ODEI will investigate the policies of institutions across the country with respect to the ways in which D/E/I have been embedded in those policies as well as documenting the processes by which those changes came about. This information will be used to inform a process by which faculty will be encouraged to evaluate their respective tenure and promotion policies and procedures, assessing for the ways in which they invite or discourage D/E/I work, and making necessary revisions where warranted.
Resources Needed	Given the College's budget-related challenges, both of its signature recruitment initiatives, the Apple Core Initiative and the AACTE-CoE Holmes Scholars Program, are in jeopardy of becoming defunct. The College requires not only external funding and significant advocacy for their continuation, but also the expertise of committed, knowledgeable, diversity-oriented development and communications personnel.
Goal Notes	None

Goals - Real Time

Goal 3 - Assess, simplify, and modernize the academic preparation process to improve the student experience and operate efficiently.

Goal Statement	The College will routinely consider new initiatives and address emerging education needs in a manner that capitalizes on strengths throughout the College community. This requires us to transform into a responsive and agile College that can take the lead in addressing educational issues with the full participation of our College community. As we move forward, we must monitor and adjust our educational offerings to ensure we are equipping our graduates with the knowledge and experiences needed to thrive in a 21st educational setting.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Aligns with the College mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	The College will continue work related to five key action steps of this goal: identify academic programs with the potential to reduce time to degree; partner with the technical college system to improve transferability of Associates degree completers; expand program offerings that lead to multiple areas of certification; and continue to update academic programming to reflect the needs of educators and educational stakeholders.
Achievements	The College continues to look for ways to make its academic programs more affordable. One way this is being accomplished is by ensuring programs are efficiently reaching learning outcomes and reducing required credit hours when possible. These credit hour reductions are carefully considered as to not decrease the academic quality of the programs. Two recent examples MAT Elementary and MT for Career Changers. These two programs underwent significant program redesigns that reduced both time-to degree and total credit hours required allowing us to produce new teachers with less cost to the student. Additionally, the College has requested for Provost approval in-state tuition rates for all online degree offerings, consistent with the tuition rates for all Academic Partnership program offerings.

Goals - Real Time

This past year, the College signed an articulation agreement with Central Carolina Technical College (CCTC) and Horry-Georgetown Technical College (HGTC), bringing the number of such agreements to four. We have branded these transfer plans with our technical college partners as Tech2Teach. To provide easy access to these transfer plans, we have created a Tech2Teach website where students, faculty, and advisors at the technical colleges can find information and connect with a UofSC College of Education advisor. These agreements facilitate the transfer of students from our technical college partner campuses into undergraduate degree programs in the College of Education.

The College launched/will launch in AY 2019-2020 seveal new academic programs that work toward meeting needs of the State. Some of these new programs are:

- Fall 2019 - the College launched the new 100% online M.S. in Adapted Physical Education.
- Fall 2019 - the College launched the new M.Ed. in Applied Behavior Analysis
- Summer 2020 - the College will launch the STEM Education Concentration of the Ed.D. in Curriculum and Instruction
- Summer 2020 - An exciting new collaboration for the COE is the Carolina Collaborative for Alternative Preparation (CarolinaCAP). This program is being built in partnership with the Center for Teaching Quality (CTQ), a national partner with the COE.
- Summer 2020 - A $5M teacher quality partnership grant is funding the establishment of Transition to Teaching, a residency program to prepare new elementary and middle level teachers for the State's rural communities.

One of our action items related to this goal last year was to improve the operational efficiency of the graduate student services staff in order to provide improved communications and support to graduate students. To meet this goal and beginning Spring 2020, enhanced communication and resources are available for graduate students. Newly admitted students in each program receive a welcome email from the Gamecock EdQuarters office. We coordinate these emails with the departments that send their own welcome emails. Videos will be available to assist students in the orientation process when they are newly admitted. Consistent communication from the graduate advisors in the Gamecock EdQuarters office will assist faculty advisors with communication for form completion and course registration. Advisement guides will provide important information applicable for graduate students and the website link to the guides will be sent with their advising email.

Goals - Real Time

Resources Utilized	
Goal Continuation	Creating innovative initiatives that address emerging education needs in a manner that capitalizes on strengths throughout the College community is a continuous goal of the College of Education. We will continue to engage in this work to improve current programs and services and create new initiatives to fill gaps.
Goal Upcoming Plans	Utilize our Committee on Education Certification Programs, Advanced Programs in Education Committee, the Professional Development Schools Network, and external professional associations (e.g. Carnegie Project for the Education Doctorate, Council for the Accreditation of Educator Preparation) to inform programming changes.
Resources Needed	TBD
Goal Notes	Systematic review of academic offerings to identify and address any gaps or opportunities.

Goals - Real Time

Goal 4 - Foster a culture of research excellence among faculty and students within the College.

Goal Statement	Academic programs within the College will be nationally recognized consistent with those of top-tier research universities. Our priorities are as both a professional school that provides the strongest teachers and educational leaders in the State and also as a leader in a research university with national recognized programs.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Aligns with the College mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Continue to develop the infrastructure to support the development and maintenance of high-quality research/scholarship in the College of Education. Continue to enhance scholarship focused on inquiry in teacher/leadership preparation design and delivery. 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.

Goals - Real Time

	Survey the faculty about research mentoring needs. Establish a comprehensive monitoring system for collecting scholarship productivity data on all faculty, staff and students in the COE. Create and provide incentives tied to research productivity. Distill strands of research within the COE and target support for these strands. Identify and grow College-wide spires of research excellence. Establish College-wide aspirational statements for PhD programs. Pilot test multi-site capstone projects for increasing rigorous research and faculty output in the EdD program.
Achievements	Worked with faculty and staff to update the procedures for supporting investigative teams (particularly PIs) who are awarded grant or contract funding. The new procedures clarify roles and expectations of all personnel involved with the post-award process and increase efficiency of operations within the college for post-award management, including administrative support and human resources support. Collated and disseminated data about the economic impact of the college on the state. This initiative is the first step in a long-term effort to increase the visibility of the college to the multiple stakeholders who benefit from the research, scholarship, and innovation that the college undertakes. Advanced the research agenda and opportunities for scholarship related to Professional Development Schools and Carolina Teacher Induction Program (TIP), which represent two of the college's most successful initiatives related to teacher education. This will allow faculty and doctoral students to increase their engagement in research that complements, enhances, and showcases the college's scholarship of professional practice and gives the college the opportunity to develop new areas of national prominence in research. Hosted an orientation for all PhD students in the College of Education. This was the first time an all-college orientation was offered. Representatives from multiple PhD programs in the college; college offices and research units/initiatives; and university support units (e.g., library, Graduate School) gave presentations, which were followed by breakout sessions for students to obtain additional

	information. This initiative allows PhD students to gain a more comprehensive understanding of the resources available to them, as well as increase their network of collaborators for research. Created a research committee to represent the research interests and goals of the college. The committee is charged with working across the college to identify and pursue strategies that increase the alignment of the college with the R1 status of the university and its peer and aspirant peer institutions. Approved research-focused aspirational statements for all PhD students in the college. The purpose of these statements is to guide all of the college's PhD programs in their efforts to ensure students are prepared to be successful as tenure-track faculty at R1 universities. This work builds on the 18-credit hour requirement for research experiences, which was approved last year. Hosting an internal conference this April, which will focus on themes related to issues of equity and justice. This event will expose College of Education faculty and students to each other's research and scholarship with the intent of increasing awareness, fostering collaboration, and advancing the mission of the college with respect to diversity, equity and inclusion. Developed and implemented the Grant Development Workshop Series. The Research Institute and the Office of Grants and Contracts (arms of the Office of Research and Innovation) created the Grant Development Workshop Series to support faculty, staff and students in their work related to proposing and managing sponsored awards (please see Faculty Development below for more information). Opened an internal seed funding opportunity for faculty. The purpose of the funds is to support faculty research designed to enhance proposals for external funding. Continued with existing initiatives to support visibility and productivity of research and scholarship in the College of Education. Examples include Horizons (a newsletter featuring college research and scholarship news), Spark Talks (an annual research showcase), the First Three Years to Faculty Success program (an initiative to mentor and support junior faculty in the college – see Faculty Development below), and Research PAC (Partnerships, Action, Change – an interdisciplinary research group comprised of researchers from multiple units on campus).
Resources Utilized	Office of Research and Innovation, including the Associate Dean for Research and Innovation, the Research Institute (led by a faculty director hired in 2017), and the Office of Grants and Contracts.

Goals - Real Time

	Newly developed college research committee with faculty and/or leadership from each department. Research Institute Leadership Team with faculty representatives from each department and research center.
Goal Continuation	Continue with all current initiatives (e.g., improving post-award support process, showcasing college impact, increasing national reputation in teacher education research, hosting annual all-college PhD student orientation, increasing rigor and resources related to PhD programming, hosting annual internal college conference, offering internal support for grant development, allocating resources for seed funding or other research incentives).
Goal Upcoming Plans	Work in collaboration with central university units (e.g., Sponsored Awards Management, Grants and Funds Management) to improve efficiency for college grant support. Develop college impact infographics for additional stakeholder groups (e.g., other colleges/schools of education nationally). Create a formal research plan for professional development school and Carolina TIP research. Organize and host the second annual all-college PhD student orientation. Approve measurable objectives related to the recently approved aspirational statements for PhD students. Organize and host second annual internal college conference. Identify and develop new strategies to incentivize research for faculty, staff, and students.
Resources Needed	Office of Research and Innovation, including the Associate Dean for Research and Innovation, the Research Institute (led by a faculty director hired in 2017), and the Office of Grants and Contracts. Newly developed college research committee with faculty and/or leadership from each department. Research Institute Leadership Team with faculty representatives

Goals - Real Time

	from each department and research center.
Goal Notes	We have the following efforts underway to support faculty, staff and students Including Infrastructure for High Quality Research: • Process to support professional development for faculty and staff (100K) • Support for international travel (2.5K/faculty/3years) • 3-year induction program for new faculty • Internal seed funding focused on supporting applications for external funding • Staff council in support of staff • Strong pre-award and post-award support for grants via the Research Institute and Office of Grants and Contracts

Goals - Real Time

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

Goal Statement	The College will adopt technological advances whenever these advances can lead to higher quality instruction, research, and more efficient operations [to promote teaching excellence, research quality, and sustainability]. Develop a system for evaluating, prioritizing, and implementing best practice technology improvements across the College. The College will routinely consider new initiatives and address emerging education needs in a manner that capitalizes on strengths throughout the College community. 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.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Aligns with college mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Our action plan regarding technology advancements will focus on efficient operations and advancement of student, faculty, and staff support through • ongoing upgrading of current faculty/staff computers, • upgrading instructional technology in college instructional spaces, • continuing the improvement and upgrading of technology in college meeting spaces • continue the implementation of Blackbaud Award Management through one full cycle of scholarship management to improve the student experience and make the section and award process more efficient • continue implementation of PeopleGrove mentor system to provide high-quality mentorship of current students to improve the student experience and to create ongoing collaborations with alumni and other connected stakeholders. We will begin using the

Goals - Real Time

	system to match mentors with mentees in AY 20-21.
Achievements	One of our goals for this past year was to implement the Blackbaud Award Management and Donor Stewardship system is being implemented in AY 19-20. This system will improve the student experience and make the section and award process more efficient. All College scholarships with criteria were entered into the system and students have submitted the online application. The successful implementing this new system will continue into the next academic year, as we manage a full cycle within this new system. Implemeting PeopleGrove, a system that has the ability to match mentors with mentees, was also a goal for this past year. While some initial work has been done, the first year of implementation will be AY 20-21. Successful implementation of this system will continue to be a goal for next year. This system can also be a stand-alone CRM or integrate with Slate, Ellucian, and Salesforce, all systems used at USC. In addition to these initiatives, over the past two years, the college has: • Replaced 22 faculty/staff computers • Replaced 40 GA lab computers • Added 8 additional SWIVL stations for remote student teacher supervision • Upgraded A/V technology in Wardlaw 274-N conference room • Added mounted PTZ webcam and microphones to improve virtual meeting capabilities • Replaced aging projection system in Wardlaw 274-M with 70" touch panel with funds provided by donor. • Added 8 new iPads for Carolina Life to improve instruction capabilities and learning opportunities for those students with a unique set of instructional requirements.
Resources Utilized	Currently, financial commitments and committee work have planned for these implementations.
Goal Continuation	Upgrading and advancing effective technology is an on going process. Our specific ongoing goals as listed above are: • ongoing upgrading of current faculty/staff computers, • upgrading instructional technology in college instructional spaces, • continuing the improvement and upgrading of technology in college meeting spaces • continue the implementation of Blackbaud Award Management through one full cycle of scholarship management to improve the student experience and make the section and award process more efficient • continue implementation of PeopleGrove mentor system to

Goals - Real Time

	provide high-quality mentorship of current students to improve the student experience and to create ongoing collaborations with alumni and other connected stakeholders. We will begin using the system to match mentors with mentees in AY 20-21.
Goal Upcoming Plans	We will work with various stakeholders to advance these goals as listed above.
Resources Needed	The College of Education budgets for these upgrades and technology advancement.
Goal Notes	None

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Engage in College-level Strategic Planning

Goal Statement	The College of Education will engage in strategic planning during the 2020 - 2021 academic year.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Through strategic planning, the College of Education will evaluate its mission, vision and values to ensure alignment with: • University of South Carolina priorities • Anticipated future state of the College of Education • Needs of the state of South Carolina, particularly its educational communities and stakeholders • Growth opportunities identified by students, faculty and staff
Status	Newly Established Goal
Action Plan	During the spring and summer of 2020, the College of Education will identify a process for strategic planning during the upcoming academic year, including needed facilitation, scope and stakeholder engagement. During the fall 2020 semester the College will gather data and outline draft plans for strategic priorities. During the spring 2021 semester , the College will develop plans for executing strategic priorities. During spring 2021 and beyond, the College will execute those plans.
Achievements	This goal will be achieved through multiple phases: 1. Creating a process for strategic planning 2. Executing strategic planning 3. Summarizing outcomes from strategic planning 4. Establishing College structures and resource allocation in accordance with outcomes from strategic planning 5. Measuring the effectiveness of actions taken as a result of strategic planning

Goals - Looking Ahead

Resources Utilized	The College of Education will identify needed facilitation for strategic planning, and gather tools, such as surveys and focus group protocols to engage in strategic planning exercises. Depending upon the outcomes, additional resources may be used.
Goal Continuation	Not applicable.
Goal Upcoming Plans	Not applicable.
Resources Needed	Depending upon the outcomes, additional resources may be used.
Goal Notes	None

Academic Programs

Program Rankings

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

In 2020, ShanghaiRanking.com’s Global Ranking of Sport Science Schools and Departments ranked UofSC’s Department of Physical Education #1 in the country and #13 in the world.

The Best Schools 2020 #6 of Top 30 Online M.Ed. Programs; this ranking includes our M.Ed. in Teaching(3GED301AMED), M.Ed. in Administration (3GED351AMED), and M.Ed. in Educational Technology (3GED389AMED).

2020 BestColleges.com Best Online and Campus Colleges #6 in South Carolina, Online Master's in Education #20; this ranking includes our M.Ed. in Teaching(3GED301AMED), M.Ed. in Administration (3GED351AMED), and M.Ed. in Educational Technology (3GED389AMED).

2021 U.S. News and World Reports Best Online Master’s in Education Programs Rank #23; this ranking includes our M.Ed. in Teaching(3GED301AMED), M.Ed. in Administration (3GED351AMED), and M.Ed. in Educational Technology (3GED389AMED).

2021 U.S. News and World Reports Best Online Master’s in Curriculum & Instruction Programs Rank #26; this ranking includes our M.Ed. in Teaching(3GED301AMED).

2021 U.S. News and World Reports Best Graduate Schools of Education Rank #78; 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.

The College of Education had 21 distance delivery course proposals approved or submitted for approval. Existing courses adding distance delivery are EDEX 582, EDEX 691, EDEX 715, EDEX 716, EDEX 750, EDEX 891, EDRD 776, and EDSE 528. New courses with distance delivery are EDCE 210, EDCE 340, EDCE 350, EDCE 360, EDEC 335, EDCE 570, EDEX 670, EDEX 671, EDEX 714C, EDEX 796C, EDLP 737, EDRM 715, and EDUC 610. These represent courses proposed during the 2020 calendar year.

The College successfully launched two new concentrations of the 100% online Ed.D. program. The STEM Education concentration began in Summer 2020 and the Education Systems Improvement concentration admitted its first cohort in Fall 2020.The College also moved the M.Ed. in Language and Literacy program to 100% online delivery beginning in Fall 2020, and the M.Ed. in Educational Psychology and Research has received approval for 100% online delivery.

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.

After Board of Trustees and CHE approval, the Ed.D. program was relaunched as the Ed.D. in Educational Practice and Innovation with two additional concentrations. This title better

reflects the concentrations in the program, allows students to more readily identify with the program and is more in line with students' educational needs. This also reflects the College of Education's commitment to "bridging the gap among theory, research and practice to promote excellence in teaching and learning within and across educational contexts" as described in the mission of the College. The additional concentrations are in Education Systems Improvement and STEM Education, bringing the number of concentrations in the program to four.

The Carolina Collaborative for Alternative Preparation (CarolinaCAP) is in its first year of enrollment. This is a non-degree pathway leading to full teacher certification for candidates in partnering, rural districts. CarolinaCAP currently has 50 new alternative route teachers in classrooms in 13 rural districts across the state. Another program designed to certify new teachers in South Carolina, the Transition to Teaching program, is also in its first year. This residency program prepares new elementary and middle level teachers for the State's rural communities. These teachers are certified through CAP and receive a master's degree from UofSC while complete a teacher residency model. T2T operates in Colleton and Orangeburg counties.

Program Terminations

Academic Programs that were newly terminated or discontinued during the Academic Year.
No programs were terminated this academic year.

Academic Initiatives

Experiential Learning For Undergraduates

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

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

Clinical Experience Field Placements Partnership Sites provide opportunities in 51 SC school districts (4 additional pending MOUs) 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 and Professional Development Districts (PDS - 23 total; PDS- D - 1 total) provide clinical placements for practicum and internship opportunities, but also allow for collaborative community-based research. The PDS network offers participating schools a three-year commitment encompassing: a demonstrated emphasis on inquiry-based teaching and learning; the presence of a critical mass of faculty working with UofSC 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 UofSC 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 UofSC 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 UofSC initial teacher licensure candidates complete an average of 420 hours in their full time or directed student teaching. Using an average of 7 hours per instructional day, student teacher candidates complete at minimum 60 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.

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

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

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

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

Experiential Learning For Graduate Students

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

The Advanced Programs in Education Committee (APEC) meets regularly to discuss and improve graduate studies. The purpose of the committee is to provide a mechanism for communication and decision-making related to all advanced programs within the Professional Education Unit. APEC is comprised of at least one representative from each advanced education program area along with support staff and COE leadership.

PhD. Orientation - An evening orientation for all incoming PhD candidates, coordinated by the Associate Dean for research provides an opportunity for new PhD candidates to come to campus, meet faculty, and learn about research opportunities.

PDS Fellowship - Each year, the COE invites applications for doctoral fellowships aimed to support practicing teachers and administrators within the Professional Development Schools (PDS and PDS-D) network who are completing the Doctor of Education (Ed.D.) program at UofSC. The goals of this fellowship program are to:

Academic Initiatives

- Enhance the scholarly productivity of the Professional Development School settings
- Extend collaborative enterprises between the University and PDS partners
- Support teacher leadership in using improvement science to address relevant and pressing needs within school settings

APEC implemented an 18-hour credit hour research minimum for all PhD programs in the College of Education.

APEC created the following six PhD research aspirational statements that are used by all PhD programs for programmatic planning and internal review processes.

1. PhD students will contribute to scholarly knowledge in their field through participating in national/international conferences, peer-referenced journal publication, and other modes of dissemination.
2. PhD students will demonstrate understanding of relevant frameworks through scholarly activities.
3. PhD students will demonstrate expertise in relevant research methodologies.
4. PhD students will demonstrate leadership skills in conducting collaborative research with peers, faculty and or community partners.
5. PhD students will engage in grant proposal writing and funding opportunities.
6. PhD students will demonstrate understanding of contemporary and historical context of educational inequity and social justice in the US and globally and its impact on their research.

Affordability

Assessment of affordability and efforts to address affordability.
The College is working with the 2-year Palmetto College campuses to update our transfer plan so that it allows students to remain enrolled at the 2-year campus for 4 full semesters before transferring into the online BA in Elementary Education. This plan allows students to stay on track toward graduation during the first two years by taking some College of Education courses while still enrolled at the 2-year campus, allowing students to pay the lower 2-year campus tuition rate. We are working with the Palmetto College office and the 2-year campus Deans to begin promoting this program. This arrangement with the Palmetto College campuses and our Tech2Teach transfer pathways with 4 of the SC Technical Colleges give students more affordable pathways to complete an undergraduate teacher education programs.

The College of Education has 41 foundation funds from which to award student scholarships. In 2020-2021, the College offered a total of $77,000 in scholarship funds to 62 new and current students.

Reputation Enhancement

Contributions and achievements that enhance the reputation of UofSC Columbia regionally and nationally.
As the flagship institution of higher education in the state, the College of Education is a leader among our state peers and nationally. We accomplish this by maintaining our accreditations

and program rankings by US News and World Report and Best Colleges. We were the first institution in the state to undergo the recently merged teacher preparation accreditation body CAEP. Our innovation in Professional Development Schools and the Carolina Teacher Induction Program have received national and state awards and recognition.

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

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

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

Challenges

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

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

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

Faculty Population

Faculty Employment by Track and Title

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

Table 1. Faculty Employment by Track and Title.

	Fall 2020	Fall 2019	Fall 2018
Tenure-track Faculty	75	81	81
Professor, with tenure	22	19	21
Associate Professor, with tenure	33	38	30
Assistant Professor	20	24	30
Librarian, with tenure	0	0	0
Research Faculty	8	9	6
Research Professor	2	2	1
Research Associate Professor	3	3	3
Research Assistant Professor	3	4	2
Clinical/instructional Faculty	18	17	15
Clinical Professor	0	1	1
Clinical Associate Professor	5	3	3
Clinical Assistant Professor	13	13	11
Instructor	0	0	0
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	85	91	86

Faculty Population

Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See this link: https://nces.ed.gov/ipeds/Section/collecting_re

Table 2. Faculty Diversity by Gender and Race/Ethnicity.

