

Executive Summary

Blueprint for Academic Excellence College of Education AY2022-2023

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 24 elementary, middle, and high schools, and two professional development district-level partnerships. The College's partnerships extend well beyond the PDS network, including collaborations across the state to deliver the first comprehensive alternative preparation provider in support of rural communities.

Highlights

TEACHING

- Expansion of CarolinaTIP (Teacher Induction Program)
- Expanded Microcredential platform
- 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)
- Expansion of extramural funding, including significant increase in indirect cost recovery
- SC-TEACHER Center for Research on Teacher Education

SERVICE

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

Thomas E. Hodges Interim Dean and Professor
College of Education



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Executive Summary

A handwritten signature in blue ink, reading "Thomas E. Hodges", is displayed on a light gray rectangular background.

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 - Looking Back

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.

<p>Goal Statement</p>	<p>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].</p> <p>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].</p>
<p>Linkage to University Goal</p>	<ul style="list-style-type: none"> • 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.
<p>Alignment with Mission, Vision, and Values</p>	<p>Aligns with College mission, vision, and values.</p>
<p>Status</p>	<p>Progressing as expected (multi-year goal)</p>
<p>Action Plan</p>	<p>Using our communications plan as a backdrop:</p> <ul style="list-style-type: none"> • Increase web, social media, UofSC communiques, local media, email, newsletters, educational stakeholders, and legislator communications • Diversify outlets • Increase quantity of communications • Increase recipient base • Increase faculty participation as subject experts in national media
<p>Achievements</p>	<p>Improved college reputation in our state by launching social media awareness campaigns. Improved recruitment experience by updating the recruitment video, presentation to families and created an overall plan for post-inquiry communications.</p>

Goals - Real Time

	<p>One area of specific focus for 2020-2021 was increased marketing of our graduate programs.</p> <p>This year, we further improved the College of Education website by streamlining our online programs page (www.sc.edu/education/onlineprograms). We launched a series of advertisements to broaden our awareness as a provider of online degrees. The college is currently working with central communications and an external provider to boost its online degree reputation throughout the nation.</p>
<p>Resources Utilized</p>	<p>Financial, communications and P-12 partnerships, personnel, technology</p>
<p>Goal Continuation</p>	<p>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.</p> <p>The college hired a new Director of Communications and successfully launched the Anne Frank Center with national coverage and partnerships with internal and external media.</p>
<p>Goal Upcoming Plans</p>	<p>We will continue to increase our communications with the State Department of Education, legislative liaisons, non-profit education stakeholders, and other "education-interested" groups. This will allow the College to expand its education policy work in SC.</p> <p>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.</p> <p>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.</p> <p>Some initiatives that align with these goals are:</p> <ul style="list-style-type: none"> • 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

Goals - Real Time

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	<p>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.</p>
Linkage to University Goal	<ul style="list-style-type: none"> • 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	<p>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.</p>
Status	<p>Progressing as expected (multi-year goal)</p>
Action Plan	<p>During the 2022-23 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. Following a successful college-wide “Year of Opting In/Saving Lives,” The theme guiding ODEI’s priorities will be “Focusing on Equity in Challenging Times.”</p>
Achievements	<p>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</p>

Goals - Real Time

	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Resources Utilized</p>	<p>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.</p>
<p>Goal Continuation</p>	<p>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/interrupting hate.</p> <p>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 administrators; and creating programs, practices, policies, and partnerships that address issues related to diversity, equity, and inclusion with a specific focus on creating new equitable and</p>

Goals - Real Time

	inclusive College-wide policies.
Goal Upcoming Plans	Over the next 18 months, the ODEI will continue to concentrate its efforts on addressing its responsibility for creating programs, practices, policies, and partnerships that address issues related to diversity, equity, and inclusion with a specific focus on identifying and addressing inequitable and exclusionary policies and practices. Specifically, the Associate Dean for D/E/I will work to support the strategic transformation of the recommendations made by our communities of practice into substantial changes in the College's organizational policies, practices, and structures. ODEI will begin the process by mediating (with the Faculty Chair) an updated College mission statement which includes a central focus on equity, diversity, and inclusion and anti-racism. A Blackboard site with extensive resources is being developed and will be available to COE administrators, faculty, and staff. A discussion forum is included to invite ongoing dialogue about DEI issues.
Resources Needed	
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	<p>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 century educational setting.</p>
Linkage to University Goal	<ul style="list-style-type: none"> • 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	<p>Aligns with the College mission, vision, and values.</p>
Status	<p>Progressing as expected (multi-year goal)</p>
Action Plan	<p>The College will continue work related to five key action steps of this goal: increase the accessibility and affordability of our programs; 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.</p>
Achievements	<p>The College continues to look for ways to make its academic programs more accessible and affordable. One way the College is addressing enhanced accessibility is by increasing our online course/degree offerings. This past year the College received approval for the online or blended delivery of 4 programs (M.A.T. Elementary Education-online; B.A. in Early Childhood Education - blended; M.Ed. in Special Education Multi-Categorical concentration - online; M.S. in Coaching Education - online). In addition, the College had 44 existing and new distance delivery courses approved or submitted for approval. To ensure affordability, the College continues to seek in-state tuition rates for all online degree offerings.</p>

Goals - Real Time

	<p>To allow students to easily transfer into our undergraduate programs, the College of Education continues to pursue the goal of developing and maintaining strong articulation agreements with South Carolina's technical colleges. The College maintains articulation agreements with four technical colleges in South Carolina, which are branded as Tech2Teach. We utilize a website to provide easy access to these transfer plans. In addition, during this past year we participated in the Provost's Office initiative to expand articulation agreements with Midlands Technical College (MTC). Through this work we reevaluated and updated the agreements with MTC and these agreements are now part of the University's Transfer Partnership with Midlands Technical College.</p> <p>Launched in Spring 2022, the M.A.T. and M.Ed. in Special Education added a concentration in the area of multi-categorical special education. Also the past year, we engaged in the re-design of the Minor in Education which is offered to non-education majors and includes two courses, EDTE 202 and EDEX 205, that fulfill Carolina Core requirements. In addition, the Counselor Education was redesigned to reflect more a more modern and relevant curriculum.</p> <p>An additional COE program that continues to expand and has become the 6th largest preparer of teachers in our state, is the Carolina Collaborative for Alternative Preparation (CarolinaCAP). This program, a non-degree alternative pathway leading to full teacher licensure, currently partners with 24 South Carolina School Districts and, to date, has launched 83 teachers across a variety of content areas. This program is not only offering solutions to the teacher shortages experienced across our state, but is helping address our goal of diversifying the teacher workforce in South Carolina. For example, 77% of CarolinaCAP candidates are Black and 18% of candidates are male.</p>
Resources Utilized	Community partnerships, proviso funding (CarolinaCAP)
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. We have created an ad hoc committee to examine the College's doctoral programs to ensure that we are

Goals - Real Time

	providing a doctoral experience that stays true to what we know to be excellent doctoral education, aligns with the rigor and experiences inherent in Research One Institutions, and is fiscally responsible.
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	<p>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.</p>
Linkage to University Goal	<ul style="list-style-type: none"> • 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	<p>Aligns with the College mission, vision, and values.</p>
Status	<p>Progressing as expected (multi-year goal)</p>
Action Plan	<p>Continue to develop the infrastructure to support the development and maintenance of high-quality research/scholarship in the College of Education.</p> <p>Continue to enhance scholarship focused on inquiry in teacher/leadership preparation design and delivery.</p> <p>Promote and nominate faculty for participation in the VPR office Research Mentorship programs for early-career and advanced grant-writing skill development.</p> <p>Host at least two grant writing and two interdisciplinary research meetings.</p> <p>Collect and report on faculty and student research productivity in each department.</p> <p>Increase and diversify research grant funding pursued by members of the staff and faculty.</p> <p>Establish an RGP review panel for all proposed grant activity outside of the college.</p> <p>Develop grant listserv to share targeted research grant</p>