	Fall 2020	**Fall 2019**	**Fall 2018**
Gender	106	113	108
Male	45	49	44
Female	61	64	64
Race/Ethnicity	106	113	108
American Indian/Alaska Native	1	1	2
Asian	6	5	3
Black or African American	15	17	15
Hispanic or Latino	5	4	5
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	3	5	5
Two or More Races	1	1	1
Unknown Race/Ethnicity	1	0	0
White	74	80	77

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

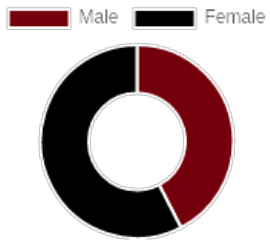
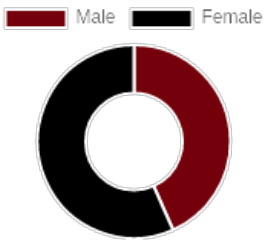
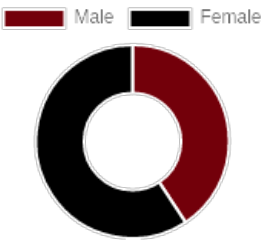
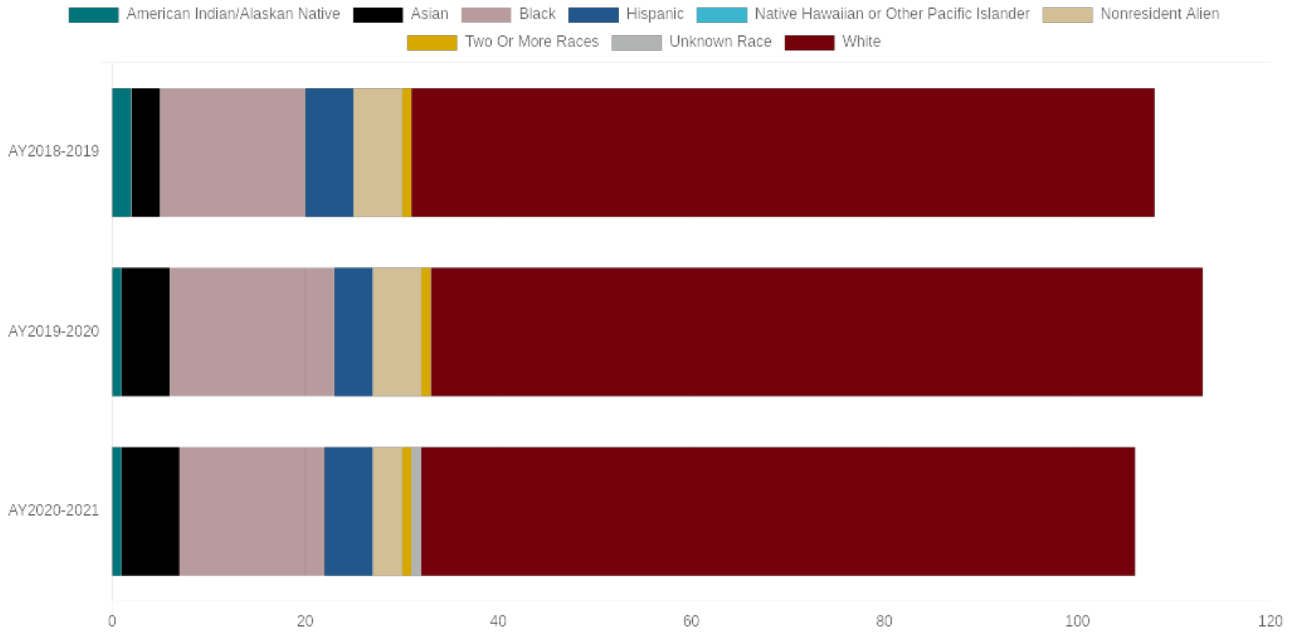
2020 Faculty Gender	2019 Faculty Gender	2018 Faculty Gender
		

Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:
1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member for the appropriate fiscal year (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.

An identified area of challenge to move forward is the amount of funding awarded to ITE. An identified area of opportunity is that the College can continue to leverage our expanding research infrastructure; this will serve to promote larger-scale grant submissions.

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

- Updating internal post-award support procedures for grants and contracts. Given an increase in funding within the College of Education, the Office of Research and Innovation worked with faculty and staff to update and increase the efficiency of the procedures for supporting investigative teams (particularly PIs) who are awarded grant or contract funding.
- Demonstrating the economic impact of the College of Education College to state legislators. The Associate Dean for Research and Innovation worked with multiple offices in the college (e.g., Development, Academic Affairs, Communications) to collate and disseminate data about the economic impact of the college on the state.
- Leverage existing platforms to increase research and scholarship. The Associate Dean for Research and Innovation worked with the Research, Evaluation and Measurement (REM) Center, the Office of Academic Affairs, the Assistant Dean for Professional Partnerships, and numerous faculty to advance the research agenda and opportunities for scholarship related to Professional Development Schools and the Carolina Teacher Induction Program (TIP), which represent two of the college's most successful initiatives and align with the researcinterests and expertise of faculty in ITE.
- Office of Research and Innovation Research Committee. The Office of Research and Innovation, with the support of the Dean, created a research committee to represent the research interests and goals of the college. The committee is charged with working across the college to identify and pursue strategies that increase the alignment of the college with the R1 status of the university and its peer and aspirant peer institutions. For example, the committee worked closely with the college's Advanced Programs in Education Committee to develop and approve research-focused aspirational statements for PhD students.
- Equity and Justice Symposium. The Office of Diversity, Equity and Inclusion is working closely with the Office of Research and Innovation to host an internal conference this April, which will focus on themes related to issues of equity and justice. This event will expose College of Education faculty and students to each other's research and scholarship with the intent of increasing awareness, fostering collaboration, and advancing the mission of the

college with respect to diversity, equity and inclusion.
- Grant Development Workshop Series. The Research Institute and the Office of Grants and Contracts (arms of the Office of Research and Innovation) created the Grant Development Workshop Series to support faculty, staff and students in their work related to proposing and managing sponsored awards (please see Faculty Development below for more information).
- Internal seed grant competition. The Office of Research and Innovation developed and opened an internal seed funding opportunity for faculty to support faculty research designed to enhance proposals for external funding.
- The Office of Research and Innovation has continued with its existing initiatives (e.g., newsletter featuring college research and scholarship news, annual research showcase, mentoring initiative to support junior faculty in the college, interdisciplinary research group comprised of researchers from multiple units on campus).

Faculty Development

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

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

The Grant Development Workshop Series is a new opportunity for College of Education faculty, staff and students to learn about the ins and outs of the pre- and post-award process related to grants and contracts. The series includes nine workshops, which address topics ranging from identifying grant opportunities and budgeting to what to do once an award is funded or not funded.

Departments continue to offer faculty research incentives tied to developing lines of inquiry, attaining national/international stature, and pursuing other activities consistent with the R1 status of the university. Each department is unique in its funding scheme. Examples include giving faculty money to present research at academic conferences, rewarding faculty for high-level journal publications, and supporting graduate student assistantships.

Other Activity

Patents, Disclosures, and Licensing Agreements for FY 2020

Supplemental Info - Faculty Information

Any additional information on Faculty Information appears as 'Appendix 1. Faculty Information' (bottom).

Supplemental Info - Faculty Information

Faculty Information

Any additional information on Faculty Information appears as 'Appendix 2. Faculty Information' (bottom).

Teaching

Faculty to Student Ratio

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

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

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

Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.
EAB Analytics no longer recommends the use of faculty to student ratios, and instead recommends the inclusion of student credit hrs taught per instructional FTE. Fall, Spring, and Summer FY20 indicates an average of 254.6 SCHs taught per instructional FTE. By comparison, FY19 the average SCHs taught per instructional FTE was 262.6. In relation to traditional metrics, the faculty to student ratio for Fall 2019 of 15:1 (as calculated by EAB Analytics Report) was much higher than the calculated faculty to student ratio for Fall 2018 of 8.78:1 and Fall 2017 of 11:1. The slightly lower SCHs per FTE is likely a result of decreased total undergraduate headcount, and increased total graduate headcount where section sizes tend to be smaller.

Table 4. Faculty-to-Student Ratio.

	Fall 2020	**Fall 2019**	**Fall 2018**
Analysis of Ratio	01:9.3	01:8.5	01:8.8

Student Recruiting and Retention

Student Recruitment

Efforts, including specific actions, to recruit students into College/School programs.
The College of Education continues to be guided by its recruitment and retention plan. Four focus areas of the plan that relate to recruitment efforts are: Access and Outreach, Communicating with Prospective Students, Marketing Academic Programs, and Yield Activities.

Access and Outreach
Access and outreach activities described in the plan include online delivery of academic programs, articulation agreements, involvement in the SC Teacher Cadet program for high school students, and diversity initiatives such as the Apple Core Initiative (ACI), among other initiatives. Additionally, we consider curriculum design an element of accessibility in terms of delivery mode, required credit hours, and other designs that impact the accessibility of our programs.

The College of Education maintains articulation agreements with four technical colleges in South Carolina (Midlands Technical College, Orangeburg-Calhoun Technical College, Central Carolina Technical College, and Horry-Georgetown Technical College). These transfer plans with our technical college partners are branded as Tech2Teach. To provide easy access to these transfer plans, we have created a Tech2Teach website where students, faculty, and advisors at the technical colleges can find information and connect with a UofSC College of Education advisor. These agreements facilitate the transfer of students from our technical college partner campuses into undergraduate degree programs in the College of Education.

Similarly, the College maintains agreements with the UofSC Palmetto College campuses to facilitate the transfer of students on the 2-year campuses into the online BA in Elementary Education. This allows students to remain close to home while completing their bachelors degrees and gaining SC teacher certification. This year, we have worked to improve this transfer plan by working with the 2-year campus dean's and the Palmetto College office. This revised plan includes a more streamlined admission process and improved advising and marketing materials.

The Apple Core Initiative (ACI) maintained its enrollment of 19 undergraduates during the 2020-2021 academic year. This program seeks to recruit, enroll, and retain graduates from South Carolina high schools who are from historically underrepresented populations, and who may also be first generation college attendees or from rural areas of the state. This cohort-based program provides individualized academic support to students. The ACI curriculum includes opportunities to study with-in (experiences within the U.S.) and study abroad to gain a greater understanding and appreciation for global diversity, culture, and education. Upon graduation these students will help fill both a capacity and diversity void in South Carolina public schools. The program began in 2018.

The College has also pledged a financial commitment to diversifying the professoriate by partnering with the AACTE Holmes Program. During the 2020-2021 academic year, three doctoral students served as Holmes Scholars - two of whom will be graduating from the program in Spring 2021. Holmes Scholars receive a significant stipend for three consecutive years In return, the students engage in a 20hr teaching/research assistantships with 10 hours

spent in the ODEI and 10 hours with a faculty member in their own department or program. A portion of the Holmes stipend goes towards their participation in the AACTE annual meeting (which occurs every February) where they engage in special professional development sessions for Holmes Scholars from across the country as well as the AACTE Day on Capitol Hill in June where they get to meet legislators and policymakers. Day on the Hill was conducted virtually this year due to COVID 19.

The Teacher Cadet College Partnership offers high school students at partnering schools the opportunity to participate in a pre-professional education experience while earning college credit. The program is open annually to juniors and seniors at partnering schools and seeks to promote the Education profession and empower students to become stronger advocates for public education systems. Currently, the UofSC College of Education partners with 19 local high schools representing 8 school districts with approximately 400+ cadets each year. As part of this partnership, all cadet classes receive support from UofSC faculty, staff, and guest speakers, and are also invited to the UofSC campus to have an immersive university level experience.

Communicating with Prospective Students

This year provided unique challenges in connecting with prospective students, given the limitations on in-person contact. The College participated in all recruitment activities sponsored by the Office of Undergraduate Admissions, such as virtual academic information sessions and virtual student roundtables. We worked collaboratively with the UofSC Visitor Center to host virtual information sessions for prospective students and their families. We have also increased our activities related to connecting with prospective graduate students. We have continued to work collaboratively with the UofSC Graduate School to enhance communications sent to prospective students regarding general program interest and application completion. Additionally, we hosted four virtual graduate program recruitment events to connect with prospective students.

Marketing Academic Programs

The College increased its social media marketing this year though Facebook and Twitter. From 2/1/2020 through 1/31/2021, we ran 25 targeted social media advertisements that reached 867,511 people with 8,217 people clicking to our website. Compared to the previous 12 month period, this is a 56% increase in number of ads ran, a 76% increase in people reached, and a 73% increase in clicks to our website from social media ads.

Additionally, we are working with UofSC Communications and Flare Media, a digital marketing company, on three digital marketing campaigns. These campaigns will run from January 15 through the end of the Spring 2021 semester. UofSC Communications has created the creative assets, including banner ads, facebook ads, and two landing pages. Flare Media will place the ads and monitor progress of the campaigns. These will be short campaigns that will help us determine if we want to put more resources toward this strategy moving forward. The programs being targeted in these campaigns are:

1) Online Graduate Programs (primary focus on SC)
2) MEd in Education Administration (focus on SC)
3) MS in Adapted PE (focus SC, NY, CA, MN)

Student Recruiting and Retention

Yield Activities

College faculty, staff, and students support the Office of Undergraduate Admissions through our involvement with the Admitted Student Days and other yield activities. In addition to the Office of Admissions activities, we have designed a series of print communications that will go out from the College to all our newly admitted undergraduate students. Also, our faculty will host major specific virtual events to engage students admitted to their programs. We have increased our focus on yield communications for graduate program applicants and newly admitted graduate students. These new communications include incomplete application notifications, information about upcoming virtual sessions, a welcome from the college once admitted, and resources to help students navigate their initial enrollment. These increased communications are aimed to increase graduate enrollment by engaging with prospective graduate students more purposefully throughout the admissions process.

Also, we have created a new position in the College that combines some of the work of two vacated positions, while increasing our recruitment capacity. In addition to some advising responsibilities, this position will serve as an enrollment specialist and will increase our ability to effectively communicate with prospective students and applicants throughout the enrollment process. This person will work closely with our Director of Recruitment on all recruitment and yield activities, especially related to online programs.

Student Retention

Efforts at retaining current students in College/School programs.

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

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

When Praxis Core scores are received, students are contacted by the Gamecock EdQuarters office. If scores received complete the Praxis Core requirement successfully, students are sent a congratulatory email. If there is a section that is not passed, students are emailed the about the testing resources available through the ETS website. We have recognized that some of our students struggle with the state mandated PRAXIS Core tests to become a certified teacher. Previously, we used the Study Island system for our students who needed exposure to the testing format. When Study Island no longer updated their testing modules for Praxis Core tests required in SC, our solution was to make students aware of the resources that ETS provides, including videos from Khan Academy.

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

Student Recruiting and Retention

To serve both graduate and undergraduate students, the College of Education has an office of Diversity, Inclusion and Engagement. Among other activities, this office 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. We will continue an expanded focus on student organizations, student recruitment, student programming, and working to promote a culture of inclusiveness within the College.

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

Beginning Spring 2020, enhanced communication and resources will be available for graduate students. Newly admitted students in each program receive a welcome email from the Gamecock EdQuarters office. We coordinate these emails with the departments that send their own welcome emails. Consistent communication from the graduate advisors in the Gamecock EdQuarters office assists faculty advisors with communication for form completion and course registration. If available, a course rotation accompanies their advisement email. Advisement guides provide important information applicable for graduate students and the website link to the guides is sent with their advising email.

Student Enrollment & Outcomes

The following data was provided by UofSC'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 2020	Fall 2019	Fall 2018
Undergraduate Enrollment			
Freshman	103	111	115
Sophomore	132	163	178
Junior	189	207	212
Senior	255	256	231
Dual/Non-Degree	0	0	1
Sub Total	679	737	737
Graduate Enrollment			
Masters	588	473	407
Doctoral	543	498	507
Graduate Certificate	0	0	17
Sub Total	1131	971	931
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	1810	1708	1668

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification

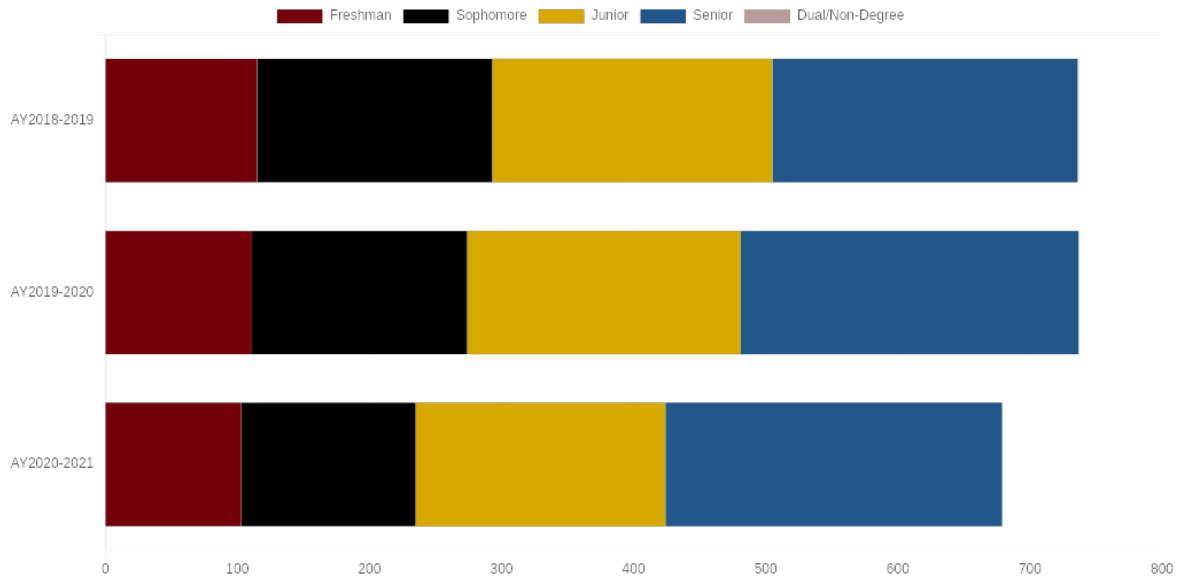
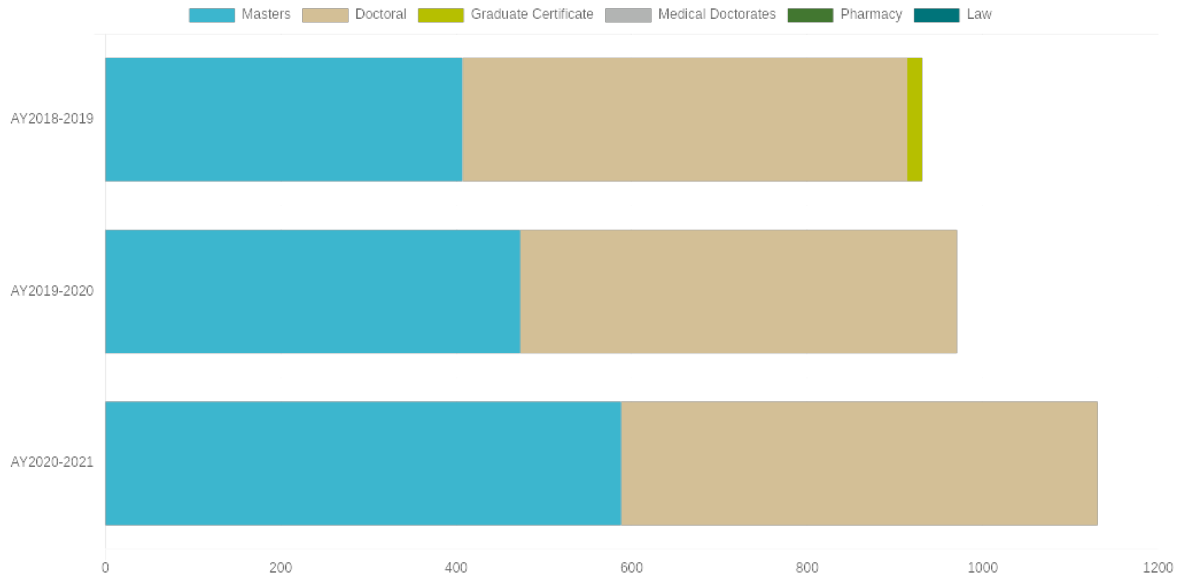
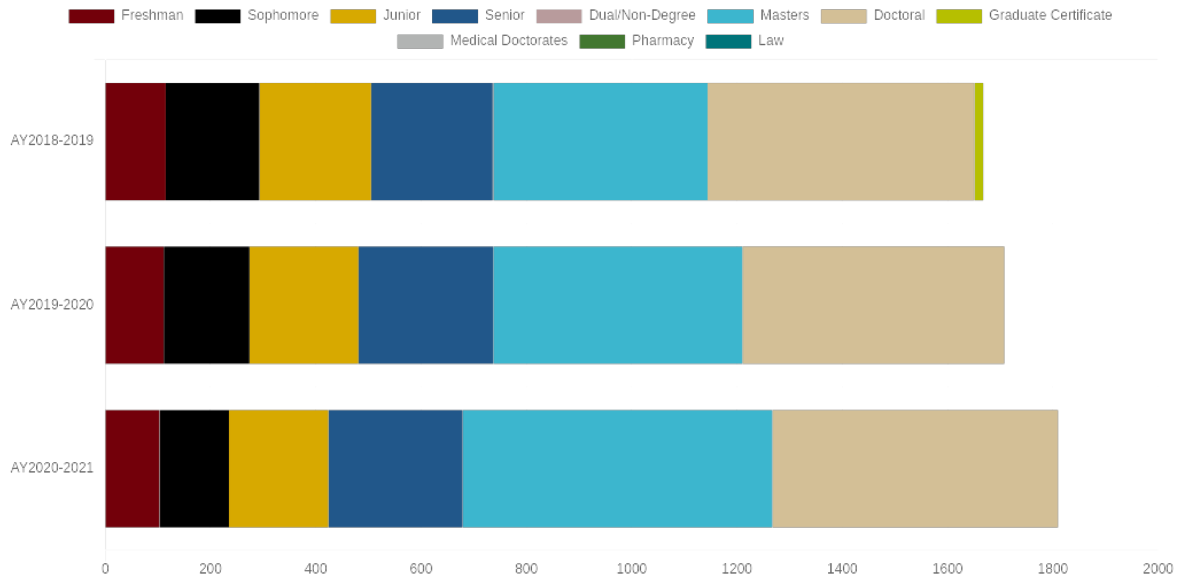


Illustration 4. Graduate/Professional Student Enrollment by Classification



Student Enrollment & Outcomes

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



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	679	737	737
Full-Time	668	723	721
Part-Time	11	14	16
Graduate/Professional	1131	971	931
Full-Time	318	256	316
Part-Time	813	715	615
Total - All Levels	1810	1708	1668
Full-Time	986	979	1037
Part-Time	824	729	631

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	679	737	737
Female	592	638	629
Male	87	99	108
Graduate/Professional	1133	971	931
Female	862	714	694
Male	271	257	237

Illustration 6. Undergraduate Student Diversity by Gender

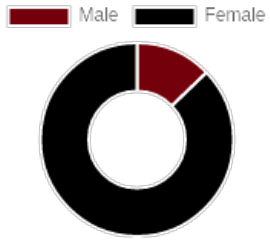
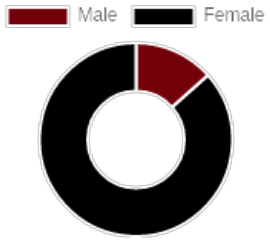
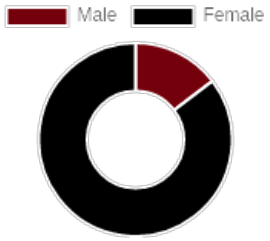
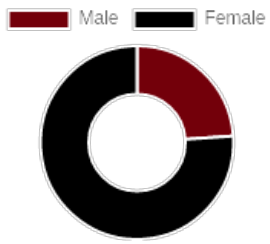
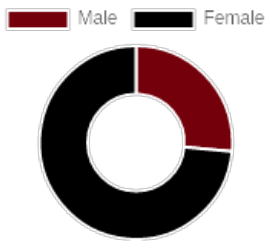
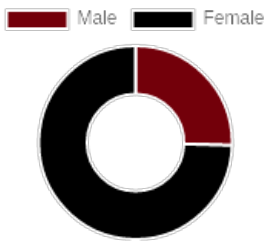
AY2020-2021 Undergrad Gender	AY2019-2020 Undergrad Gender	AY2018-2019 Undergrad Gender
		