Goals - Real Time

	<p>opportunities with faculty, staff, and students that align RFPs with faculty interests and research goals.</p> <p>Establish a comprehensive monitoring system for collecting scholarship productivity data on all faculty, staff and students in the COE.</p> <p>Create and provide incentives tied to research productivity.</p> <p>Distill strands of research within the COE and target support for these strands.</p> <p>Establish College-wide professional development for PhD students interested in pursuing faculty roles.</p>
Achievements	<p>Created forms, such as risk account requests, to simplify and improve processing of recurring PI requests.</p> <p>Hired a dedicated team of grant administrators to support post-award grant expenditures, such as travel reimbursement, student hires, and tuition stipend forms.</p> <p>Updated website to include grant support information, such as a newly created grant lifecycle process document, grant boilerplate information, and links to post-award support forms and information.</p> <p>Continued with existing initiatives to support visibility and productivity of research and scholarship in the College of Education. Examples include the First Three Years to Faculty Success program (an initiative to mentor and support junior faculty in the college - see Faculty Development below).</p>
Resources Utilized	<p>Office of Research, including the Associate Dean for Research and Faculty Affairs, and the Office of Grants and Contracts.</p>
Goal Continuation	<p>Continue with all current initiatives (e.g., improving post-award support process, showcasing college impact, increasing national reputation in teacher education research, hosting year-long 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).</p>
Goal Upcoming Plans	<p>Work in collaboration with central university units (e.g., Sponsored Awards Management, Grants and Funds Management) to improve</p>

Goals - Real Time

	<p>efficiency for college grant support.</p> <p>Develop college impact infographics for additional stakeholder groups (e.g., other colleges/schools of education nationally).</p> <p>Create a formal research plan for professional development school and Carolina TIP research.</p> <p>Organize and host the second annual all-college PhD student orientation.</p> <p>Approve measurable objectives related to the recently approved aspirational statements for PhD students.</p> <p>Support efforts across college centers to seek and secure extramural funding, research efforts, and community focused contracts.</p> <p>Organize and host internal college conference.</p> <p>Identify and develop new strategies to incentivize research for faculty, staff, and students.</p> <p>Develop college research committee with center directors, faculty and/or leadership from each department.</p>
<p>Resources Needed</p>	<p>Office of Research: Associate Dean for Research and Faculty Affairs and the Office of Grants and Contracts.</p>
<p>Goal Notes</p>	<p>We have the following efforts underway to support faculty, staff and students Including Infrastructure for High Quality Research:</p> <ul style="list-style-type: none"> • 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 Office 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.

<p>Goal Statement</p>	<p>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]. The College will engage in evaluating, prioritizing, and implementing best practice technology improvements.</p> <p>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 century educational setting.</p>
<p>Linkage to University Goal</p>	<ul style="list-style-type: none"> • 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.
<p>Alignment with Mission, Vision, and Values</p>	<p>Aligns with college mission, vision, and values.</p>
<p>Status</p>	<p>Progressing as expected (multi-year goal)</p>
<p>Action Plan</p>	<p>Our action plan regarding technology advancements will focus on efficient operations and advancement of student, faculty, and staff support through</p> <ul style="list-style-type: none"> • ongoing upgrades of current faculty/staff computers, • ongoing upgrades of instructional technology in college instructional spaces, • continuing the improvement and upgrading of technology in college meeting spaces • transition our curriculum development process into the new university Curriculum Management system (CIM) to create a more efficient and user friendly experience for faculty proposing course and curriculum changes.
<p>Achievements</p>	<p>One of our goals for this past year was to implement the Blackbaud Award Management through one full cycle of scholarship management to improve the student experience and make the</p>

Goals - Real Time

	<p>scholarship and award process process more efficient. This system is now fully functional.</p> <p>In addition, the College has:</p> <ul style="list-style-type: none"> • added a new Apple device management system (JAMF) to manage COE Apple computers and mobile devices. This system, which allows for remote updates, was particularly useful when configuring 40 iPads for a remote summer camp. • added an additional fixed web camera and lectern microphone to all COE classrooms to provide additional flexibility for virtual instruction. These fixed cameras allow instructors to easily switch from an instructor focused view to a classroom focused view providing virtual participants a more realistic instructional experience when compared to in-person participants. This also provides additional viewing options when recording lectures/meetings. • created a research listserv for sharing targeted grant and foundation opportunities with faculty and staff. Based on a series of individual faculty and staff meetings, faculty profiles of research goals and expertise were identified and ongoing searches for relevant grants based on the faculty profiles are shared via listserv and individual requests on an ongoing basis.
<p>Resources Utilized</p>	<p>Currently, financial commitments and committee work have planned for these implementations.</p>
<p>Goal Continuation</p>	<p>Upgrading and advancing effective technology is an ongoing process. Our specific ongoing goals as listed above are:</p> <ul style="list-style-type: none"> • ongoing upgrades of current faculty/staff computers, • ongoing upgrades to instructional technology in college instructional spaces, • continuing the improvement and upgrading of technology in college meeting spaces <p>In addition, we will continue to transition our curriculum development process into the new university Curriculum Management system (CIM). This work includes training faculty and staff on the implementation of this new system.</p>
<p>Goal Upcoming Plans</p>	<p>We will work with various stakeholders to advance these goals as listed above.</p>
<p>Resources Needed</p>	<ul style="list-style-type: none"> • The College of Education budgets for these upgrades and technology advancement.
<p>Goal Notes</p>	<p>None</p>

Goals - Looking Ahead

Goals for the next Academic Year.

Goals - Looking Ahead

No goals have been entered for this section.

Academic Programs

Program Rankings

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

2022 U.S. News and World Reports Best Online Master's in Education Programs Rank #20; this ranking includes our M.Ed. in Teaching(3GED301AMED), M.Ed. in Administration(3GED351AMED), M.Ed. in Language and Literacy (3GED376AMED), and M.Ed. in Educational Technology (3GED389AMED).

2022 U.S. News and World Reports Best Graduate Schools of Education Rank #76; 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 44 distance delivery course proposals approved or submitted for approval. Existing courses adding distance delivery are EDCE 710, EDCE 716, EDCE 805F, EDCE 825, EDEL 744, EDEX 719, EDFI 747, EDRM 724, EDSE 500, EDSE 533, EDSE 585, EDSE 586, EDSE 729, EDSE 733, EDPY 785, EDTE 600, EDTE 857, PEDU 123, PEDU 136, PEDU 152, PEDU 155, PEDU 650, PEDU 660, PEDU 731, and PEDU 770. New courses with distance delivery are EDET 705, EDLP 730, EDLP 732, EDLP 735, EDLP 736, EDRM 705, EDTE 500, EDTE 501, EDTE 812, EDTE 827, EDUC 700, PEDU 156, PEDU 743, PEDU 744, PEDU 745, PEDU 746, PEDU 747, PEDU 748, and PEDU 749. These represent courses proposed during the 2021 calendar year.

The College has received approval for online or blended delivery for 4 programs:

- M.A.T. in Elementary Education - online
- B.A. in Early Childhood Education - blended/hybrid
- M.Ed. in Special Education (new multi-categorical concentration) - online
- M.S. in Coaching Education (new program) - online

Program Launches

Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.