Illustration 7. Graduate/Professional Student Diversity by Gender

AY2020-2021 Graduate Gender	AY2019-2020 Graduate Gender	AY2018-2019 Graduate Gender
		

Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	679	737	737
American Indian/Alaska Native	0	1	2
Asian	6	5	3
Black or African	65	74	79
Hispanic or Latino	28	34	29
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	1	0	3
Two or More Races	35	31	25
Unknown Race/Ethnicity	2	2	4
White	541	589	591
Graduate/Professional	1133	971	931
American Indian/Alaska Native	6	2	2
Asian	10	7	5
Black or African	239	160	162
Hispanic or Latino	36	29	26
Native Hawaiian or Other Pacific Islander	0	0	1
Nonresident Alien	32	32	26
Two or More Races	30	27	17
Unknown Race/Ethnicity	14	18	21
White	766	696	671

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

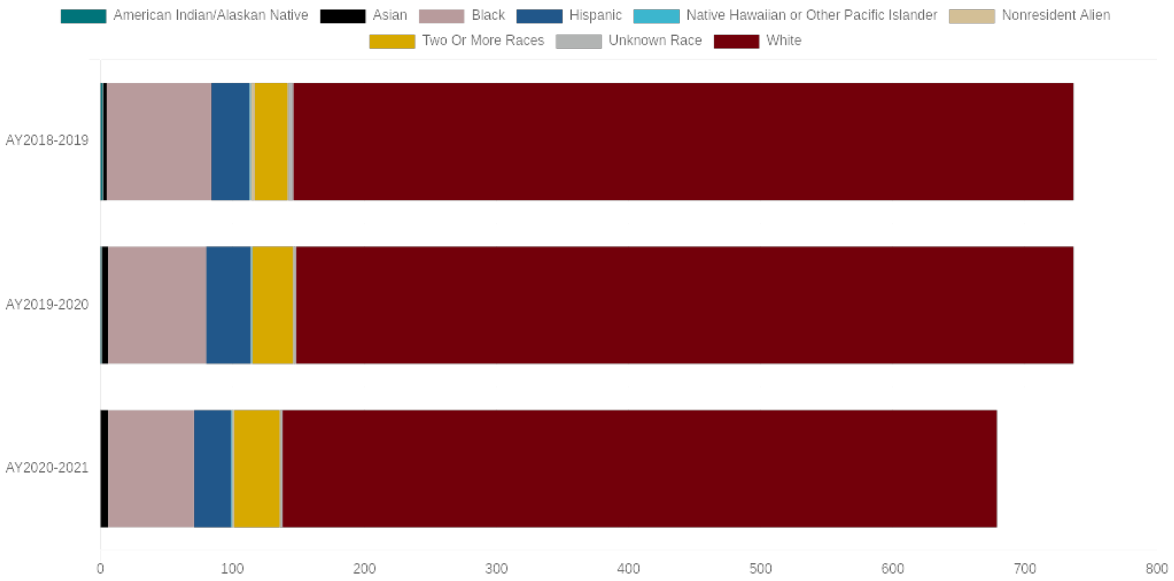
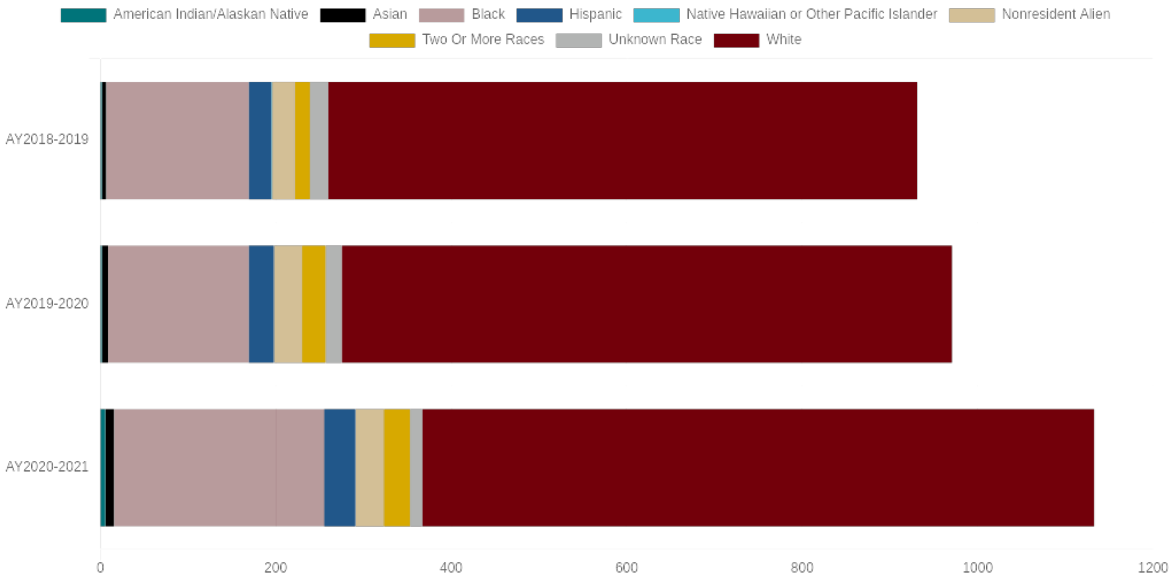


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



Student Enrollment & Outcomes

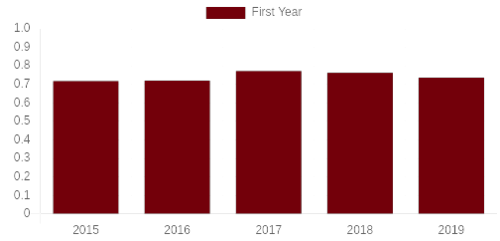
Undergraduate Retention

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

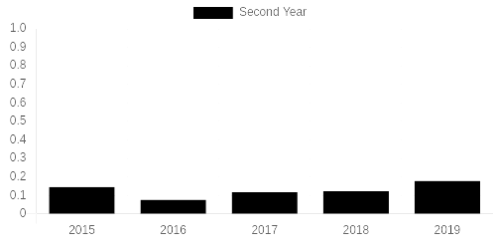
	First Year	Second Year
Fall 2019 Cohort	73.7%	17.9%
Fall 2018 Cohort	76.3%	12.3%
Fall 2017 Cohort	77.3%	11.8%

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.

	Fall 2020	Fall 2019	Fall 2018
4-Year Same Cohort	50%	55.3%	51.5%
4-Year Diff Cohort	14.3%	18.9%	20.5%
4-Year Total Cohort	64.3%	74.2%	72%
5-Year Same Cohort	54.8%	59.1%	54.5%
5-Year Diff Cohort	19.8%	24.2%	22.7%
5-Year Total Cohort	74.6%	83.3%	77.2%
6-Year Same Cohort	55.6%	59.1%	54.5%

Student Enrollment & Outcomes

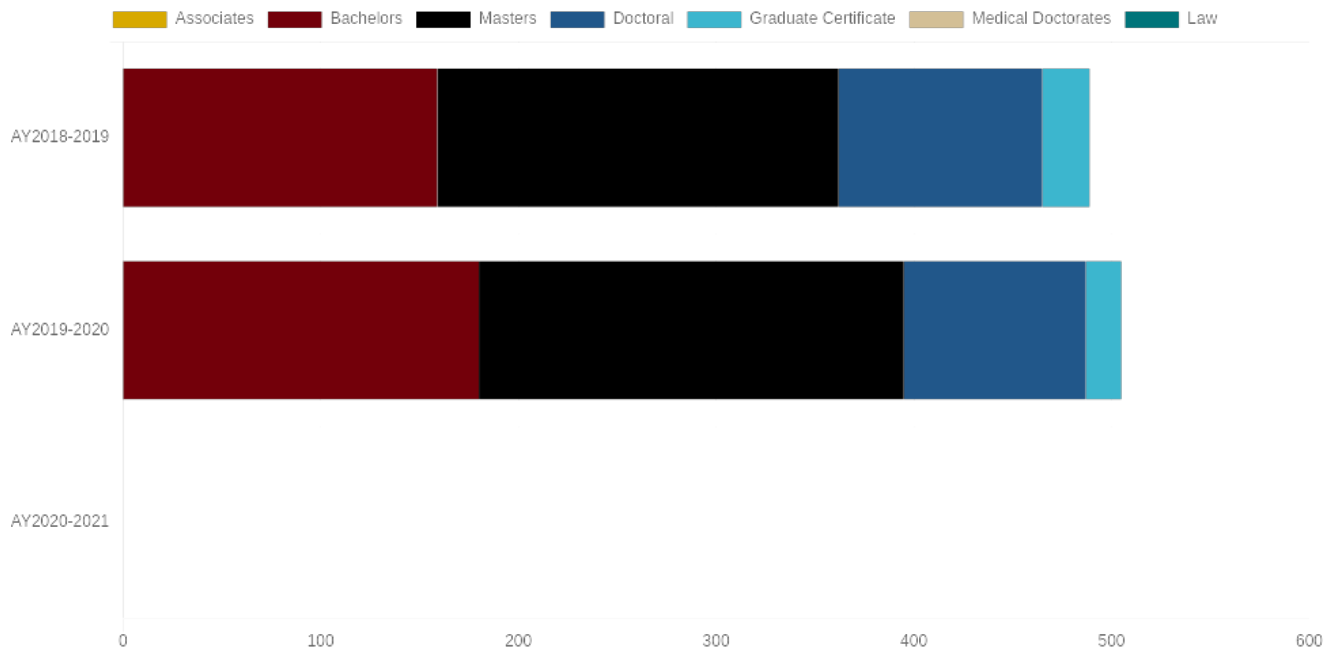
6-Year Diff Cohort	21.4%	24.2%	23.5%
6-Year Total Cohort	77%	83.3%	78%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2020	Fall 2019	Fall 2018
Associates Degree		0	0
Bachelors		180	159
Masters		215	203
Doctoral		92	103
Medical		0	0
Law		0	0
Pharmacy Doctorate		18	24
Graduate Certificate			

Illustration 11. Degrees Awarded by Level



Faculty Awards Nominations

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

Faculty Research Awards Nominations

No Award Nominations have been entered for this section.

Faculty Awards Nominations

Service Award Nominations

Recipient(s)	Award	Organization
Bryan, Michelle	MLK Social Justice Award	UofSC

Faculty Awards Nominations

Teaching Award Nominations

Recipient(s)	Award	Organization
Dawes, Molly	College of Education Teaching Award	UofSC College of Education
Anders, Allison	Michael J. Mungo Graduate Teaching Award	UofSC

Faculty Other Awards Nominations

No Award Nominations have been entered for this section.

Faculty Awards Received

Faculty were recognized for their professional accomplishments in the categories of Research, Service, Teaching, or Other.

Research Awards

Recipient(s)	Award	Organization
Compton-Lilly, Catherine	Honorary Chair Professor	National Tsing Hua University, Taiwan
Jeffries, Rhonda	Outstanding Book Award	Society of Professors of Education
Vogler, Kenneth	Distinguished Paper Award	American Educational Research Association
Schramm, Susan	Distinguished Paper Award	American Educational Research Association
Tran, Henry	National Education School Reform and Turnaround Emerging Scholar	American Educational Research Association
Yao, Christina	Excellence in International Research	American College Personnel Association
Yao, Christina	2020 Best Article	Comparative and International Education Society. Study Abroad & International Students SIG
Plotner, Tony	Mary Switzer Distinguished Fellowship	National Institute on Disability, Independent Living, and Rehabilitation Research
Yell, Mitch	Researcher of the Year	Council for Exceptional Children
Hebert, Tom	Distinguished Scholar Award	National Association for Gifted Children
Tang, Hengtao	Presidential Award	Society of International Chinese in Educational Technology
Tang, Hengtao	Best Paper Award	Eighth International Conference on Educational Innovation through Technology

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Cook, Daniella	MLK Social Justice Award	UofSC
Yell, Mitch	Reviewer of the Year	Council for Exceptional Children
Anders, Allison	Leonard Maiden Spirit of Service Award	UofSC College of Education

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Cook, Daniella	"Thomas Lowell “Tom” Buckland Memorial Teachers of Excellence Award"	South Carolina Council for the Social Studies

Faculty Awards Received

Other Awards

Recipient(s)	Award	Organization
Tang, Hengtao	New Faculty Mentoring Program Award	American Educational Research Association

Alumni Engagement & Fundraising

Alumni

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

The Office of Development in the College of Education has made large investments in both development and alumni relations initiatives. The Director of Development and Coordinator for Special Events and Alumni Relations seek 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 the quality faculty, students and alumni, and engaging all alumni and friends of the College of Education in a way that is meaningful to them.

Traditionally without the impact of COVID-19, the College of Education will host different events and initiatives the include but are not limited to: Cockaboose Pre-game Tailgate Event, Annual Scholarship Luncheon for Donors, Homecoming Alumni Tailgate (FY21 planned event is Burgers and Bowties), Retired Faculty Luncheon, annual holiday gifts to community partners and donors, and specialized events highlighting different departments in the college ranging from socials to networking panels. Additionally, 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.

If restrictions for COVID-19 continue, there will be a continued emphasis on virtual events to engage alumni and donors. Events consisting of Zoom panels, children's reading night on Facebook Live and other social events will be hosted virtually.

Originally planned for May of 2020 was a new event that has been added to the college's robust list of engagement opportunities known as Stakeholder's Day. Due to COVID-19, the event was cancelled, however it would be the goal to reschedule for the first annual edition in Spring of 2022. This event will bring together community leaders, alumni and friends that want to learn about programs and research in the College of Education. The event will allow stakeholders to provide feedback, ask questions and be a part of the College of Education team as the goal is to transform lives and communities through education. The invitees to this event are identified as potential prospects that will be cultivated to give back to the college.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

In FY20, the College of Education raised $1,100,000 which was an increase of ~$750,000 in FY17. Through establishing endowed scholarships, seeking programmatic dollars from local corporations and foundations, and promoting the Dean’s Circle, the college has been able to exceed previous annual goals in years between university campaigns. The College of Education has also completed two giving day campaigns, Give4Garnet, and collectively raised over $100,000 in cash to support CarolinaLIFE and CarolinaTIP.

The CarolinaTIP Corporate Partners in Philanthropy continues to be the most successful

fundraising initiative of the college the raises unrestricted dollars to CarolinaTIP, a program focused on the mentoring and coaching of our recent graduates during their first three years in the classroom. The program has grown to include corporate partners and foundations including Colonial Life, South State Bank, Nord Family Foundation and Lipscomb Family Foundation.

Planned giving opportunities and annual giving continue to be the next and most robust opportunities for the College of Education to raise money. The college's best prospects are current and former educators who come from backgrounds where making annual gifts or thoughtfully planning to leave future gifts in their estate plan are often the best options. Additionally, the opportunity to gift their robust state retirement plans is a gift opportunity that works well for this constituency group. The Office of Development works closely with the Central Development team to collaborate and solicit these potential donors. Much of what can be done to raise support for the college is preparing for the future and documenting planned gifts to create more scholarships for the future.

Supplemental Info - Alumni Engagement & Fundraising

Any additional information on Alumni Engagement & Fundraising appears as 'Appendix 3. Alumni Engagement & Fundraising' (bottom).

Community Engagements and Community - Based Activities

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

As of January 2021, there is a College of Education Partnership in:

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

Partnerships and collaboration between a variety of organizations and agencies are critical to improving education throughout the state, as well as a demonstration of our status as the flagship institution. Through our combined strength, partnerships established by the COE are far more effective at diagnosing problems, offering solutions, establishing best practices and creating sustainable models than what any individual entity can achieve alone. And although each partner brings a unique perspective to the table, all are passionate about learning outcomes, and are committed to improving the lives of students, teachers, schools and communities SC. As a result, we're making a huge impact on the economic future of our state.

To see more extensive details on our partnerships, including information by school district and project, download our partnerships matrix [pdf]. Several of our partnerships are highlighted below to demonstrate our commitment to community engagement. In addition, extensive discussion of community engagement is evidenced in the section on Collaboration.

The **Center for Educational Partnerships (CEP's)** mission is to collaborate with schools to meet the educational needs of communities. The Center for Educational Partnerships publishes an Index of Partnerships that outlines the many vital collaborations taking place within schools, districts and agencies across the state. As you will see, our work is far reaching – the UofSC College of Education has at least one partnership with nearly 20% of schools and 73% of districts in South Carolina.

CEP is a consortium of ten core education programs and initiatives. Together with additional affiliate organizations, we carry on our mission 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).
Our Core Partners are:

- SC School Improvement Council
- SC Geographic Alliance

Community Engagement

- SC Educational Policy Center
- The SC Middle Grades Initiative
- The Writing Improvement Network
- Carolina Teacher Induction Program
- UofSC Professional Development Schools Network
- Center for Teaching Quality
- Office of Educational Outreach
- Carolina Family Engagement Center

Professional Development Schools Network (PDS)has been in existence for 30 years and is an integral part of the educator preparation unit at UofSC. With 23 active schools in five Midlands school districts, the PDS Network fosters vibrant partnerships which allows the COE to leverage our partnership expertise to engage in important and impactful work. The PDS Coordinating Council is comprised of three members from each PDS to include the administrator, clinical adjunct and university liaison. The coordinating council membership of 69 PDS stakeholders, supported by staff from COE, allows for ongoing evaluation and discussion of our work together. Co-Chairs are elected from the coordinating council to plan meetings and make executive level decisions about the direction of the PDS Network. The PDS Coordinating Council meets approximately six times per year. Four of these meetings are hosted at various PDS sites and another meeting is held at the NAPDS Conference. The last meeting of the year is a network-wide conference called Inquiry Matters followed by our annual writing retreat. The PDS Network won the Exemplary Achievement Award in 2019 for its work in schools in our community. The theme of the PDS work for 2020-2021 is Envisioning Our Next 30 Years. Participants have been engaged virtually in dismantling racist practices and promoting social emotional learning in PDS sites. The Mission of the PDS Network is to establish and maintain “sandboxes” for research and innovation where University and Public School Partners collaboratively investigate student learning, professional development, clinical preparation, and induction to institutionalize best practices across teacher learning contexts.The first PDS meeting at UofSC was held on October 4, 1990. Since that time, PDS has grown and remained a critical component of how we prepare educators in the COE. UofSC has one of the largest and longest-standing PDS Networks in the nation.

In collaboration as **PDS-District** partners, School District 5 of Lexington and Richland Counties (LR5) and the COE are working to enact the principles of Improvement Science to enhance the social, emotional, and physical well-being of students and staff to ultimately yield academic gains and to provide practitioners continued opportunities for professional learning. This direct engagement with a local community has three goals: 1) Collaborate with teachers and staff in the design, evaluation, and implementation of evidence-based practices (e.g., curriculum, professional development, research) that lead to sustained positive outcomes thus ensuring the emotional, social, physical well-being of preschool-aged children. 2) Utilize principles of Improvement Science to enhance and support all stakeholders’ knowledge and application of evidence- based practices related to the social, emotional, and physical well-being of students and staff in the educational environment. 3) Place an emphasis on inquiry by hosting the annual Elementary-Early Childhood and Secondary Inquiry Matters Conference.

Another important community-based activity that is supported by COE is the **Midlands Educator Effectiveness Roundtable** (MEER). Established in 2016 by COE and nine school

districts, MEER brings together the people in the community who work specifically in the area of educator effectiveness. This roundtable gives members a chance to network with others in like positions to deal collectively with the issues they face. In 2019-2020 and 2020-2021, MEER has been hosted by the Lexington One School district and is becoming more action and advocacy oriented.

The **Awake Center** is an acronym for the Advancement of Workforce And Knowledge Economy, which is a South Carolina Center of Excellence. The purpose of the Centers of Excellence grant program is to enable eligible institutions to serve as resource teacher preparation programs. These resource centers develop model programs, conduct research, disseminate information, and provide training for K-12 and higher education personnel in the center's specific area of expertise.
The AWAKE Center is a community outreach and professional development initiative funded by the South Carolina Commission on Higher Education. The Center includes these areas of focus:

- Preparing students for careers in teaching science, technology, engineering, and mathematics (STEM).
- After graduation, guaranteeing placement of students in teaching positions in rural South Carolina communities.
- Partnering with businesses and organizations to advance rural South Carolina communities in industry, knowledge and economic growth.
- Offering professional development for teachers in rural school districts that integrates problem-based learning in all subject areas.

The mission of the **Carolina Family Engagement Center** (CFEC) is to help families from underserved populations become engaged and stay engaged in their local schools and the educational successes of their children. The Carolina Family Engagement Center is focused primarily on aiding underserved students and their families (low income, English learners, those with disabilities, those in foster care, migrants, homeless, and marginalized communities). Part of the South Carolina School Improvement Council at the University of South Carolina's College of Education, the center works to enhance student achievement, foster school improvement, and to build the capacity of all stakeholders to develop effective partnerships through stronger family engagement. The Carolina Family Engagement Center offers its tools, trainings, and materials to all stakeholders statewide through its website and other venues.

The **Accelerator for Learning and Leadership for South Carolina** (ALL4SC) marshals resources from the entire university in order to address the serious challenges facing South Carolina's highest-need school communities — accelerating economic mobility and academic achievement while also helping young people and their families live better lives. The Accelerator for Learning and Leadership for South Carolina (ALL4SC) is one of eight funded research and outreach projects which are part of the University's Excellence Initiative, launched by its Board of Trustees to fuel innovations in teaching and learning across the state.

The above information provides a glimpse into the engagements and activities COE faculty,

staff and students have with the broader community.

Community Perceptions

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

UofSC led the way with national accreditation of its educator preparation program in 1969 when it became the first in the state to seek and achieve national accreditation through NCATE. UofSC was the first in SC to successfully complete accreditation through the Council for the Accreditation of Educator Preparation (CAEP) in 2018. CAEP highlighted several key initiatives which lead to positive community perceptions:

- strength of PDS Network
- recruitment and retention efforts to attract diverse teachers
- CarolinaTIP, 3 years of support to graduates as they navigate the induction years of teaching
- quality assurance system which allows for data review and decision-making
- positive feedback from school administrators on the preparedness of graduates

Each year, employers of our graduates in their first, second, and third years of teaching complete an employer satisfaction survey and participate in focus groups across the Midlands. In AY 2019-2020,

- Employers felt our graduates were most prepared in the following areas:
  - Collaboration with school-based colleagues & staff
  - Alignment of teaching with state standards
  - Content/subject matter
  - Instructional & pedagogical content knowledge
- Based on their experiences with our graduates, 100% of respondents reported that they would hire more UofSC graduates for induction teaching positions, which is consistent with our 2017-2018 and 2018-2019 graduates.
- Based on open-ended questions, employers found our graduates to be eager to learn, passionate, professional, and strong in content and knowledge areas.

Faculty and staff in the COE have intentionally worked to enhance our reputation in the broader community by engaging with them. Through community outreach and preparing outstanding educators, the COE has earned a very positive view from the community and state it serves.

Incentivizing Faculty Engagement

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

Incentivizing faculty to be engaged in the work that is part of the community engagement and

collaboration was a goal of the COE Office of Professional Partnerships for 2019-2020. The assistant dean for Professional Partnerships developed a power point presentation about faculty engagement and presented it to each department and to a group of new faculty.

Several examples of faculty incentives are shared below.

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

The **Office of Educational Outreach** (OEO) also provides incentives for faculty and departments to engage in offering courses to schools, districts and agencies under a contract. Faculty are paid to teach an additional class through OEO. This is a two-way benefit in that faculty earn extra income while also promoting the COE across the state. One such contract involves the creation and delivery of a master's degree program in mathematics education for the Aiken County Schools. Faculty were able to develop a program customized to meet the needs of this district. Numerous faculty travel to Aiken to teach in the program and are incentivized through additional pay and networking with educators. Since the Aiken contract began, faculty have been engaged in contract development for customized degree programs in Charleston County Schools (2) and Lexington School District One.

Faculty and staff have been invited to participate in the development of **Micro Credentials** for the new micro credential platform we have developed called **mCrED**. Faculty can marry their subject matter expertise with the development of micro credentials prepared for SC educators. Developers are paid a stipend for engaging in this work. Since the summer of 2020, 22 COE faculty and staff have developed micro-credentials around SCTS 4.0, content and other critical areas like Diversity, Equity and Inclusion, Social Emotional Learning and Online Teaching. The mCrED platform is designed to serve the state and provide faculty a way to inform educators outside of teaching classes.

Supplemental Info - Community Engagement

Any additional information on Community Engagement appears as 'Appendix 4. Community Engagement' (bottom).

Collaborations

Internal Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as internal to the University.

Many COE collaborations can be viewed as both internal and external. The COE maintains a number of internal collaborations which focus mostly on the internal work of the College. Those include, but are not limited to:

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

Each of these collaborations serves a critical purpose in the COE and several are highlighted below to provide examples of the types of work taking place. Information on any collaboration listed can be provided upon request. However, below we highlight a few of them.

The **Research, Evaluation, and Measurement Center (REM)**, is an independent unit of the COE. REM offers a wide range of education-related evaluation, assessment, and research services to public and private agencies, including educational institutions, government agencies, museums and other organizations. Faculty and staff work with teams of research assistants and affiliated University faculty to plan, develop, and carry out program evaluation, assessment, and research projects.

The **Center for Innovation in Higher Education** is comprised of interdisciplinary researchers who work to create change, spread knowledge and improve educational practices for students, faculty and the community. Through university-community partnerships, public intellects and community discourse, the goal is to bring democracy and education closer together for freedom and equality. The Center for Innovation in Higher Education supports interdisciplinary projects that are designed to advance public intelligence on trending issues in higher education through innovation, collaboration and education.

CarolinaLIFE is an individualized, non-degree program for students with identified, diverse learning needs (e.g. intellectual disability). The program curriculum focuses on five core areas:

- academic instruction
- career education and training
- independent living

• social and community engagement
• personal development

The Museum of Education is located within the COE. It serves as a “public square”—a venue for open discussion and the examination of educational issues. This pedagogical space offers an opportunity to creatively compliment how research is disseminated and presented. Opened to the public in 1977, the museum’s programs are oriented toward educators, students of various ages, and the general public. Paramount to all of the museum’s programs, exhibitions, and initiatives are the ideals of social justice, integrity, intellectual spirit, and creativity.

External Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as external to the University.

External collaborations or partnerships is one of the most prominent aspects of the COE. In 2018, the position of Assistant Dean for Professional Partnerships was created to facilitate, develop, and maintain partnerships that serve the local community and the state as a whole. While external partnerships within the COE are too numerous to list, an extensive record of those partnerships is available here.

More information on each partnership listed in the Partnership Index is available upon request. Several important external collaborations are highlighted below to provide a sense of the types of transformative work taking place to serve the state.

The **Center for Educational Partnerships (CEP)** has as its mission 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’s activities are aligned with the goals set for the CEP by the SC Education Oversight Committee: To make the best possible ideas and resources available to educators, families and communities to ensure every child has the opportunity to succeed in school and beyond; To provide timely training and professional development to educators, families and communities; To establish collaborative educational enterprises with schools and school divisions that support dissemination of proven practices, rigorous field trials of promising models, and development and testing of innovative research-based models in collaboration with other state primary educational partners; and To develop broad-based partnerships with schools, communities, agencies and businesses for educational impact. More information can be found at cep.sc.gov.

South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) is funded through a Center of Excellent Grant through the SC Commission on Higher Education. The mission of SC-TEACHER is to understand, through comprehensive research, the impact of teacher recruitment, preparation, and retention policies and practices on teacher effectiveness in South Carolina. SC-TEACHER has two objectives: Objective 1: Build and deploy a state-centric, longitudinal database system to understand statewide issues and best practices for establishing protocols and Objective 2: Maintain a data infrastructure necessary to answer key questions posed by policymakers and

practitioners. By visiting the SC-TEACHER website at sc-teacher.org, one can see the body of work being produced which includes educator blogs, stories, working papers and data sets.

The **Carolina Teacher Induction Program (CarolinaTIP)** is grounded in the belief that teacher preparation programs and school districts have a shared responsibility in not only the development of preservice teachers, but in the continued support of teachers through their first three years in the classroom. SC school districts and UofSC share a common goal of developing a college and career ready workforce. As such, the need for cooperative development of practitioners capable of facilitating P-12 student learning, programmatic assessment and reflection on the design of preservice education, and the implementation of effective induction experiences serve as the collective impetus behind CarolinaTIP. CarolinaTIP is designed to be a bridge between the university and the classroom; providing support in clinical application of pedagogical theory to the novice teacher with the purpose of positively impacting teacher retention. The university-based induction program provides support that is strategically aligned to the stages of development in new teachers through targeted training sessions, on-site coaching, and personalized, one-on-one mentoring. CarolinaTIP approaches support from a holistic stance with the aim of growing the comprehensive capacity of new teachers, helping them create a solid professional foundation utilizing emotional support, goals-based coaching, and leadership development. The goal is to help novice teachers develop the tools and capacity to persevere and thrive in the profession and meet the needs of South Carolina’s students. In its fourth year of implementation, CarolinaTIP boasts a 98% retention rate of teachers and was named the Richard W. Riley WhatWorksSC Award recipient for 2019.

An exciting new collaboration for the COE is the **Carolina Collaborative for Alternative Preparation (CarolinaCAP)**. This program is being built in partnership with the Center for Teaching Quality (CTQ), a national partner with the COE. For more information about CTQ, visit teachingquality.org. Until the summer of 2019, IHEs were not permitted by the state to operate an alternative pathway to teaching. Through Proviso funding, the COE was granted $750,000 for 2019-2020 to build the framework for a unique alternative pathway that marries the rigor and best practice of traditional educator preparation with the innovation of partnering with districts to offer a route to certification that meets their needs. CarolinaCAP, now approved as a provider by the State Board of Education, currently has 50 new teachers placed in schools in 13 rural districts across SC.

Other Collaborations

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

Two very important collaborations involve the Center for Educator Recruitment, Retention and Advancement (CERRA) and its programs to recruit and prepare teachers.

Teacher Cadet is a program for high school students in which juniors and seniors begin to learn about the field of education and explore their interest in becoming a teacher. We have expanded our teacher cadet partnerships to 18 local high schools. All cadet classes are invited to the UofSC campus to learn from our faculty, staff, and guests speakers. Upon completion of

the course, students receive 3 hours of college credit.

The Teaching Fellows scholarship program is designed to promote personal and professional growth within each Fellow. Teaching Fellows, in combination with the high quality education that each Fellow receives at UofSC, prepares Fellows to become emerging teacher-leaders within their school communities. UofSC is one of only 11 institutions in SC identified as a Teaching Fellows Institution.

Supplemental Info - Collaborations

Any additional information on Collaborations appears as 'Appendix 5. Collaborations' (bottom).

Improve Under-Represented Minority (URM) Student Enrollment

Apple Core Initiative

As mentioned in the “Recruitment” section of the College of Education’s Blueprint Report, the Apple Core Initiative seeks to recruit, enroll, and retain graduates of South Carolina high schools who are from historically underrepresented populations, and who may also be first generation college attendees and/or from rural areas of the state. This cohort-based program provides individualized academic support to students as well as collective academic development. The program, which began in 2018-2019, currently has 19 students (eight of whom are also first-generation college students) enrolled in various undergraduate programs in the College. Apple Core Initiative students receive:

- A $2,500 annual scholarship plus a $500 travel reimbursement
- Ongoing mentoring from faculty as well as current school administrators and teachers to better prepare them to land a great job after graduation
- Culturally relevant academic experiences and training
- Leadership capacity development

Much of the Apple Core Initiative curriculum is experiential. In their freshman year, students participate in field studies to learn more about the culture and history of South Carolina, particularly African American history and culture. During their second year in the program, students participate in a study within (educational travel experiences within the U.S.) experience, traveling to a different region of the United States to experience and study its culture. In the third year, Apple Core Initiative students are encouraged to participate in education abroad to observe teaching and learning in classroom settings outside of the United States. In their final year, Apple Core Initiative seniors put what they have learned throughout the program into practice as they conduct their required student teaching/internship. Collectively, these experiences are intended to produce graduates who possess greater understanding of and appreciation for global diversity, culture, and education, reflected in our motto “Globally-minded, community-committed.” Upon graduation these students will help fill both a capacity and diversity void in South Carolina public schools.

In March 2020, as part of the second-year curriculum, students had an opportunity to participate in a study within experience over Spring Break. The cohort traveled to Tucson, Arizona for a week visiting schools focusing on DEI aspects of public education. The students participated in several excursions that served to sharpen the cultural lens through which they view public education. The experiences ranged from observing bilingual education in an elementary setting to learning about the natural wildlife of the Sonoran Desert. Students explored the multiple roles individuals play in creating local culture by visiting sanctuaries, while simultaneously acknowledging the role the environment plays in shaping individuals’ behavior. The students visited: University of Arizona Children's Literature Center, Sabino Canyon, Mission San Xavier del bac and the Arizona Sonora Desert Museum. As a result of these experiences, they developed tools that enabled them to compare and contrast the classroom experiences of students of color in Arizona and South Carolina.

Due to challenges related to COVID-19, we were unable to enroll a cohort of 10 freshmen students for the 2020-2021 academic year as planned; however, we hope to do so for

2021-2022 academic year. C-19 also prevented the ACI students from traveling domestically or abroad this year which significantly altered the sophomore and junior curricula. We anticipate being able to travel with the students domestically in spring of 2022.

Holmes Scholars Program

The College has pledged a financial commitment to diversifying the professoriate by partnering with the American Association of Colleges of Teacher Education to offer the College of Education's signature recruitment program – the Holmes Scholars Program. Holmes Scholars are awarded up to a financial package of up to $28500 (up to $15,000 towards tuition, $12,000 for a 20/hour per week assistantship + $1500 conference/travel grant). Because the students' assistantship splits their time equally between their home department and the College's Office of Diversity, Equity, and Inclusion, CoE Holmes Scholars garner a unique opportunity to develop as scholars while engaging in diversity leadership in higher education. Two of the three current Holmes Scholars will graduate from the program in May of 2021.

A portion of the Holmes stipend goes towards their participation in the AACTE annual meeting (which occurs every February) where they engage in special professional development sessions for Holmes Scholars from across the country, the AACTE Day on Capitol Hill (which occurred virtually this year) where they get to meet legislators and policymakers, and at least one other discipline-specific conference. Scholars are also invited to participate in Holmes-related activities and meetings held during the annual conference and to present on a self-guided project that authentically engages them in advocacy, policy, or research that furthers high-quality, equitable educator preparation.

From March 2020 through February 2021, the Holmes Scholar program transitioned much of its programming, including all conferences that Scholars attend, online. Despite the transition to an all-virtual environment, each scholar took on different responsibilities for ODEI including supporting the College's Diversity Committee co-chairs, creating a mental health program for graduate students, and serving as a liaison between the College, Richland 2, and the Latino communities served by that school district.

A new funding model for the initiative was recently approved given the University's implementation of new funding model that directs more of the College's resources directly to the departments. Under the new funding model, the College will assume the cost of tuition for two Holmes Scholars from each of the four departments for a total of eight (8) Holmes Scholars at any given time. Using funds designated for graduate assistantships (which currently range from $15K to $20K), each department will "earmark" up to 2 of those assistantships as "Holmes-designated." The College will provide an additional supplement of $5K for each Holmes-designated assistantship to be added to the base assistantship salary designated by the department. In addition, the College will set aside an additional $2K of designated professional development monies for Holmes Scholars each year for the three years they serve.

Athletes to Educators

As part of the College of Education's ongoing effort to recruit more college athletes into the teaching profession, the Office of Diversity, Equity, and Inclusion had hoped to continue gathering information critical for the development of a target program in support of this group. While we were successful last year in enrolling three former athletes into our graduate

programs, Covid-19 has severely restricted our access to student-athletes. We were unable to complete surveys on incoming class. Also, as of December 2020, there was a major coaching change with the football program effectively cutting off existing inroads that were made with staff. While we still have contacts in academics, they have had to face larger, more urgent challenges this year.

Improve The Number Of Full-Time URM Faculty Across Academic Units

Hiring Guide

While all but the most essential hiring of faculty was suspended during the 2020-2021 academic year, a draft of the new College of Education faculty search guide, which offers complimentary guidance to the University policies/guidelines document, was piloted. Targeted for implementation during the 2020-2021 academic year, the document addresses the five major components that make up our search/hiring process, providing guidance for considerations related to diversity, inclusion, and equity. It also contains additional resources such as language reflecting the College's commitments to diversity for incorporating into job descriptions, job description criteria related to working with diverse students, websites on implicit bias, and interview questions that better assess candidates' stances on inclusive excellence. Given that the College was under conservatorship for the 2020-2021 academic year, the full implementation of the guide has been delayed until fall 2021. In addition, owing to the College's new community of practice on faculty and staff pipeline issues which is engaged in work that holds significant implications for the College's recruitment and hiring procedures, we anticipate the new guide to reflect changes and recommendations suggested by that body.

Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

- See "Improve Under-Represented Minority (URM) Student Enrollment" section above
- See "Engagement" and "Inclusion" sections below

Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students

See Carolina TIP program description in "External Collaborations"

Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion

3D Forums

The 3D (Dinner and Dialogue on Diversity) Forums are a series of forums designed to provide a place and space for students to discuss and have dialogue around topics of diversity, equity, and inclusion. In the past, these forums, open to the UofSC community as well as outside community members, have occurred bi-monthly. Despite COVID-19 restricting face-to-face

engagement during the 2020-2021 academic year, we were able to collaborate with Dr. Toby Jenkins class to plan and coordinate one virtual 3D Forum at the beginning of the fall semester titled, Activism: It's More Than...

CoE Student Ambassador Program

The Student Ambassador program consist of ten or more students who are selected to serve a one-year term as an ambassador for the College. In this role, they assist in a variety of capacities at College-sponsored events, programs, and activities, and participate in a book study focusing on leadership development. During the fall semester seven Student Ambassador participated in different recruitment and retention sessions for incoming CoE students facilitated by CoE recruiter Kesha Clavon and Gamecock EdQuarters. In February 2021, the Student Ambassadors participated in and completed the Truist Bank Leadership Institute, receiving their Leadership certificate. Each Ambassador will also be participating in one of the Dean's Professional Development Series on Racial Literacy session this spring.

Communities of Practice

Inspired by Dr. Bryan's participation this summer in an American Council on Education "community of practice" on DEI, the ODEI and the Office of the Dean launched "Leading for Racial Justice," the College of Education's community of practice initiative dedicated to helping us rise to the challenge of advancing racial equity and justice during these unprecedented times. United by their investment in our shared commitment to engage in anti-racist practices, counter anti-blackness, and challenge hate in all that we do, over 50 fifty faculty, staff, and students now belong to one of seven different communities charged with crafting potential solutions through which we can address racial (and other) inequities identified in our organizational structures, policies, and practices. Importantly, Dean Pederson has deemed this initiative essential for engaging in strategic actions that will bring about substantive and systemic change in the college. Our communities of practice include:

1. Support Race-Conscious Research
2. Incorporate DEI in APR, T&P, and EPMS Criteria
3. Create Transparency & Equity in Faculty Service Workload
4. Revise/Reimagine Course Evaluations
5. Increase the Presence of Faculty & Prof/Admin Staff of Color in the CoE
6. Ensure Race-conscious PD Expectation for all CoE Members
7. Align CoE's Mission/Vision Statements with the CoE's Race-Conscious Commitments

Importantly, while these communities are action-oriented and solution-focused, we believe our success is contingent upon our ability to critically analyze the historical legacies of injustice in the field of education to which our current challenges are directly tied. Given their keen understanding of our complicated historical context and in honoring their scholarly expertise and lived experiences (much of which motivates our efforts), ten of the College's black faculty members are providing leadership for this initiative by serving as community facilitators. Further, recognizing the additional burdens and responsibilities often placed upon faculty of color (and black women more specifically), and a long legacy of under compensating their efforts (see e.g., PayScale's recent Racial Wage Gap Report), we successfully argued for and secured monies to provide facilitators with a small stipend for their efforts.

Equity NOW!

The College of Education's Executive council recognizes that our ability to provide leadership

for the College's racial justice work hinges on our willingness to seek leadership development for racial equity that mirrors the kinds of professional development we have encouraged our faculty and staff to seek out. Accordingly, in September and October of 2020, all thirteen members of the Council participated in Equity NOW!, a four-part e-convening series designed for individual skill and capacity building for racial equity in higher education contexts, offered by the University of Southern California's Race and Equity Center.

Improve The Sense Of Inclusion Amongst All University Community Members

Academic Council's Collaborative Leadership Development Agenda

To assist the members of the College of Education's Academic Council (a critical group of College leaders) in developing a dual orientation to the Education Colleges for Justice and Equity (ECJE) Framework for Assessment and Transformation as both a catalyst for college-wide organizational change and a mechanism for collective leadership development, the Council adopted a curriculum for its monthly meetings last year directly related to the Framework, called the Academic Council's Collaborative Leadership Development Agenda. This work resumed in Spring 2021.

The Dean's Professional Development Series on Racial Literacy

While our College has shared commitments around equity and justice, our faculty, staff, and students are at differing levels of awareness and understanding of concepts such as racism, anti-racism, whiteness, white supremacism, anti-blackness, racial (in)justice, etc. Because so few of us ever received formal instruction on how to talk about race and racism, often because society socialized us to think of those subjects as taboo, most of us are ill equipped to do so. Yet, given this critical inflection point in our country's history, our ability to think and engage in anti-racist practices and to strategically challenge anti-blackness, is vital. Consequently, the Dean's Professional Development series strives to offer critical understandings of racial inequities and injustices, as well as provide us with tools we can use to collectively build our capacity to challenge systemic racism. Since fall 2020, six different presentations have been offered to the College and the University community on critical topics situated in the research and instructional expertise of six of our faculty members. Topics have included:

1. What is Racial Literacy?
2. Non-racist versus Anti-racist
3. Front Stage/Back Stage Racism and Why It Matters
4. Teaching for Equity and Justice
5. Guidelines for Processing Issues of Equity and Justice
6. Curriculum Violence

Four more presentations by four more faculty members are slated for March and April of 2021.

Associate Dean's Engagement in the American Council on Education

As an active member of the American Council on Education, Dr. Bryan was invited to participate in two ACE-hosted communities of practice – one on diversity, equity, and inclusion and another that explored the synergy between DEI and internationalization. This month, ACE published a "Resources: Combating COVID-19 in Higher Education with a Diversity, Equity,

and Inclusion Lens," a toolkit to which AD Bryan contributed.

Dashboard Metrics and Narrative

Metrics

Student Information Narrative

Enrollment in graduate programs has trended up over each of the last three years (up nearly 200 students from 2018), driven by increases in M.Ed. in Education Administration, Ed.S. in Education Administration, Certificate of Graduate Study in Higher Education Leadership, among other Master's level programs. Two new concentrations in our Ed.D., STEM Education and Education Systems Improvement, have contributed significantly to our overall enrollment increases. We anticipate the trend in increased graduate enrollment to continue.

Undergraduate program enrollment has trended downward since 2013, following the graduation of several large admission classes. The overall decline in enrollment is driven largely by the decline in the BA in Early Childhood Education. This program has seen a small decrease in the number of freshman admissions, but a much larger decline in the number of transfer students. Other programs have seen more modest declines. This is consistent with national trends in teacher preparation enrollment. Two moves can support changes in undergraduate enrollment:

1. Greater college level authority in admission decisions
2. Expansion of academic programming not associated with teacher preparation

Contribution (Per Student) Narrative

Contribution per student is projected to increase from FY20 to FY21. We expect this trend to continue beyond FY21. The COE has implemented cost savings initiatives to include:

Voluntary Separation Plan (6 separations with Spring 2020 effective date and 6 with a Fall 2020 effective date) – Offered incentivized separation to COE faculty/staff FTEs. We had 12 participants over the first two rounds. Total salary savings of $951,781 and fringe savings (approx.) of $342,641.

Holmes Scholar Support Reduction (Fall 2019) – Reduce non-stipend support starting in Fall 2019 for Holmes students - $30K savings each year. Starting in FY2021, we reduced GA support by 1 GA resulting in an additional $22k in savings.

Reduce unit base budgets by 5% and Dean/Associate Dean discretionary budgets by 50%.

Contractual Services and Events now require additional levels of pre-approval.

Multiple vacancies have been left unfilled – utilize existing/less costly resources to address loss of effort. Approx. total savings of $185,819.

Model Allocations (Per Student) Narrative

Contribution per student is projected to increase from FY20 to FY21. We expect this trend to continue beyond FY21. The COE has implemented cost savings initiatives to include:

Dashboard Metrics and Narrative

Voluntary Separation Plan (Spring 2020 Effective Date – Delayed from Fall 2019) – Offered incentivized separation to COE faculty/staff FTEs. We had 12 participants over the first two rounds. Total salary savings of $951,781 and fringe savings (approx.) of $342,641.

Holmes Scholar Support Reduction (Fall 2019) – Reduce non-stipend support starting in Fall 2019 for Holmes students - $30K savings each year. Starting in FY2021, we reduced GA support by 1 GA resulting in an additional $22k in savings.

Reduce unit base budgets by 5% and Dean/Associate Dean discretionary budgets by 50%.

Contractual Services and Events now require additional levels of pre-approval.

Multiple vacancies have been left unfilled – utilize existing/less costly resources to address loss of effort. Approx. total savings of $185,819.

Faculty Information Narrative

Faculty to student ratios have declined due to the decrease in undergraduate enrollment. The college implemented the voluntary separation plan and has made commitments to not hire behind other faculty who left through natural attrition. The College is committed to hiring faculty that further the academic, research, and community mission of the institution and college, alongside demonstrated need and projected program enrollment. Department chairs have been asked to review faculty load to ensure faculty are fulfilling their teaching expectations. Tenure/TT and Clinical faculty headcount decreased from 82 and 25 in Fall 2019, to 78 and 23 in Fall 2020, respectively.

Credit Hours Taught Narrative

Credit hours taught have declined due to the decrease in undergraduate enrollment. The college implemented the voluntary separation plan and has made commitments to not hire behind other faculty who left through natural attrition. The College is committed to hiring faculty that further the academic, research, and community mission of the institution and college, alongside demonstrated need and projected program enrollment. Department chairs have been asked to review faculty load to ensure faculty are fulfilling their teaching expectations.

College/School Financial Information Narrative

The COE is currently under conservatorship with the Provost Office, and has/is implementing corrective action to address the budget shortfall/negative carryforward. The COE has realized savings in FY21 from VSP and other personnel departures that have not been filled. In total, the COE had 12 VSP participants which will result in reoccuring salary and fringe savings. In addition to VSP, we had 10 additional departures that we have made effort to not fill, cover duties with existing resources, or replace with a lower cost alternative (lower rank, GA, etc). As of the end of October 2020, Personnel Expenditures were down $51K from October 2019, even taking into considerations VSP incentives paid out in August 2020 (one-time expenditure). We anticipate the personnel savings to increase over the remainder of the FY. The COE has cut departmental budgets by 5% and discretionary budgets for th Dean and Associate Deans by 50%. Non-personnel expenditures (A Funds) are down $111K from

Dashboard Metrics and Narrative

October 2019 to October 2020. The COE will also realize savings from mandatory furloughs and pay/travel freezes currently in effect. Additionally, the COE will continue to receive tuition from programs under the AP umbrella. Currently, AP receives 40% of net tuition for those students that they had a hand in recruiting. As those students graduate and new cohorts begin, we will see a shift toward COE receiving 100% of the gruate tuition for these programs. The COE anticipates a positive change in Unrestricted fund balance at FYE which will reduce the negative carryforward.

Student Outcomes Narrative

Given the state's teacher shortage, graduates are all but assured job placement following graduation. Graduates teaching in 6 midlands districts are also eligible to participate in the Carolina Teacher Induction Program, where they receive three years of classroom-based coaching support. Through the first three years of the program 98% of participants have stayed in the profession, whereas roughly 50% of all teachers leave within the first five years. This consistent employment positions graduates well in their careers, and allows them to alleviate debt burdens.

HERD Research Expenditures Narrative

COE research expenditures have increased over recent years due to the increase in our research activity (from just over $6.5 million to over $9.7 million in research expenditure dollars in just two years) . This increase doesn't just reflect in the amount of projects, but the amount of award dollars as well. Our faculty are relying more heavily upon external funding for their research and project support as a response to the budget constraints of the College and University. This requires a push in external funds that will likely continue to increase in the upcoming years as the College allocates resources to support this growth.

Other Information Narrative

With the AP contract not being renewed, the COE will in time receive 100% of graduate tuition for programs that were under this umbrella. AP will continue to receive 40% of net tuition per their contract for students they helped recruit. As these students graduate, and new cohorts begin, we will see AP's share of tuition decrease and COE's share grow. For reference, AP's share of tuition was $1.8 million in FY20 (based on revenue earned in FY19). We are investing in our recruitment/marketing efforts for our online programs (one-time N funds).

Additionally, sources of revenue that are planned/in the works include:

- New contract course revenue – Two pending contracts will result in revenue of $97.4K and $309K in FY21 and FY22, respectively.
- Microcredential Offerings are in development.
- Colonial Life - Carolina TIP Support (Additional Support started FY 20) - $50K annually

Concluding Remarks

Quantitative Outcomes

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

While we have made progress in many areas, data would indicate that we have areas in which we can grow. Federal dollars is one such area that we continue to focus on and in which we have made progress. In addition, over the past few years, we have made progress in awards – an area in which we invested resources. Two years ago, we hired a part time retired faculty to help guide faculty through the awards identification and nomination processes which helped grow our award submissions. We also continue to build infrastructure to support scholarly work in the college. Our three-year mentoring program for new faculty, which helps to engage and develop their capacities in multiple areas, continues to thrive under new leadership. We have also initiated a new mid-career mentoring program (for those recently promoted and tenured) to assist them in developing their path to full professorship.

Below are some of the stats that represent our collective productive as well as productivity by department.

- The Excellence Initiative (a University of South Carolina funded initiative) to support ALL4SC (Accelerator for Learning and Leadership for South Carolina) to transform communities and focus on PK-16 whole child education including work to establish a state wide Zero to Workforce Commission
- Continued growth in grant activity
  - 15 Federal Grants
  - 8% of faculty with a Federal Grant
- 63% of Faculty in College with an article (3.8 articles per faculty)
- 53% of Faculty in College with a citation
- 28% of Faculty in College with a book
- 25% of Faculty in College with an award
- 5 UofSC Research Centers in the College of Education including:
  - Center for the Education and Equity of African American Students
  - Establishment of Bilingualism Matters @UofSC and the South Carolina
  - Center for Assistive Technology and Educational Outreach
- Creation of the Carolina Collaborative for Alternative Pathways to engage key rural communities in "growing their own" teachers.

College of Education

- 477 Articles
- 40 Awards
- 70 Books
- 3632 Citations
- $3,221,644.00 Federal Dollars

Physical Education:

- 133 Articles
- 2 Awards

Concluding Remarks

- 1 Books
- 1,899 Citations
- $148,191.00 Federal Dollars

Instruction and Teacher Education: Curriculum and Instruction

- 90 Articles
- 10 Awards
- 33 Books
- 1,371 Citations
- $1,100,689.00 Federal Dollars

Education Studies:

- 209 Articles
- 16 Awards
- 19 Books
- 289 Citations
- $1,683,223.00 Federal Dollars

Educational Leadership

- 37 Articles
- 4 Awards
- 9 Books
- 75 Citations
- 146,087.00 Federal Dollars

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; high quality on-line degrees, programs and micro-credentials that meet demand; community and political relationships and campus safety.

We are constantly engaged in thoughtful consideration of who our students are now, how they are different from students we've taught in the past few years, and how we prepare them for their future as professionals in education. Generation "Z"—who are now in or will be coming into our college—are digital natives who have been characterized as realists who are focused on the now, communicate with images, prefer Snapchat and Instagram, and are ready to work. As digital natives, 95 percent own a smartphone and have an average attention span of just eight seconds. They often view five different 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.

As a College, all of this leads us to consider how we best address the needs of our students,

Concluding Remarks

maintain our high standards for learning, and prepare the best professionals in education. Moving forward, we will create time and spaces to develop consistent opportunities for dialogue around these and other critical issues. For example, a recurring conversation in our Advanced Programs in Education Committee (APEC) meetings this year has revolved around the key characteristics and desires of Generation Z when they become masters and doctoral students in the next four to six years - a topic not well covered in the literature. We are exploring ways in which our advanced programs can grow increasingly diverse, remain responsive to market demands nationally and in the state, and stay open to the different needs and desires GenZers will bring with them as graduate students. Expansive in our thinking about the kinds of academic and support structures that will ensure their success, we are planning strategic changes to our program and policies and pushing ourselves to create opportunities that provide greater access our degrees and programs. Indeed, our online graduate work has expanded significantly, and we continue to seek opportunities to grow our online presence.

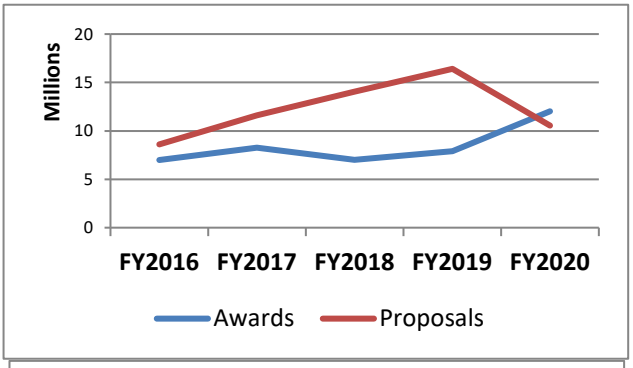
The College of Education is well positioned, with outstanding faculty and staff, to remain on the cutting edge and lead our state, region, and nation. The future of the College is bright, and we approach it with great optimism and enthusiasm!

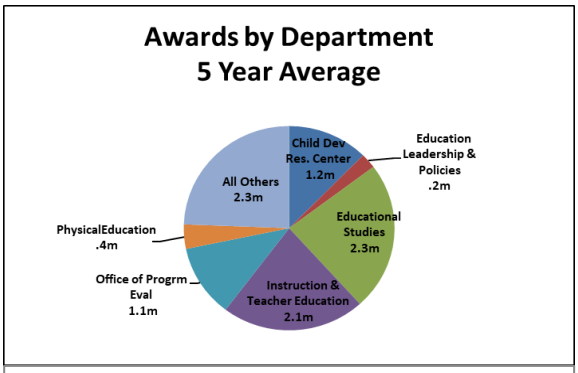
Appendix A. Research & Scholarly Activity

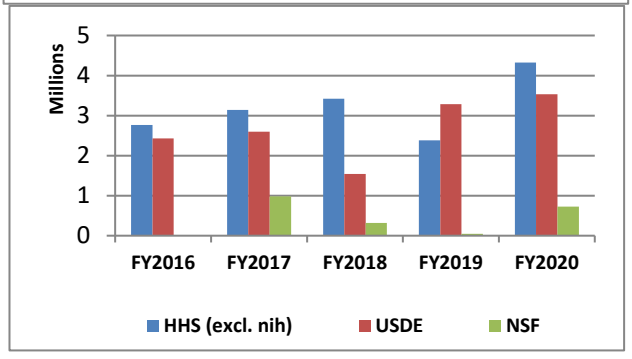
Office of Research
IT and Data Management Office

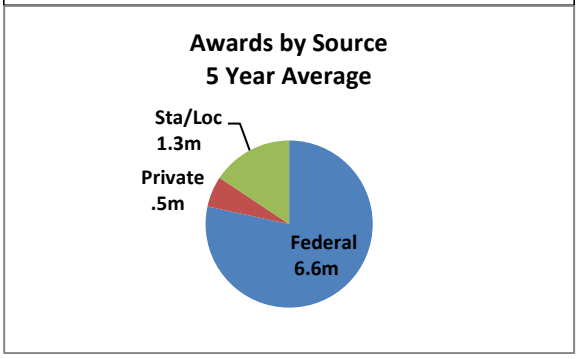
College of Education
Summary of Awards

SAM ACTIVITY	FY2016	FY2017	FY2018	FY2019	FY2020	% Change Avg. (15-18) & 2019
Division Award Totals	***6,989,067***	***8,270,955***	***7,008,116***	***7,911,600***	***12,021,797***	**59.3**
Unit Totals						
Child Development Res. Center	0	0	0	1,952,253	3,998,536	719.3
Education Leadership & Policies	74,653	63,699	0	61,374	948,012	1798.6
Educational Studies	2,763,204	2,024,670	1,507,182	3,053,392	1,994,831	(14.6)
Instruction & Teacher Education	1,085,496	3,340,627	4,073,674	572,166	1,525,160	(32.8)
Office of Program Evaluation	1,060,122	1,601,269	800,482	1,053,829	990,823	(12.2)
Physical Education	765,951	60,751	79,428	81,651	869,582	252.1
All Others	1,239,641	1,179,939	547,350	1,136,935	1,694,847	65.2
Source						
Federal	5,360,082	6,963,698	5,378,997	5,802,860	9,571,841	62.9
Private	764,116	161,406	212,353	224,641	1,154,748	239.0
State/Local	864,869	1,145,851	1,416,766	1,884,099	1,295,208	(2.5)
Proposals						
Submissions	70	51	57	68	71	15.4
Dollars Requested	8,603,812	11,596,126	14,042,583	16,408,163	10,558,651	(16.6)









Appendix 1. Faculty Information

COE Projects 7.1.2019 - 6.30.2020			
	External	**Total**	
Total Number of Proposals Submitted	73	73	
Total Dollar Amount of External Grants Submitted	$19,567,484	$19,567,484	
Number of External Grants Awarded	58	58	
Total Dollar Amount of External Grants Awarded	$13,989,727.00 (Annualized)	$33,169,435.00	Total Award (Doesn't include projects external to COE)

SAM Activity	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Division Award Totals	9,092,826	6,989,067	8,270,955	7,008,116
Unit Totals				
Child Development Research Center	-	-	-	-
Physical Education	581,890	765,951	60,751	79,428
Education Leadership and Policies	51,000	74,653	63,699	-
Educational Studies	1,339,953	2,763,204	2,024,670	1,507,182
Instruction and Teacher Education	5,692,763	1,085,496	3,340,627	4,073,674
Research, Education, and Measurement Center	1,008,717	1,060,122	1,601,269	800,482
All Others	418,503	1,239,641	1,179,939	547,350
Source				
Federal	7,501,224	5,360,082	6,963,698	5,378,997
Private	1,031,514	764,116	161,406	212,353
State/Local	560,088	864,869	1,145,851	1,416,766
Proposals				
Submissions	112	70	51	57
Dollars Requested	11,157,043	8,603,812	11,596,126	14,042,583

FY 2019	FY 2020	% Change Average
11,671,831	13,989,727	62.55%
1,952,253	4,820,760	146.93%
415,500	494,582	29.91%
1,289,386	1,228,012	315.22%
1,986,526	2,975,176	54.61%
1,824,842	2,378,859	-25.74%
499,422	704,191	-29.16%
3,703,902	1,388,147	-2.10%
5,802,860	12,361,596	
224,641	631,399	
1,884,099	996,732	
71	73	
$22,470,351	$19,567,484	

	Account Nu	USCeRA Aw	Departmen	PI Name	Award Title	Proposal Number
1	10009718	27127		Hodges, Th	South Caro	152000-20-52484
2	10009902	27368		Brian, Ali	Research Ce	13580-19-50671
3	10009355	26731		Brian, Ali	SKIPping w	152100-19-50488
4	10008787	26159	15210-FA0	Stodden, D	University (	15210-16-40586
5	10009645	27052		Rao, Vasant	Child Care I	152200-20-52373
6	10009596	26982		McDonald,	Manageme	152200-20-52238
7	10009559	26925		Googe, Hea	Building a S	152200-20-52228
8	10009322	26687		Rao, Vasant	Manageme	152200-19-51875
9	10007238	23999	15220-FJ0	Googe, Hea	SC Partners	15220-17-43264
10	10009945	27412		Tran, Henry	Investigatir	152300-20-52433
11	10009712	27094		Stevick, Do	Anne Frank	152300-20-51975
12	10009654	27062		Anderson, (	Freedomâ€	15230-19-51130
13	10009321	26706		Ylimaki, Ro	Free and Eq	15230-19-49528
14	10010184	27907		McCammo	An Evaluati	152400-20-53512
15	10009662	27072		Plotner, To	Carolina LIF	152400-20-52560
16	10009648	27057		Limberg-Ol	Project IMF	152400-20-51942
17	10009485	26866		Brown, Wil	Evaluation	152400-20-52142
18	10009469	26845		Wolfe, Kati	DDSN-USC (	152400-20-52068
19	10009467	26843		Marshall, K	Project CRE	152400-20-52152
20	10009204	26579		DiStefano,	Investigatir	15240-19-49479
21	10009018	26393	15240-GJ0	Wolfe, Kati	Behavior An	15240-19-50705
22	10008853	26222	15240-FJ3	Yell, Mitche	Project Pro	15240-19-49358
23	10008822	26194	15240-FJ3	Plotner, To	Project FUS	15240-19-49340
24	10006797	23557	15240-FL1	Plotner, To	Project IMF	15240-16-41496
25	10006368	23046	15240-FA1	Carlson, Ry	University (	15240-15-40077
26	10005860	22552	15240-FJ2	Marshall, K	Project FOC	15240-15-38533
27	10005853	22541	15240-FA1	DiStefano,	A Psychom	15240-15-37317
28	10010251	27989		Baum, Ange	South Caro	152500-21-55025
29	10010250	27983		Baum, Ange	South Caro	152500-21-55003
30	10010194	27918		Boyd, Fenic	Enacting a (	152500-20-52711
31	10010003	27581		Baum, Ange	Improve th	152500-20-54201
32	10009911	27374		Roy, Georg	Center of E	152500-20-53539
33	10009830	27261		Wang, Yang	Exploring tl	152500-20-52139
34	10009721	27130		Boutte, Glc	The Asa Yor	152500-19-51365
35	10009708	27118		Curcio, Rac	Research Re	152500-19-51700
36	10009691	27101		Wang, Yang	Exploring C	15250-19-51340
37	10009686	27096		Muller, Mei	EDUC 635:	152500-20-52140
38	10009636	27042		Roy, Georg	University (	152500-19-51667
39	10009609	27019		Jenkins-He	Septima Cl	15250-19-50330
40	10009092	26469		Baum, Ange	Home C2O(	15250-19-50275
41	10007499	24347	15250-FL6	Lotter, Chri	University (	15250-17-43288
42	10009796	27225		Monrad, Di	Evaluation	152700-20-53227
43	10008146	25307	15270-HL0	Monrad, Di	Evaluation	15270-18-46691
44	10008088	25212	15270-LL0	Monrad, Di	Evaluation	15270-18-46806
45	10008056	25163	15270-FL0	Monrad, Di	Evaluation	15270-18-46801
46	10009552	26973		Hudson, To	SC Educatic	152800-20-52215
47	10009021	26396	15280-FJ0	Utter, Kare	Carolina Fa	15280-19-49369

48	10009870	27313		Dickenson,	Research Se	152900-20-53501
49	10009719	27128		Dickenson,	South Caro	152000-20-52484
50	10009705	27115		Lewis, Ashl	ABC Project	152900-20-52756
51	10009656	27064		Lewis, Ashl	Standards-E	152900-20-52613
52	10009484	26865		D'Amico, Le	Community	152900-20-52118
53	10008886	26261	15290-FA2	Lewis, Ashl	STEM Teens: Examining the Role of Youth Educators in Informal Science Learning Sites Evaluation Plan	15220-19-49961
54	10008735	26108	15290-GA1	D'Amico, Le	South Caro	15290-19-49616
55	10007500	24348	15290-FL3	D'Amico, Le	University (	15250-17-43288
56	10007461	24303	15290-FL3	D'Amico, Le	School Imp	15290-17-44616
57	10006369	23047	15290-FA1	Dickenson,	University (	15240-15-40077
58	10009585	26926		Lewis, Ashl	The North I	216000-19-51402

Sponsoring Agency	Parent Acc	PeopleSoft
SC Commission on Higher Education	10009718	4932
National Institute of General Medical Sciences (NIGMS)/NIH	10009899	5061
USC Educational Foundation/The Duke Endowment	10009355	4665
University of Michigan/NIH	10008787	3350
SC Department of Social Services (DSS)/HHS	10009645	4869
SC Department of Social Services (DSS)/HHS	10009596	339
SC Department of Social Services(DSS)/HHS	10009559	683
SC Department of Social Services (DSS)/HHS	10009322	339
SC Department of Education/USDE	10007238	3298
National Science Foundation (NSF)	10009945	5096
USC Educational Foundation/Anne Frank House	10009712	4926
National Endowment for the Humanities (NEH)	10009654	4876
National Endowment for the Humanities (NEH)	10009321	4634
Organization For Autism Research (OAR)	10010184	5235
SC Vocational Rehabilitation Department	10009662	4884
U.S. Department of Education (USDE)	10009648	4872
SC Education Oversight Committee	10009485	4777
SC Department of Disabilities and Special Needs	10009469	4767
SC Department of Education/USDE	10009467	4765
Institute of Education Sciences/USDE	10009204	4564
SC Department of Health and Human Services (SC DHHS)	10009018	4415
Office of Special Education Programs/USDE	10008853	4292
Office of Special Education and Rehabilitative Services/USDE	10008822	4269
US Department of Education (USDE)	10006797	2988
University of Central Florida/HHS	10006368	2668
US Dept of Education (USDE)	10005860	2299
US Department of Education (USDE)	10005853	2281
SC Department of Social Services (DSS)/HHS	10010251	5284
SC Department of Social Services (DSS)/HHS	10010250	5283
National Science Foundation (NSF)	10010194	5245
SC Department of Social Services (DSS)/HHS	10010003	4563
SC Commission on Higher Education	10009911	5067
Center for Expansion of Language and Thinking (CELT)	10009830	5014
US Department of Education (USDE)	10009721	4933
The Spencer Foundation	10009708	4922
The Center for Expansion of Language and Thinking	10009691	4907
Academic Engagement Network (AEN)	10009686	4902
US Department of Education (USDE)	10009636	4861
City of Columbia	10009609	4841
Northern Illinois University/NIGMS/NIH	10009092	4471
National Science Foundation (NSF)	10007499	3467
Florence County School District 3/SCDE	10009796	4991
School District Five of Lexington and Richland Counties	10008146	3853
Florence County School District Three	10008088	3824
Richland School District Two/USDE	10008056	3807
SC-EPFP Advisory Board/SC Association of School Administrators (SCASA)	10009552	4804
Office of Innovation and Improvement/USDE	10009021	4418

South Carolina Department of Social Services	10009870	5040
South Carolina Commission on Higher Education	10009718	4932
Winthrop University/SC Arts Commission	10009705	4919
SC Department of Education (SCDE)	10009656	4878
SC Education Oversight Committee	10009484	4776
NC State University/NSF	10008886	4316
SC State Library	10008735	2280
National Science Foundation (NSF)	10007499	3467
SC Department of Education (SCDE)/USDE	10007461	3437
University of Central Florida/HHS	10006368	2668
Office for Coastal Management/NOAA/DOC	10009356	4666

Grant Num	Awardee Departm	Awardee De	Lead PI Hor	Lead PI Hor	Billing Refe	Task Order I	PO Numbe
	152000	Education -	152500	Instruction & Teacher Educ.			
1P20GM13	152100	Physical Ed	152100	Physical Education			
6846-SP	152100	Physical Ed	152100	Physical Education			
3E+09	152100	Physical Ed	152100	Physical Education			
4.4E+09	152200	Child Devel	152200	Child Development Res. Center			
4.4E+09	152200	Child Devel	152200	Child Development Res. Center			
4.4E+09	152200	Child Devel	152200	Child Development Res. Center			
4.4E+09	152200	Child Devel	152200	Child Development Res. Center			
	152200	Child Devel	152200	Child Development Res. Center			
2001724	152300	Educ. Leade	152300	Educ. Leadership & Policies			
	152300	Educ. Leade	152300	Educ. Leadership & Policies			
ES-267151·	152300	Educ. Leade	152300	Educ. Leadership & Policies			
BR-264610	152300	Educ. Leade	152000	Education - Dean's Office			
2020G08	152400	Educationa	152400	Educational Studies			
11571	152400	Educationa	152400	Educational Studies			
H325K190(	152400	Educationa	152400	Educational Studies			
	152400	Educationa	152400	Educational Studies			
20203047	152400	Educationa	152400	Educational Studies			
SC-CREATE	152400	Educationa	152400	Educational Studies			
R324A190(	152400	Educationa	152400	Educational Studies			
A2024134{	152400	Educationa	152400	Educational Studies			
H325D180	152400	Educationa	152400	Educational Studies			
H325D180	152400	Educationa	152400	Educational Studies			
H325K160(	152400	Educationa	152400	Educational Studies			
14276056-	152400	Educationa	152400	Educationa	90FM0078-01-00		
H325D150	152400	Educationa	152400	Educational Studies			
R305A150:	152400	Educationa	152400	Educational Studies			
4.4E+09	152500	Instruction	152500	Instruction & Teacher Educ.			
4.4E+09	152500	Instruction	152500	Instruction & Teacher Educ.			
2005810	152500	Instruction	152500	Instruction & Teacher Educ.			
4.4E+09	152500	Instruction	152500	Instruction & Teacher Educ.			
	152500	Instruction	152500	Instruction & Teacher Educ.			
	152500	Instruction	152500	Instruction & Teacher Educ.			
P021A190(	152500	Instruction	152500	Instruction & Teacher Educ.			
2.02E+08	152500	Instruction	152500	Instruction & Teacher Educ.			
	152500	Instruction	152500	Instruction & Teacher Educ.			
	152500	Instruction	152500	Instruction & Teacher Educ.			
U336S190(	152500	Instruction	152500	Instruction & Teacher Educ.			
	152500	Instruction	152500	Instruction & Teacher Educ.			
G1A62667·	152500	Instruction	152500	Instruction	7R25GM129216-02		
1660700	152500	Instruction	152500	Instruction & Teacher Educ.			
	152700	SC Educatic	152700	SC Educational Policy Center			
PO# 21003	152700	SC Educatic	152700	SC Educational Policy Center		2100325	
27359/239	152700	SC Educatic	152700	SC Educational Policy Center		31386/273	
	152700	SC Educatic	152700	SC Educational Policy Center		20001503/	
PO No. 201	152800	SC School I	152800	SC School Improvement Council		20190909	
U310A180(	152800	SC School I	152800	SC School Improvement Council			

4.4E+09	152900	Research, E	152900	Research, Eval., & Measurement
	152900	Research, E	152900	Research, Eval., & Measurement
	152900	Research, E	152900	Research, Eval., & Measurement
	152900	Research, E	152900	Research, Eval., & Measurement
	152900	Research, E	152900	Research, Eval., & Measurement

2018-2113	152900	Research, E	152900	Research, Eval., & Measurement
	152900	Research, E	152900	Research, Eval., & Measurement
1660700	152900	Research, E	152900	Research, Eval., & Measurement
	152900	Research, E	152900	Research, Eval., & Measurement
14276056-	152900	Research, E	152900	Research, E 90FM0078-01-00
NA19NOS4	216000	Baruch Inst	152900	Research, Eval., & Measurement

Fed	$12,361,596.00
State	$996,732.00
Private	$631,399.00

Total Sponsor	Annualized	PIs	Co-PIs	Total Direct	Total IDC	USC IDC %	SCRF IDC %
$62,500.00	$62,500.00		Cindy Van E	#########	$0.00	0.00%	0.00%
$515,500.00	$223,500.00			#########	#########	49.00%	0.00%
$565,000.00	$190,000.00		David Stod	#########	$0.00	0.00%	0.00%
$399,646.00	$81,082.00			#########	#########	46.50%	0.00%
$532,912.00	$532,912.00			#########	#########	8.00%	0.00%
$2,601,605.00	$2,601,605.00			#########	#########	8.00%	0.00%
$1,040,829.00	$1,040,829.00			#########	#########	8.00%	0.00%
$502,224.00	$502,224.00			$0.00	$0.00	8.00%	0.00%
$715,950.00	$143,190.00			#########	#########	8.00%	0.00%
$400,000.00	$400,000.00		Spencer Pla	#########	#########	49.00%	0.00%
$375,000.00	$375,000.00			#########	$0.00	0.00%	0.00%
$173,012.00	$173,012.00		Ken Gaines	#########	#########	26.00%	0.00%
$280,000.00	$280,000.00			#########	#########	13.00%	0.00%
$1,651.00	$1,651.00		Katie Wolfe	#########	$0.00	0.00%	0.00%
$316,500.00	$316,500.00		Chelsea Stir	#########	$0.00	0.00%	0.00%
$1,102,217.00	$108,030.00		Jonathan O	#########	#########	8.00%	0.00%
$100,000.00	$100,000.00		Fred Greer	#########	$0.00	0.00%	0.00%
$65,552.00	$65,552.00			#########	$0.00	0.00%	0.00%
$375,554.00	$375,554.00			#########	#########	8.00%	0.00%
$1,399,325.00	$286,510.00		Fred Greer,	#########	#########	46.50%	0.00%
$ 658,228.00	$658,228.00			$0.00	$0.00	0.00%	0.00%
$1,244,225.00	$248,610.00		Susan Bon,I	#########	#########	8.00%	0.00%
$1,250,000.00	$250,000.00		Kathleen M	#########	#########	8.00%	0.00%
$1,163,716.00	$244,255.00		Erik Drasgo	#########	#########	8.00%	0.00%
$477,405.00	$95,481.00		Tammiee D	#########	#########	46.50%	0.00%
$1,158,834.00	$224,805.00		Tony Plotn	#########	#########	8.00%	0.00%
$1,590,084.00	$0.00		Fred Greer	#########	#########	46.50%	0.00%
$466,221.00	$466,221.00			#########	#########	8.00%	0.00%
$150,000.00	$150,000.00			#########	$0.00	8.00%	0.00%
$299,978.00	$299,978.00		Regina Ciph	#########	#########	26.00%	0.00%
$343,727.00	$343,727.00			#########	#########	8.00%	0.00%
$112,500.00	$112,500.00		Matthew Ir	#########	$0.00	0.00%	0.00%
$748.00	$748.00		Ismahan Ar	$748.00	$0.00	0.00%	0.00%
$100,000.00	$100,000.00		Terrance W	#########	$0.00	0.00%	0.00%
$50,000.00	$50,000.00		Melissa Bak	#########	$0.00	0.00%	0.00%
$1,500.00	$1,500.00		Ismahan Ar	#########	$0.00	0.00%	0.00%
$2,500.00	$2,500.00			#########	$0.00	0.00%	0.00%
$ 4,612,301.00	$547,732.00		Melissa Bak	#########	#########	8.00%	0.00%
$10,000.00	$10,000.00			#########	$0.00	0.00%	0.00%
$21,659.00	$21,659.00			#########	#########	8.00%	0.00%
$272,294.00	$272,294.00		Berten Ely,(	#########	#########	35.00%	0.00%
$20,000.00	$20,000.00		Mihaela En	#########	$0.00	0.00%	0.00%
$795,000.00	$195,000.00		Elizabeth Le	#########	#########	8.00%	0.00%
$600,000.00	$150,000.00		Mihaela En	#########	#########	8.00%	0.00%
$780,000.00	$195,000.00	Robert Johı	Mihaela En	#########	#########	8.00%	0.00%
$10,000.00	$10,000.00			#########	$0.00	0.00%	0.00%
$ 4,622,455.00	$755,647.00		Tammiee D	#########	#########	26.00%	0.00%

$131,976.00	$131,976.00	Leigh D'Am	#########	#########	8.00%	0.00%
$38,400.00	$38,400.00		#########	$0.00	0.00%	0.00%
$30,000.00	$30,000.00	Tammiee D	#########	$0.00	0.00%	0.00%
$80,000.00	$80,000.00		#########	$0.00	0.00%	0.00%
$82,780.00	$82,780.00		#########	$0.00	0.00%	0.00%

$19,726.00	$19,726.00		#########	#########	46.50%	0.00%
$50,000.00	$50,000.00		#########	$0.00	0.00%	0.00%
$31,050.00	$31,050.00		#########	#########	35.00%	0.00%
$196,536.00	$196,536.00	Tammiee D	#########	#########	8.00%	0.00%
$158,615.00	$31,723.00		#########	#########	46.50%	0.00%
$12,000.00	$12,000.00		#########	$0.00	0.00%	0.00%
$33,169,435.00	$13,989,727.00					

Budget Beg	Budget End	Date Create	USC/SCRF
7/1/19	8/31/20	11/19/19	USC
3/15/20	2/28/21	3/16/20	USC
7/1/19	6/30/22	7/15/19	USC
9/21/18	6/30/21	10/3/18	USC
10/1/19	9/30/20	10/24/19	USC
10/1/19	9/30/20	9/17/19	USC
10/1/19	9/30/20	9/11/19	USC
7/1/19	9/30/19	6/28/19	USC
10/1/16	9/30/21	9/22/16	USC
5/1/20	4/30/23	3/31/20	USC
11/25/19	12/31/22	11/7/19	USC
10/1/19	12/31/21	10/29/19	USC
4/1/19	12/31/19	7/2/19	USC
7/1/20	12/31/21	7/9/20	USC
10/31/19	10/30/20	11/1/19	USC
11/1/19	10/31/21	10/25/19	USC
7/1/19	6/30/20	8/26/19	USC
8/1/19	5/15/20	8/21/19	USC
8/1/19	8/30/20	8/21/19	USC
7/1/19	6/30/21	5/23/19	USC
5/1/19	5/30/24	2/19/19	USC
10/15/18	9/30/21	10/31/18	USC
1/1/19	10/31/21	10/19/18	USC
8/16/16	8/15/21	5/27/16	USC
9/30/15	9/29/20	11/18/15	USC
8/15/15	8/15/21	6/26/15	USC
8/1/15	7/31/21	6/24/15	USC
8/1/20	7/31/21	7/30/20	USC
8/1/20	7/31/21	7/29/20	USC
7/15/20	6/30/22	7/15/20	USC
4/25/20	4/24/21	4/28/20	USC
7/1/19	8/31/20	3/19/20	USC
1/1/20	7/31/21	2/4/20	USC
9/2/19	3/2/22	11/19/19	USC
11/1/19	7/31/21	11/14/19	USC
6/1/19	8/30/20	11/11/19	USC
8/1/19	12/31/20	11/11/19	USC
10/1/19	9/30/21	10/17/19	USC
1/1/19	6/1/21	9/30/19	USC
8/1/18	7/31/20	4/1/19	USC
4/1/17	3/31/22	2/10/17	USC
1/1/20	6/30/20	1/16/20	USC
10/1/17	9/30/22	12/1/17	USC
10/1/17	6/30/21	11/6/17	USC
10/1/17	6/30/21	10/24/17	USC
7/1/19	6/30/20	9/13/19	USC
10/1/18	9/30/21	2/20/19	USC

2/1/20	1/31/21	2/25/20	USC
7/1/19	8/31/20	11/19/19	USC
11/18/19	11/30/20	11/14/19	USC
11/1/19	12/1/20	10/29/19	USC
7/1/19	6/30/20	8/26/19	USC

3/1/18	2/28/21	11/29/18	USC
10/1/18	12/31/21	9/20/18	USC
4/1/17	3/31/22	2/10/17	USC
1/18/17	12/31/21	1/23/17	USC
9/30/15	9/29/20	11/18/15	USC
7/1/19	12/31/20	9/11/19	USC

	Proposal #	Grant Num	USC Accou	Grant/Cont	Project Sou	Project Pur	Status	Title
1	152400-20-54901			Grant	Private, Fo	Training	SAM Appro	Alternative
2	152500-20-52140			Grant	Private, Fo	Research	Sponsor Aw	EDUC 635:
3	152500-20-54201		10009203	Contract	Federal - (F	Training	Sponsor Aw	To Improve
4	152500-20-52139			Grant	Private, Fo	Research	Sponsor Aw	Exploring t
5	152200-20-54855			Grant	Private, Fo	Service	Sponsor De	Support for
6	152400-20-53066			Grant	Private, Fo	Research	SAM Appro	Building Ea
7	152700-20-53227			Contract	State - (STA	Service	Sponsor Aw	Evaluation
8	152400-20-54690			Grant	Private, Fo	Research	SAM Appro	School Cou
9	152300-20-52009			Grant	Private, Fo	Service	SAM Appro	â€œFree an
10	152400-20-52199			Grant	Federal - (F	Research	SAM Appro	Behavioral
11	152300-20-54253			Grant	Private, Fo	Research	SAM Appro	Influence o
12	152300-20-53832			Grant	Federal - (F	Training	SAM Appro	SC Beyond S
13	152400-20-53591			Grant	Federal - (F	Service	SAM Appro	The Freedo
14	152100-20-51976			Grant	Federal - (F	Research	Sponsor De	Exploring t
15	152200-20-52923			Grant	Federal - (F	Research	SAM Appro	Advanceme
16	152200-20-53806			Grant	Federal - (F	Research	SAM Appro	BCSER: IRM
17	152400-20-53461			Grant	Federal - (F	Research	SAM Appro	Statistical p
18	152500-20-52192			Grant	Federal - (F	Training	SAM Appro	Supporting
19	152300-20-52433			Grant	Federal - (F	Research	Sponsor Aw	Investigatir
20	152400-20-53951			Grant	Federal - (F	Research	Sponsor Aw	RAPID: Dev
21	152500-20-52711			Grant	Federal - (F	Research	Sponsor Aw	Enacting a c
22	152500-20-53503			Grant	Federal - (F	Research	Sponsor Aw	Collaborati
23	152400-20-54602			Grant	Federal - (F	Training	SAM Appro	Project ASC
24	152400-20-53512			Grant	Private, Fo	Research	Sponsor Aw	An Evaluati
25	152400-20-52746			Grant	Private, Fo	Research	SAM Appro	Developing
26	152500-20-54892			Grant	Local Gove	Training	Sponsor Aw	Read to Suc
27	152500-20-53539		10009035	Grant	State - (STA	Service	Sponsor Aw	Center of Ex
28	152400-20-52068			Grant	State - (STA	Service	Sponsor Aw	DDSN-USC (
29	152900-20-52613			Contract	State - (STA	Service	Sponsor Aw	Standards-I
30	152400-20-52152			Contract	Federal - (F	Training	Sponsor Aw	Project CRE
31	152200-20-52238		10009322/	Contract	Federal - (F	Service	Sponsor Aw	Manageme
32	152200-20-52373			Contract	Federal - (F	Service	Sponsor Aw	Child Care I
33	152200-20-52228		15220-FJ0	Contract	Federal - (F	Training	Sponsor Aw	Building a S
34	152400-20-53448				State - (STA	Service	SAM Appro	South Caro
35	152400-20-52142			Contract	State - (STA	Research	Sponsor Aw	Evaluation
36	152900-20-52118			Contract	State - (STA	Research	Sponsor Aw	Community
37	152800-20-52215			Contract	Private, Fo	Training	Sponsor Aw	SC Educatic
38	152000-20-52484		15200-GL1	Contract	State - (STA	Service	Sponsor Aw	South Caro
39	152500-20-52517			Grant	State - (STA	Service	SAM Appro	Young, Gift
40	152900-20-53501			Grant	State - (STA	Research	Sponsor Aw	Research Se
41	152400-20-52560			Contract	State - (STA	Service	Sponsor Aw	Carolina LIF
42	152300-20-52767			Grant	Private, Fo	Research	SAM Appro	Best Places
43	152500-20-52936			Grant	Private, Fo	Research	SAM Appro	Teachers Cl
44	152500-20-52937			Grant	Private, Fo	Research	SAM Appro	Do I trust th

45	152000-20-53006	Grant	Private, Fou	Service	SAM Appro	The Voices of Student Activists Who Moved a Nation: Documenting the Lessons of the Past through Innovative Educational Research
46	152300-20-51924	Grant	Private, Fou	Research	SAM Appro	Reconnecti
47	152300-20-54222	Grant	Private, Fou	Service	SAM Appro	Revisioning
48	152300-20-54538	Grant	Private, Fou	Research	SAM Appro	Higher Edu
49	152300-20-54716	Grant	Private, Fou	Research	SAM Appro	An Analysis
50	152300-20-54718	Grant	Private, Fou	Research	SAM Appro	From â€˜Ca
51	152300-20-54752	Grant	Private, Fou	Research	SAM Appro	The Role of
52	152400-20-51914	Grant	Private, Fou	Research	SAM Appro	Developing
53	152400-20-52666	Grant	Private, Fou	Research	SAM Appro	Addressing
54	152400-20-52674	Grant	Private, Fou	Research	SAM Appro	A Freedom
55	152400-20-53834	Grant	Private, Fou	Research	SAM Appro	A Pattern o
56	152500-20-51897	Grant	Private, Fou	Research	SAM Appro	Plant Scien
57	152500-20-52926	Grant	Private, Fou	Service	SAM Appro	Revisioning
58	152500-20-53008	Grant	Private, Fou	Service	SAM Appro	Creating Di
59	152500-20-53224	Contract	Private, Fou	Research	SAM Appro	Developing
60	152500-20-54416	Grant	Private, Fou	Training	SAM Appro	Administra
61	152500-20-54505	Grant	Private, Fou	Research	SAM Appro	Teacher Preparation Programs Respond to COVID-19: The Role of School-University Partnerships
62	152500-20-54525	Grant	Private, Fou	Research	SAM Appro	Re-Imaginir
63	152500-20-54721	Grant	Private, Fou	Research	SAM Appro	Freedom Di

64	152500-20-54749	Grant	Private, Fou	Research	SAM Appro	Developing
65	152400-20-51932	Grant	Federal - (FI	Research	Sponsor De	Project ASC
66	152400-20-51942	Grant	Federal - (FI	Research	Sponsor Aw	Project IMF
67	152800-20-54254	Grant	Private, Fou	Service	SAM Appro	Family Fina
68	152400-20-54845	Grant	Federal - (FI	Research	SAM Appro	Project Har
69	152300-20-54918	Grant	Private, Fou	Research	SAM Appro	Gang Youth
70	152300-20-51975	Grant	Private, Fou	Service	Sponsor Aw	Anne Frank
71	152400-20-52921	Contract	Federal - (FI	Research	SAM Appro	Determinar
72	152300-20-54104	Grant	Private, Fou	Research	SAM Appro	Leveraging
73	152900-20-52756	Contract	State - (STA	Service	Sponsor Aw	ABC Project

Lead PI Nan	Lead PI Hor	Lead PI Hor	SAM Appro	Sponsoring	Amount First Year	Indirect Co	Total Project A
Plotner, To	Educationa	College of E	6/26/20	Able-SC	$50,000.00	#########	$253,543
Muller, Mei	Instruction	College of E	11/11/19	Academic E	$2,500.00	$0.00	$2,500
Baum, Ange	Instruction	College of E	4/16/20	Beverly Hur	$343,727.00	#########	$343,727
Wang, Yang	Instruction	College of E	8/16/19	Center for E	$748.00	$0.00	$748
McDonald,	Child Devel	College of E	6/19/20	Child Care A	$15,650.00	$0.00	$15,650
Ascetta, Ka	Educationa	College of E	12/12/19	Duke Endov	$113,024.00	$0.00	$249,612
Monrad, Di	SC Educatic	College of E	1/14/20	Florence Co	$20,000.00	$0.00	$20,000
Limberg-Ol	Educationa	College of E	6/3/20	Florida Atla	$14,722.00	$0.00	$14,722
Ylimaki, Ro	Education -	College of E	7/23/19	Gaylord & I	$60,500.00	$0.00	$121,000
DiStefano,	Educationa	College of E	8/29/19	Institute of	$331,779.00	#########	$1,290,731
Yao, Christi	Educ. Leade	College of E	4/17/20	NASPAâ€"S	$5,000.00	$0.00	$5,000
Jenkins-Her	Instruction	College of E	3/4/20	National En	$119,949.00	#########	$119,949
Hale, Jon	Educationa	College of E	3/4/20	National En	$74,911.00	#########	$74,911
Brian, Ali	Physical Ed	College of E	7/30/19	National In	$260,750.00	#########	$406,282
Irvin, Matth	Educationa	College of E	11/18/19	National Sc	$589,382.00	#########	$2,116,261
Irvin, Matth	Educationa	College of E	3/4/20	National Sc	$335,178.00	#########	$1,000,000
Liu, Xiaofer	Educationa	College of E	1/30/20	National Sc	$83,256.00	#########	$249,401
Ciphrah, Re	Education -	College of E	8/27/19	National Sc	$74,974.00	#########	$74,971
Tran, Henry	Educ. Leade	College of E	10/14/19	National Sc	$136,540.00	#########	$351,954
Trevors, Gr	Educationa	College of E	4/17/20	National Sc	$199,614.00	#########	$199,614
Boyd, Fenic	Instruction	College of E	11/7/19	National Sc	$162,581.00	#########	$299,990
Yee, Sean	Mathemati	College of A	2/3/20	National Sc	$78,118.00	#########	$180,000
Plotner, To	Educationa	College of E	6/8/20	Office of Sp	$234,912.00	#########	$1,185,352
McCammon	Educationa	College of E	2/3/20	Organizatic	$2,000.00	$0.00	$2,000
Trevors, Gr	Educationa	College of E	11/15/19	Prisma Hea	$20,000.00	$0.00	$20,000
Boutte, Glc	Instruction	College of E	7/1/20	Richland Sc	$20,000.00	$0.00	$20,000
Roy, Georg	Instruction	College of E	3/4/20	SC Commis	$112,500.00	$0.00	$112,500
Wolfe, Kati	Educationa	College of E	8/1/19	SC Departm	$65,552.00	$0.00	$65,552
Lewis, Ashl	Research, E	College of E	10/29/19	SC Departm	$80,000.00	$0.00	$80,000
Marshall, K	Educationa	College of E	8/22/19	SC Departm	$375,554.00	#########	$375,554
McDonald,	Child Devel	College of E	9/16/19	SC Departm	$2,164,058.00	#########	$2,164,057
Rao, Vasant	Child Devel	College of E	10/1/19	SC Departm	$504,002.00	#########	$504,002
Googe, Hea	Child Devel	College of E	9/11/19	SC Departm	$1,040,829.00	#########	$1,040,829
Stinnett, Cl	Educationa	College of E	1/28/20	SC Develop	$53,895.00	#########	$53,895
Brown, Wil	Educationa	College of E	8/26/19	SC Educatic	$100,000.00	$0.00	$100,000
D'Amico, Le	Research, E	College of E	8/26/19	SC Educatic	$82,780.00	$0.00	$82,780
Hudson, To	SC School I	College of E	9/9/19	SC-EPFP Ad	$10,000.00	$0.00	$10,000
Hodges, Th	Instruction	College of E	11/19/19	South Caro	$112,500.00	$0.00	$112,500
Jenkins-Her	Instruction	College of E	10/23/19	South Caro	$59,706.00	$0.00	$59,706
Dickenson,	Research, E	College of E	2/3/20	South Caro	$131,976.00	#########	$131,976
Plotner, To	Educationa	College of E	10/30/19	South Caro	$316,500.00	$0.00	$316,500
Tran, Henry	Educ. Leade	College of E	1/7/20	Spencer Fou	$70,000.00	$0.00	$70,000
Karsli Calan	Instruction	College of E	11/27/19	Spencer Fou	$70,000.00	$0.00	$70,000
Wynter-ho	Instruction	College of E	11/27/19	Spencer Fou	$70,000.00	$0.00	$70,000

Hale, Jon	Educationa	College of E	12/4/19	The Spence	$50,000.00	$0.00	$50,000
Ylimaki, Ro	Education -	College of E	7/1/19	The Spence	$46,325.00	$0.00	$49,475
Jenkins-Her	Instruction	College of E	4/17/20	The Spence	$49,950.00	$0.00	$49,950
Anderson, (	Educ. Leade	College of E	6/8/20	The Spence	$50,000.00	$0.00	$50,000
Martinez, D	Educ. Leade	College of E	6/5/20	The Spence	$17,500.00	$0.00	$50,000
Yao, Christi	Educ. Leade	College of E	6/8/20	The Spence	$44,410.00	$0.00	$44,410
Cunningha	Educ. Leade	College of E	6/9/20	The Spence	$35,573.00	$0.00	$49,920
Trevors, Gr	Educationa	College of E	7/1/19	The Spence	$47,453.00	$0.00	$49,953
Dawes, Mol	Educationa	College of E	10/29/19	The Spence	$20,500.00	$0.00	$49,559
Hale, Jon	Educationa	College of E	11/1/19	The Spence	$50,000.00	$0.00	$50,000
Hale, Jon	Educationa	College of E	3/4/20	The Spence	$50,000.00	$0.00	$50,000
Thompson,	Instruction	College of E	7/2/19	The Spence	$50,000.00	$0.00	$50,000
Jenkins-Her	Instruction	College of E	11/19/19	The Spence	$49,967.00	$0.00	$49,968
Bauer, Eury	Instruction	College of E	1/7/20	The Spence	$49,998.00	$0.00	$49,998
Curcio, Rac	Instruction	College of E	1/10/20	The Spence	$23,203.00	##########	$119,974
Bauer, Eury	Instruction	College of E	5/18/20	The Spence	$50,000.00	$0.00	$50,000
Baker, Meli	Instruction	College of E	5/18/20	The Spence	$50,000.00	$0.00	$50,000
Compton-L	Instruction	College of E	5/20/20	The Spence	$50,000.00	$0.00	$50,000
Wynter-ho	Instruction	College of E	6/8/20	The Spence	$50,000.00	$0.00	$50,000

Spence, Luc	Instruction	College of E	6/9/20	The Spence	$19,613.00	$0.00	$50,000
Plotner, To	Educationa	College of E	7/8/19	U.S. Depart	$213,451.00	#########	$1,157,000
Limberg-Ol	Educationa	College of E	7/8/19	U.S. Depart	$108,030.00	#########	$1,102,217
Beaty, Julia	SC School I	College of E	4/17/20	United Way	$99,999.00	$0.00	$99,999
Carlson, Ry	Educationa	College of E	6/19/20	University (	$114,893.00	#########	$656,049
Martinez, D	Educ. Leade	College of E	7/7/20	University (	$10,118.00	$0.00	$15,177
Stevick, Do	Educ. Leade	College of E	11/4/19	USC Educat	$125,000.00	$0.00	$375,000
Carlson, Ry	Educationa	College of E	11/18/19	Virginia Co	$15,477.00	$0.00	$31,066
Tran, Henry	Educ. Leade	College of E	4/7/20	William T. (	$196,419.00	#########	$1,000,000
Lewis, Ashl	Research, E	College of E	11/12/19	Winthrop U	$30,000.00	$0.00	$30,000
					$10,537,546.00		$19,567,484

Start Date	End Date	Project Yea	Awardee De	Awardee Cc	PIs	Co-PIs	Key Person	Other Persc
10/1/20	9/30/25	5	Educationa	College of Education				
8/1/19	7/31/20	1	Instruction	College of Education				
4/25/20	4/24/21	1	Instruction	College of Education				
1/1/20	12/31/20	1	Instruction	College of Education		Arslan-Ari, Ismahan		
7/15/20	11/15/20	1	Child Devel	College of Education		Googe, Heather		
8/1/20	7/31/23	3	Educationa	College of Education		Ross, Robbie		
1/1/20	6/30/20	1	SC Educatic	College of Education		Ene, Mihaela, Leighton, Elizabeth		
8/1/20	7/31/21	1	Educationa	College of Education				
1/1/20	12/31/21	2	Educ. Leade	College of Education		Gause, Simone, Platt, Spencer		
7/1/20	6/30/24	4	Educationa	College of Education		Greer, Fred, Shi, Dexin		
8/1/20	7/31/21	1	Educ. Leade	College of Education				
10/1/20	12/31/21	2	Educ. Leade	College of Education		Boutte, Gloria		
10/1/20	12/31/21	2	Educationa	College of Education		Donaldson, Bobby		
4/1/20	3/31/22	2	Physical Ed	College of Education		Stodden, D	Starrett, Angie	
6/1/20	5/31/24	4	Child Devel	College of Education		Limberg-Ohrt, Dodie, L	Starrett, An	
1/1/21	12/31/23	3	Child Devel	College of Education		DiStefano, (	Grant, Michael, Roy, Ge	
8/1/20	7/31/23	3	Educationa	College of Education				
6/1/20	8/31/21	2	Instruction	College of Education		Harbour, Kı	Thompson, Stephen	
5/1/20	4/30/23	3	Educ. Leade	College of Education		Platt, Spencer		Farkas, Csill
5/1/20	4/30/21	1	Educationa	College of Education				
7/15/20	6/30/22	2	Instruction	College of Education		Ciphrah, Regina		
10/1/20	9/30/23	3	Instruction	College of Education				
1/1/21	12/31/25	5	Educationa	College of Education		Stinnett, Chelsea, Wolf		Holt, Ashle
7/1/20	12/31/21	2	Educationa	College of Education				
4/1/20	3/31/21	1	Educationa	College of Education			Wu, Dezhi, Duffy, Melis	
7/1/20	6/30/21	1	Instruction	College of Education				
7/1/19	8/31/20	2	Instruction	College of Education		Irvin, Matthew, Limber		Starrett, An
8/1/19	5/15/20	1	Educationa	College of Education				
11/1/19	3/30/20	1	Research, E	College of Education				Zhang, Xiac
8/1/19	8/30/20	1	Educationa	College of Education				
10/1/19	9/30/20	1	Child Devel	College of Education				
10/1/19	9/30/20	1	Child Devel	College of Education				
10/1/19	9/30/20	1	Child Devel	College of Education				
7/1/20	6/30/21	1	Educationa	College of Education				
7/1/19	6/30/20	1	Educationa	College of Education		Greer, Fred	Liu, Jin, DiStefano, Chri	
7/1/19	6/30/20	1	Research, E	College of Education				
7/1/19	6/30/20	1	SC School I	College of Education				
7/1/19	8/31/20	1	Education -	College of Education		Van Buren,	Kunz, Gina, Hikmet, Ne	
12/9/19	7/26/20	1	Instruction	College of Education		Boutte, Gloria		Donaldson,
2/1/20	4/3/20	1	Research, E	College of Education		D'Amico, Leigh		
10/31/19	10/30/20	1	Educationa	College of Education		Stinnett, Chelsea		
7/1/20	6/30/21	1	Educ. Leade	College of Education				
7/1/20	6/30/21	1	Instruction	College of Education				
7/1/20	6/30/21	1	Instruction	College of Education				

5/1/20	5/31/21	1	Education -	College of Education	Donaldson,
1/1/20	12/31/21	2	Educ. Lead	College of Education	
5/1/20	8/31/21	2	Educ. Lead	College of Education	
8/1/20	8/31/22	3	Educ. Lead	College of Education	
7/15/20	6/14/23	3	Educ. Lead	College of Education	
8/1/20	12/31/21	2	Educ. Lead	College of Education	
8/1/20	7/31/22	2	Educ. Lead	College of Education	Hardie, Suz Ylimaki, Rose
1/1/20	3/31/21	2	Educationa	College of Education	
7/1/20	6/30/22	2	Educationa	College of Education	Trevors, Greg
8/1/20	7/31/21	1	Educationa	College of Education	
10/1/20	9/30/21	1	Educationa	College of Education	Boutte, Gloria
3/1/20	9/30/21	1	Instruction	College of Education	Fu, Zhengqing
5/1/20	8/31/21	2	Instruction	College of Education	
2/1/21	3/31/22	2	Instruction	College of Education	Sanchez, Lenny, Wang, Yang
1/1/21	6/30/25	5	Instruction	College of Education	
4/1/21	6/30/22	2	Instruction	College of Education	Brown, Kara, Sanchez, Lenny, Wang
6/1/20	12/31/21	2	Instruction	College of Education	
6/1/20	8/31/22	3	Instruction	College of Education	Curcio, Rachelle, Curri Baker, Meli
7/1/20	6/30/21	1	Instruction	College of Education	Boutte, Gloria, Braden, Eliza, Long,

9/1/20	8/31/23	3	Instruction	College of Education	
1/1/20	12/31/25	5	Educationa	College of Education	Holt, Ashley, Stinnett, Chelsea, Wo
11/1/19	10/31/24	5	Educationa	College of Education	Ohrt, Jonathan, Wolfe, Katie, Yell, I
7/1/20	6/30/21	1	SC School I	College of Education	Kunz, Gina, Lewis, Ashlee
9/30/20	9/29/25	5	Educationa	College of Education	Dickenson, Tammiee
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1/1/20	12/31/22	3	Educ. Leade	College of Education	
3/31/20	3/30/22	2	Educationa	College of Education	
3/9/21	3/8/25	4	Educ. Leade	College of Education	Cunninghai Lopez-Robe Ylimaki, Ro
11/18/19	11/30/20	1	Research, E	College of Education	Dickenson, Tammiee

Internal Re	Internal Re	Research Bi	Research M	Research Er	Research Er	Research Be	Research Cl	Research Co
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Research Ec	Research M	Biological M	Recombina	IBC Approv	IBC Approv	Infectious a	Human-der	Biological t
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Select Agen	Biological M	Hazardous	Hazardous	Hydrofluor	Organic or	Other hazar	Hazardous	Radioactive
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Radioactive	USC medica	USC researc	Other radia	Radioactive	Earmarked	Stimulus In	Collaborati	Collaborati
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Collaborati	Collaborati	Cost Share	Faculty Rel	Sole Source	Conflict Of	Sponsor PH	Human Sub	Protocol O
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TRUE	Univ. of Flo	FALSE	0	TRUE	FALSE	FALSE	FALSE	
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TRUE	Digital Pub	FALSE	0	TRUE	FALSE	FALSE	TRUE	pending
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Vertebrate	Vertebrate	Intra Unive	Intra Unive	Program Ty	COEE Center
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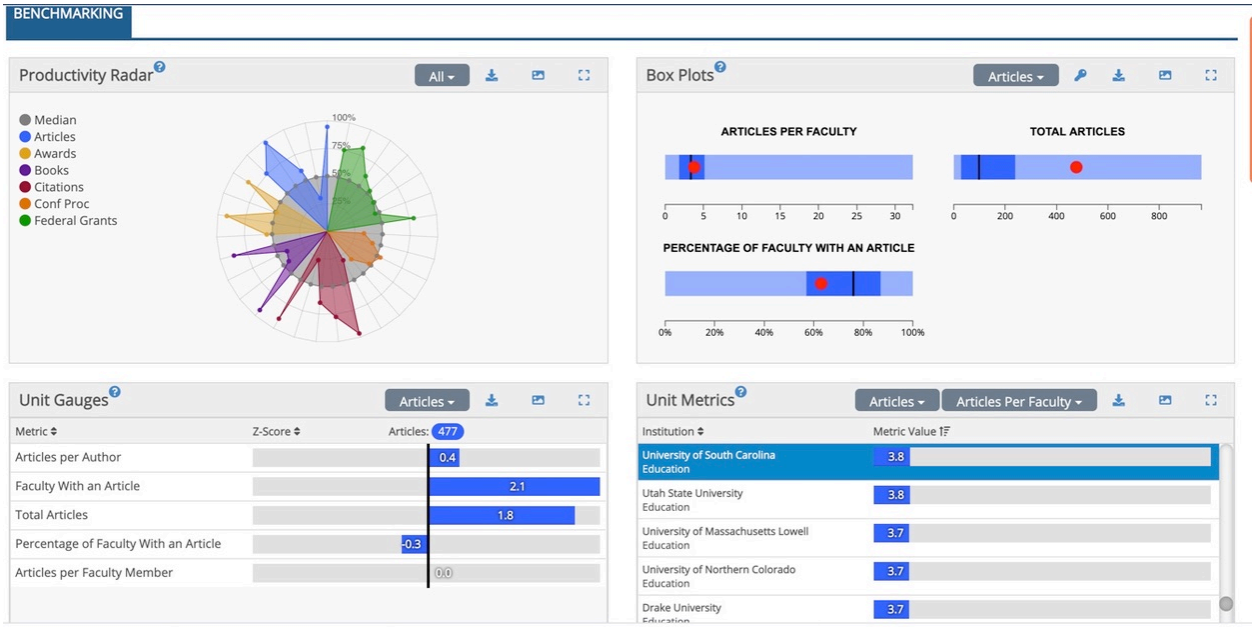
Appendix 2. Academic Analytics Report

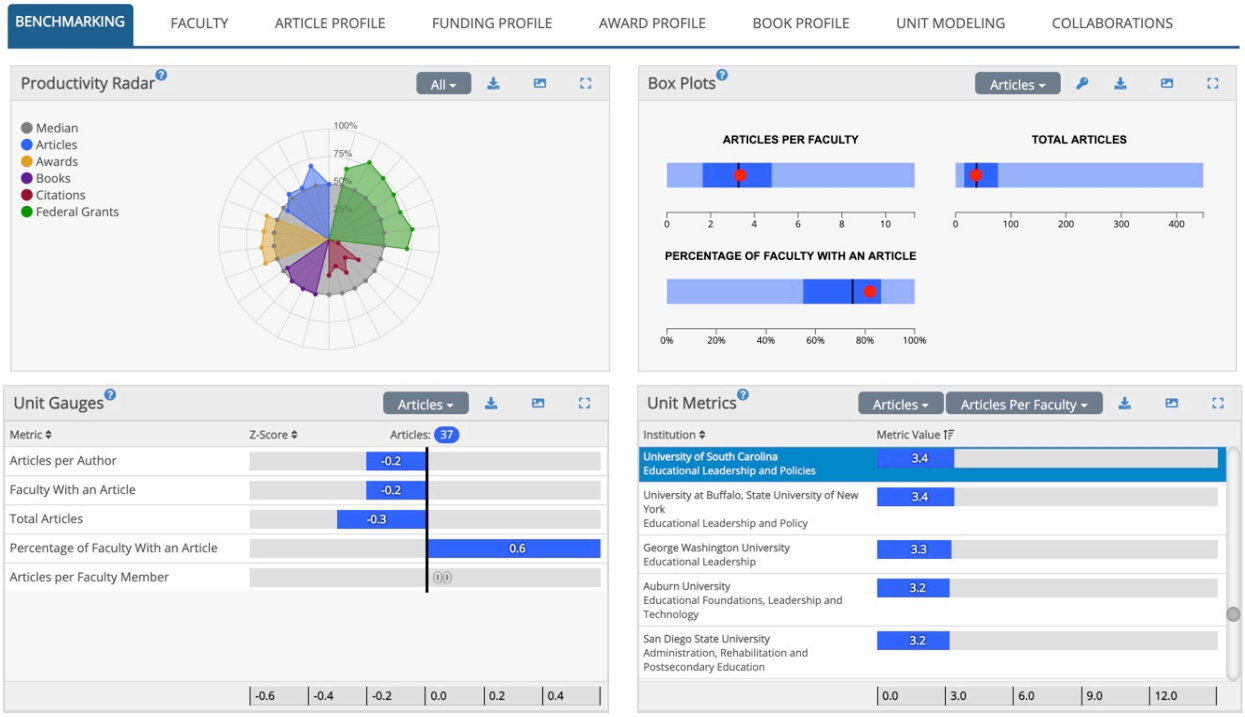
College of Education



Departments

Educational Leadership and Policies, Department of

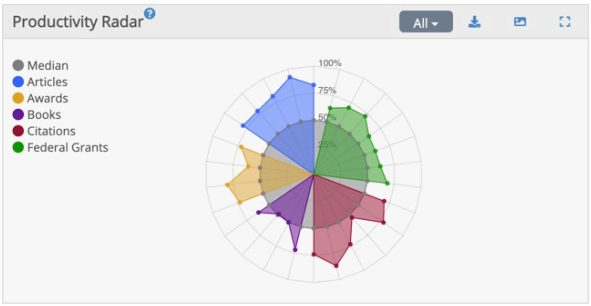
Discipline: Educational Leadership and Administration | Full Data
Institutions: 137 | Departments: 144 | Faculty: 2107
Weight Scheme: Default | Scholarly Research Index -0.2

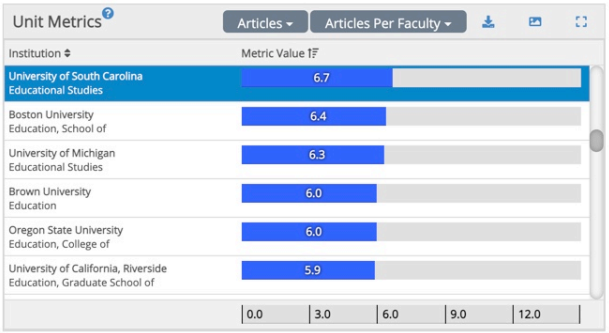


Educational Studies, Department of

Discipline: Education, General | Full Data
Institutions: 88 | Departments: 91 | Faculty: 2356
Weight Scheme: Default | Scholarly Research Index 0.5

BENCHMARKING | FACULTY | ARTICLE PROFILE | FUNDING PROFILE | AWARD PROFILE | BOOK PROFILE | UNIT MODELING | COLLABORATIONS

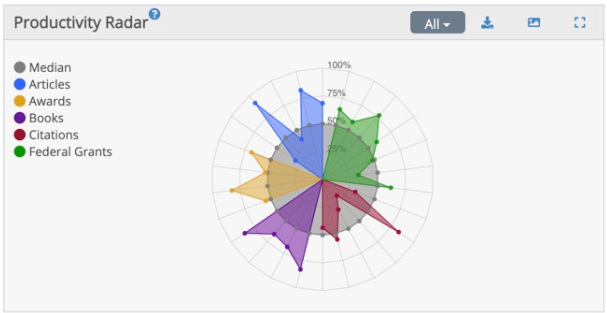


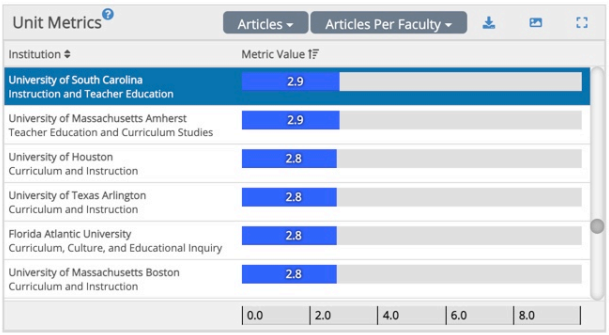


Instruction and Teacher Education, Department of

Discipline: Curriculum and Instruction | Full Data
Institutions: 103 | Departments: 107 | Faculty: 2232
Weight Scheme: Default | Scholarly Research Index -0.1

BENCHMARKING | FACULTY | ARTICLE PROFILE | FUNDING PROFILE | AWARD PROFILE | BOOK PROFILE | UNIT MODELING | COLLABORATIONS

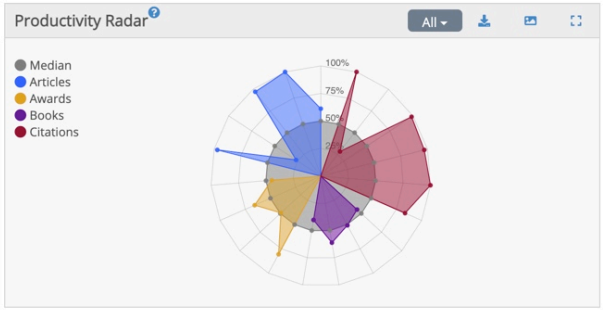


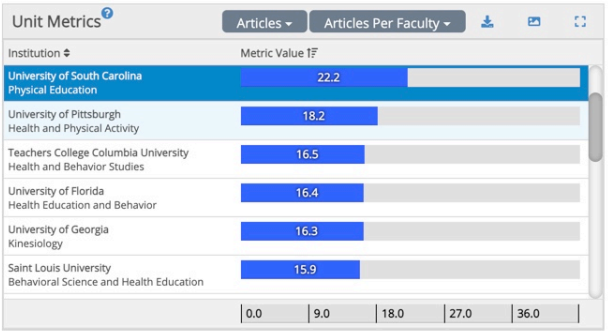


Physical Education, Department of

Discipline: Health, Physical Education, Recreation | Full Data
Institutions: 59 | Departments: 66 | Faculty: 949
Weight Scheme: Default | Scholarly Research Index 1

BENCHMARKING | FACULTY | ARTICLE PROFILE | FUNDING PROFILE | AWARD PROFILE | BOOK PROFILE | UNIT MODELING | COLLABORATIONS



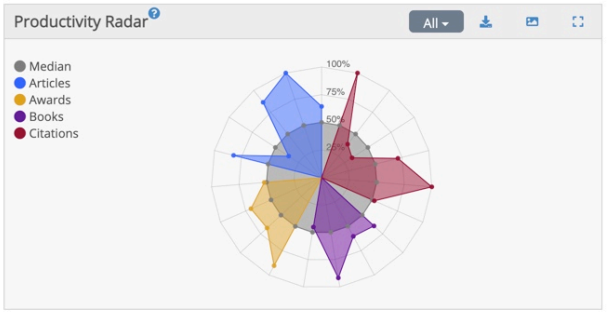


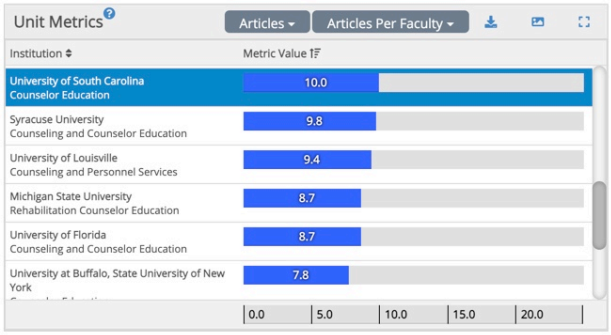
Individual Program Areas

Counselor Education

Discipline: Counselor Education | Full Data
Institutions: 69 | Programs: 72 | Faculty: 585
Weight Scheme: Default | Scholarly Research Index 1.2

BENCHMARKING | FACULTY | ARTICLE PROFILE | FUNDING PROFILE | AWARD PROFILE | BOOK PROFILE | UNIT MODELING | COLLABORATIONS





Education Administration

Discipline: Educational Leadership and Administration | Full Data
Institutions: 109 | Programs: 124 | Faculty: 1470
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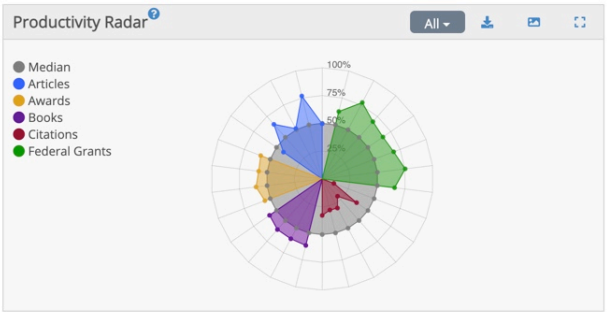

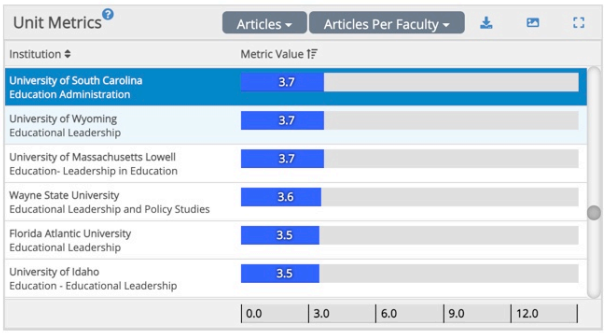

Educational Psychology, Research and Foundations

Discipline: Educational Psychology | Full Data
Institutions: 64 | Programs: 67 | Faculty: 885
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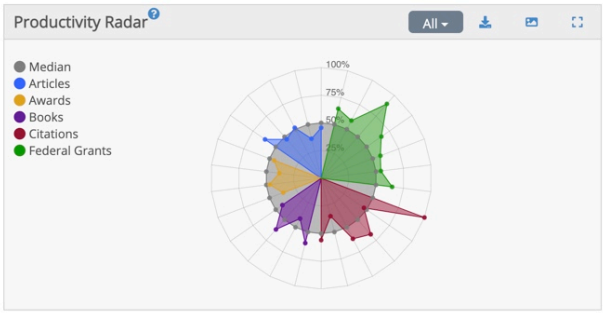

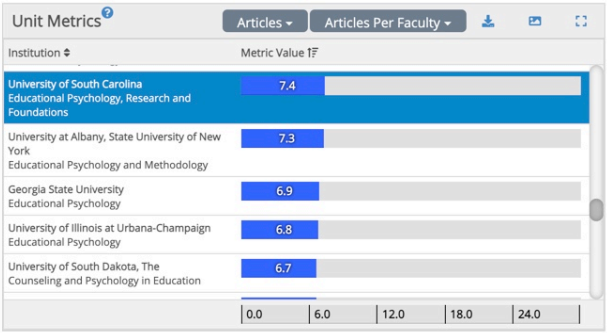

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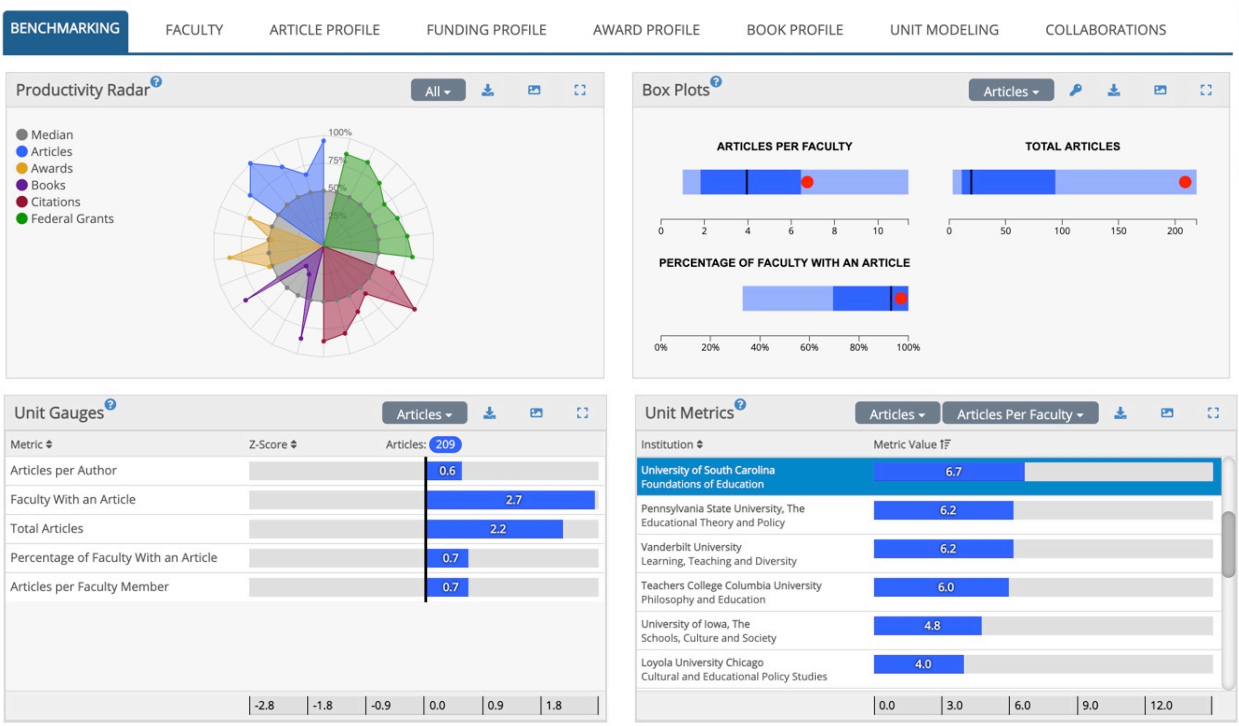

Language and Literacy

Discipline: Teacher Education Specific Subject Areas | Full Data
Institutions: 82 | Programs: 137 | Faculty: 1486
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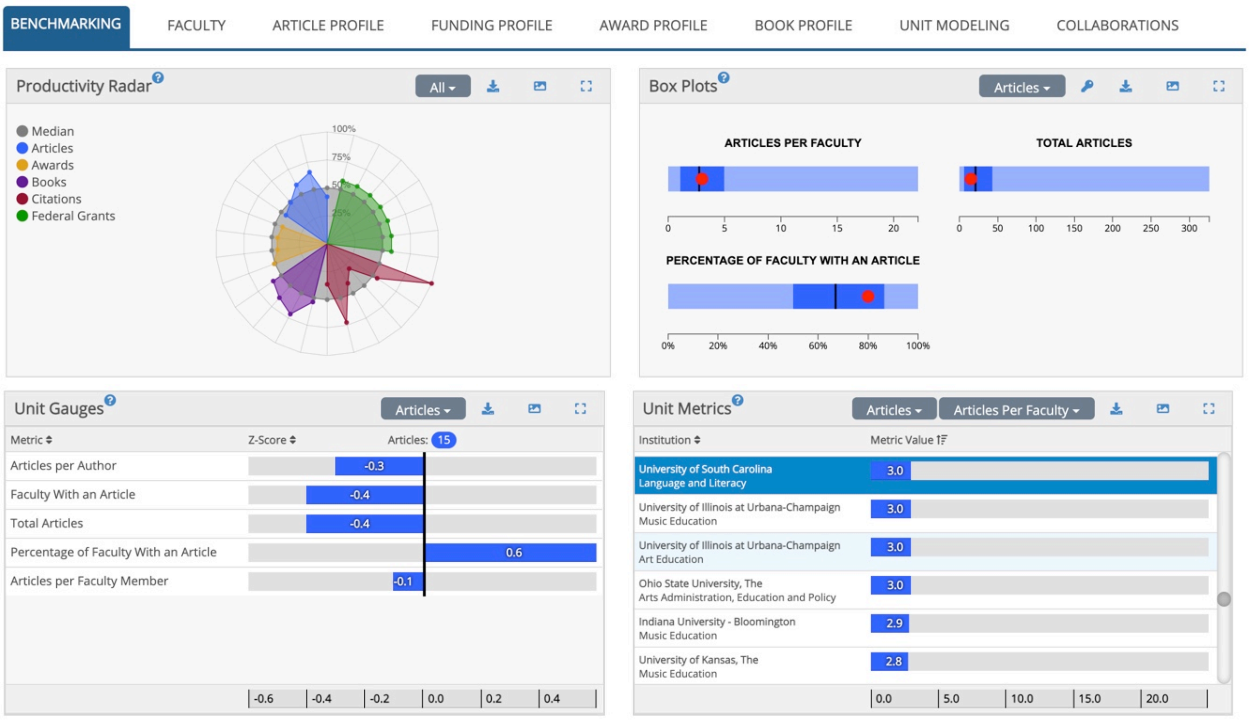

Physical Education

Discipline: Health, Physical Education, Recreation | Full Data

Institutions: 28 | Programs: 30 | Faculty: 362

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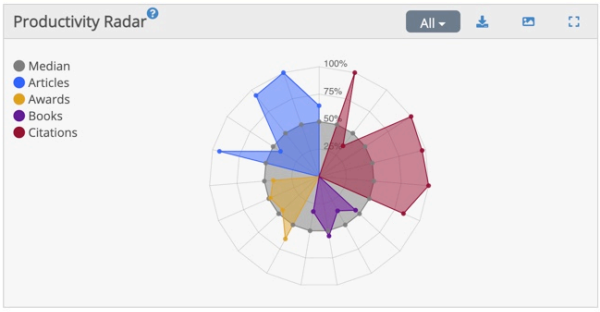

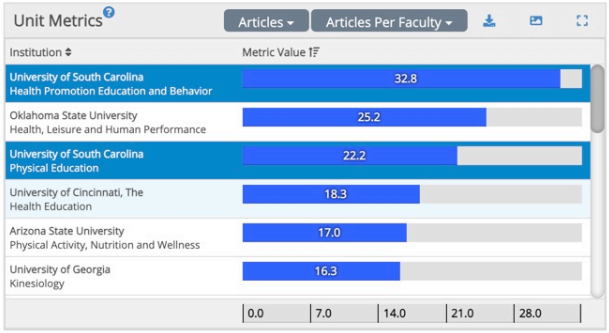

Special Education

Discipline: Special Education | Full Data

Institutions: 62 | Programs: 62 | Faculty: 710

Weight Scheme: Default | Scholarly Research Index 0.1

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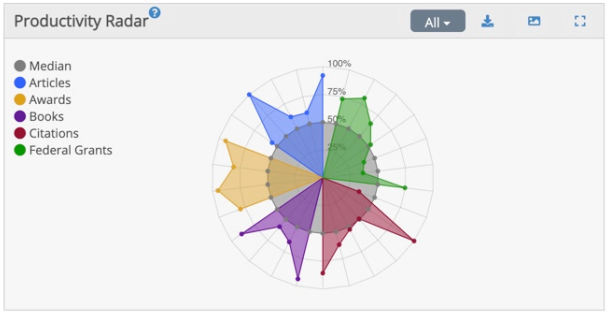

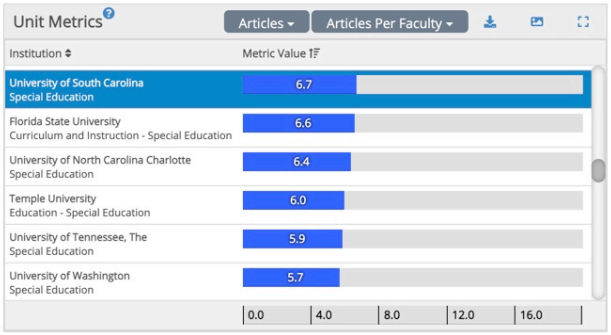

Teaching and Learning

Discipline: Teacher Education Specific Levels | Full Data
Institutions: 28 | Programs: 36 | Faculty: 422
Weight Scheme: Default | Scholarly Research Index 0

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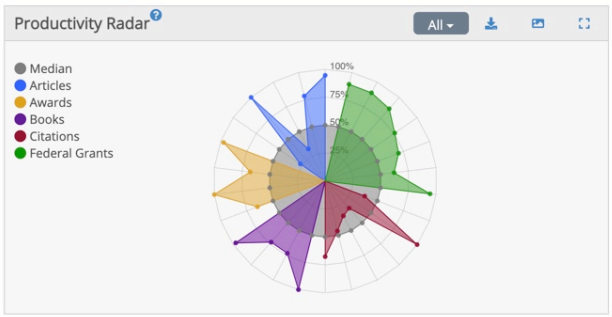
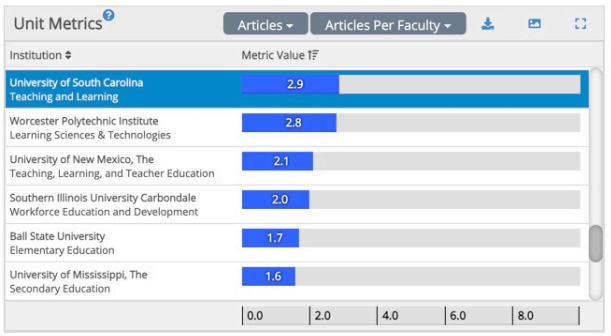


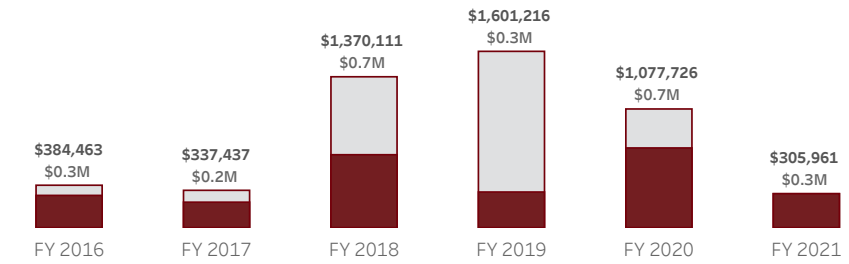


Appendix 3. Alumni Engagement & Fundraising

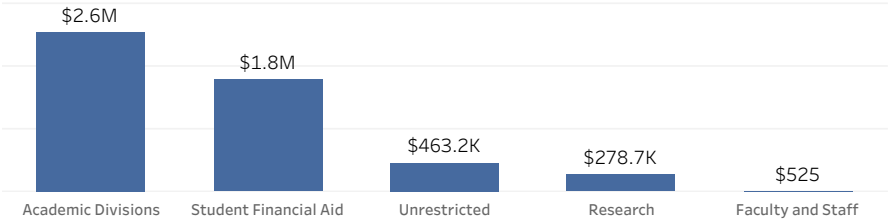
CRM Site Performance

Gift Band: Multiple values | **Site**: Education | **Fiscal Year**: All | **Counting Method**: Production

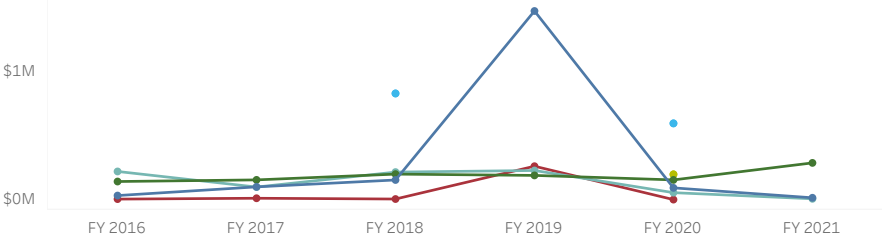
FY - YTD Production



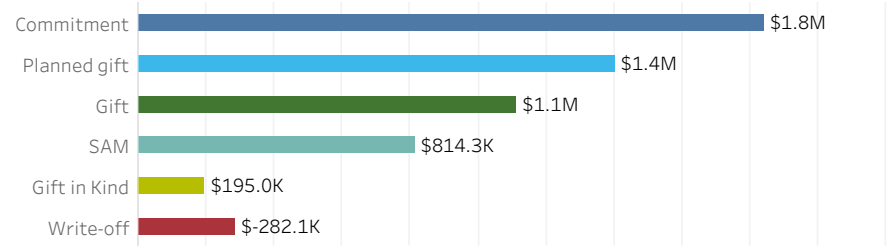
VSE Category



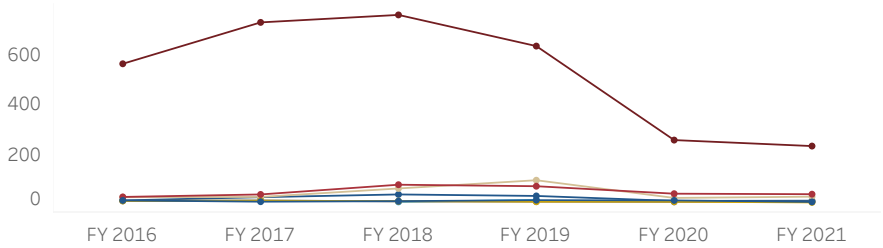
Gift Category by FY



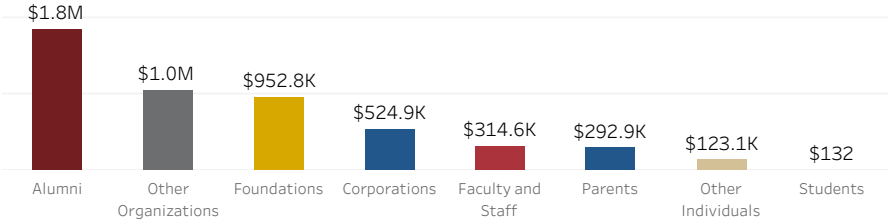
Gift Category



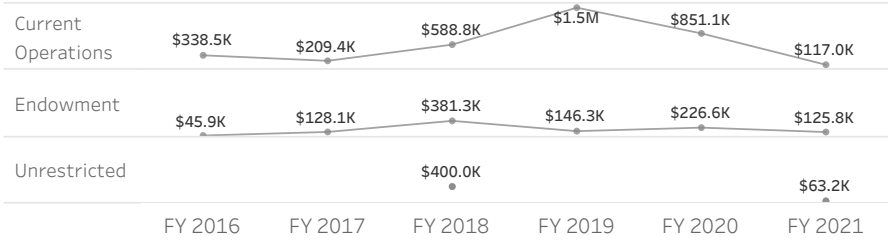
Constituent VSE by FY



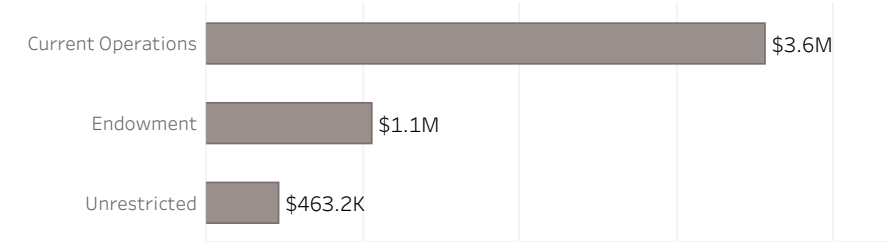
Constituent VSE Category



Funding Type by FY



Funding Type



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Appendix 4. Community Engagement

ODEI CONTRIBUTIONS TO COMMUNITY ENGAGEMENT

The following community engagement events were facilitated by the College of Education's Office for Diversity, Equity, and Inclusion.

Midlands Mastermind Follow Up

As part of the colleges continuing effort to foster community and build relationships with the schools in the Midlands area of the state, the ODEI conducted Zoom interviews with eight Black male teachers who attended the *Midlands Mastermind: The Power of One* event held in Fall 2019. As a part of the ODEI's communication plan, we are prepared to move forward with the production, posting, and promoting of these interviews and others with key stakeholders; however, our ability to use this content must first be approved by the University's Office of Communication which we are in the process of securing.

Apple Core Academy - Discontinued

Under the leadership of the Director of Student Diversity, Inclusion, and Engagement and the Student Success Coach/Outreach Coordinator, last fall the ODEI developed a working relationship with Lakewood High School in Sumter, South Carolina which was subsequently chosen as the pilot site for a new initiative titled, Apple Core Academy. Recognizing the importance of providing K-12 students with early exposure to education as a career field, the ACA program was established to work with rural area high school students to prepare and exposed them to college as a future option. The 2019-2020 pilot cohort consisted of 10-15 students, many of whom will be first-generation college students. The students culminating trip to visit the University in March of 2020 was cancelled as part of early COVID-19 precautions and our ability to travel and interact with students was severely impacted by COVID-19 policies and protocols. The Sumter School district has yet to resume full-time face-to-face instruction, and many opportunities for enrichment and extracurricular activities have been eliminated.

In the months ahead, the ODEI will redirect its energies to providing opportunities to access the College and the University via coordinated campus visits/tours for students from historically unrepresented minority groups throughout the state.

Teacher Cadet

As part of our commitment to community outreach, the Outreach Coordinator virtually visited several Teacher Cadet programs throughout the Midlands this past fall. Teacher Cadet students at Blythewood High School and Chapin High Schools participated in a read-aloud experiences to better understand how they could most effectively to facilitate their own read-alouds in their communities.

Student-Athlete Networking Night

As part of ODEI's partnership with Gamecock Athletics, the Outreach Coordinator participated in a career networking forum with current student athletes. He was able to spend virtual time with student athletes who previously expressed interest in pursuing careers in education or in furthering their own education. As part of the event, the Outreach Coordinator able to connect with over 20 students.

Richland 2 Career Day

As part of the Office's commitment to work with local school districts, the Outreach Coordinator participated in a virtual "Career Day" for which he filmed a short video describing the Office's role in the College and University. As a part of Career Day programming, the video was shown to students from four local schools.

Appendix 5. Collaborations

ODEI CONTRIBUTIONS TO COLLABORATIONS

The following collaborations were facilitated by the College of Education's Office for Diversity, Equity, and Inclusion.

Carter G. Woodson Distinguished Lecture Series (Internal Collaboration)
In collaboration with the Museum of Education, the ODEI conceptualized and offered the COE first "Distinguished Lecture Series." This series is named in honor of Carter G. Woodson, the proclaimed scholar and creator of Black History Month who is most often labeled as a historian. However, Woodson's most known scholarship, The Mis-Education of the Negro, a study of cultural exclusion and curriculum-based psychological violence within the field of education is an interdisciplinary work of history and social science. Consequently, situating Woodson's legacy within the field of education (in addition to history and African American Studies) given he was one of the original proponents of culturally relevant pedagogy (in 1933). Dr. Bettina L. Love, an award-winning author, and the Athletic Association Endowed Professor at the University of Georgia, served as our inaugural speaker. One of the field's most esteemed educational researchers, Dr. Loves writing, research, teaching, and activism meet at the intersection of race, education, abolition, and Black joy. Over 100 attendees joined us virtually for this inaugural event.

Inaugural Educational Inquiry for Equity and Justice Symposium (Internal Collaboration)
Sponsored by the College's three offices (Diversity, Equity, & Inclusion, Research and Innovation, and Academic Affairs) the Equity and Justice Symposium is scheduled for April 16, 2021. In hosting the symposium, we seek to bring together College of Education faculty, staff, graduate students, and partners around the notion of inquiry *in pursuit of equity and justice*. This symposium was conceived of as a mini-conference with presentations (paper, panel, poster, and roundtable) of inquiry/research project conducted by attendees.

Critical Race Theory Summer Institute (Internal Collaboration)
The ODEI was proud to sponsor the university's first ever Critical Race Theory Summer Institute (CRTSI) in June 2019. Given we were unable to host the conference in the summer of 2020 because of the pandemic, we are currently in process of planning the 2nd Annual CRT Summer Institute for June 2021. This 3-day engagement provides an opportunity for both students and faculty new to the ideas of Critical Race Theory (CRT) to explore those ideas in detail as well as to assist students and faculty with knowledge of CRT prepare to put their ideas into research, praxis, evaluation, and/or community engagement. The 2021 planning team includes faculty from three of the College's four departments and staff from the College's Center for Innovation in Higher Education. Among the goals for 2021 is to increase the amount of financial support provided for

student who wish to attend, but who might not have the resources to do so as well as for community members who may wish to attend.

Truist Leadership Institute (External Collaboration)

The ODEI partnered with Truist Bank to provide students in our Apple Core Initiative and Student Ambassadors programs with a unique opportunity to acquire a certificate of completion from the Truist Emerging Leaders Certification Program. A highly interactive program for college and university students, the program focuses on building the students' capacity for self-awareness and its relationship to their ability to lead others. Our students were the 1st cohort of Education majors to complete this training. During the program, students learn about "the beliefs driving their leadership behaviors – both positive and negative" and develop a better understanding of their personal strengths and weaknesses. Upon completion of the program, the students should have acquired "practical tools and strategies to overcome leadership shortcomings discovered during the sessions and become better leaders." 19 students complete the training in two 3-hour evening sessions (February 3 and February 17). All feedback received from the students has been extremely positive.

We All Count's "Foundations of Data Equity" Workshop (External Collaboration)

The ODEI was proud to bring to the college We All Count's "Foundations of Data Equity" workshop - a 6-hour training offered on back-to-back Fridays in October. Targeted for anyone who uses or makes decisions based on data, work with stakeholders who make decisions based on data, the training involved a complete set of tools, workbooks, and checklists for embedding equity into measurement processes. Developing using real world case studies, the workshop revolves around a seven-step data equity framework to surface bias, racism, homophobia, sexism, and more in our data products. We were particularly pleased that while undersubscribed, the workshop was attended by several faculty, staff, and students who had not previously participated in an ODEI-sponsored engagement.