The M.A.T. and M.Ed. in Special Education added a concentration in multi-categorical special education that launched in Spring 2022. This concentration offered through the Department of Educational Studies prepares aspiring special educators to work with students with disabilities across the areas of mild/moderate intellectual disabilities, specific learning disabilities, and emotional/behavioral disorders. Creating the multi-categorical concentration responds to the critical needs of schools in South Carolina.

Program Terminations

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

Academic Programs

The M.A.T. in English, Social Studies, Science, and Mathematics, Secondary Education has been discontinued and we have begun the process to officially terminate these programs. The University has previously maintained two master's level programs that lead to Secondary certification. To

eliminate this inefficiency, all students will now go through the Master of Teaching (M.T.) program for Secondary certification.

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 54 SC school districts for teacher education candidates to work with P-12 students to develop their teaching skills and meet university course requirements, as appropriate for each candidate's level in the program. Sites vary from semester to semester but in general include over 100 schools from six Columbia area districts: Lexington County School District 1, Lexington/Richland County School District 5, Lexington County School District 2, Richland County School District 1, Lexington County School District 4, and Richland County School District 2.

Professional Development Schools and Professional Development Districts (PDS - 24 total; PDS- D - 2 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.

Academic Initiatives

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:

- 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

Academic Initiatives

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 continues to work with the 2-year Palmetto College campuses to maintain transfer plans that 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 38 foundation funds from which to award student scholarships. In 2021-2022, the College offered a total of \$87,250 in scholarship funds to 89 new and continuing students.

The College offers in-state tuition rates for all of our online degree programs.

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 both 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. Our innovation in Professional Development Schools, Carolina Teacher Induction Program and the Carolina Collaborative for Alternative Preparation have received national and state awards

Academic Initiatives

and recognition. Due, in part, to these innovations we have been invited to join two national initiatives (EdPrepLab, Prepared To Teach) sponsored by the Bank Street School of Education. The purpose of these initiatives is to develop and utilize innovative and transformational methods to ensure that educators are well-prepared for success in the classroom.

We will continue to establish prominence through innovative and impactful research. The college continues to have strong lines of extramural funding. For example, the College houses the South Carolina Teacher Education Advancement Consortium Through Higher Education Research (SC-TEACHER) with the purpose of understanding, through comprehensive research, the impact of teacher recruitment, preparation, and retention policies and practices on teacher effectiveness in South Carolina.

We continue to enhance our recruitment and retention efforts for both undergraduate and graduate students and have improved the attractiveness of our degrees, increased the accessibility provided by flexible delivery methods, streamlined processes for staff within the College, and given students better support mechanisms. In addition, we have increased our social media presence and launched a digital marketing campaign with an external marketing agency. The further expansion of the CarolinaTIP and CarolinaCAP programs 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 is particularly challenging in light of the implementation of the RCM model. 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. In relationship to graduate programs one of our challenges lies in the fact that we lack a tiered graduate tuition structure that would allow us to match tuition revenue to program delivery costs.

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, diversify pathways, support retention, 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 2021	Fall 2020	Fall 2019
Tenure-track Faculty		73	75
Professor, with tenure		23	22
Associate Professor, with tenure		35	33
Assistant Professor		15	20
Librarian, with tenure		0	0
Research Faculty		12	8
Research Professor		2	2
Research Associate Professor		4	3
Research Assistant Professor		6	3
Clinical/instructional Faculty		19	18
Clinical Professor		0	0
Clinical Associate Professor		5	5
Clinical Assistant Professor		14	13
Instructor		0	0
Lecturer		0	0
Visiting		0	0
Adjunct Faculty		110	85

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 2021	Fall 2020	Fall 2019
Gender		119	106
Male		40	45
Female		79	61
Race/Ethnicity		119	106
American Indian/Alaska Native		1	1
Asian		7	6
Black or African American		18	15
Hispanic or Latino		5	5
Native Hawaiian or Other Pacific Islander		0	0
Nonresident Alien		3	3
Two or More Races		1	1
Unknown Race/Ethnicity		0	1
White		84	74

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

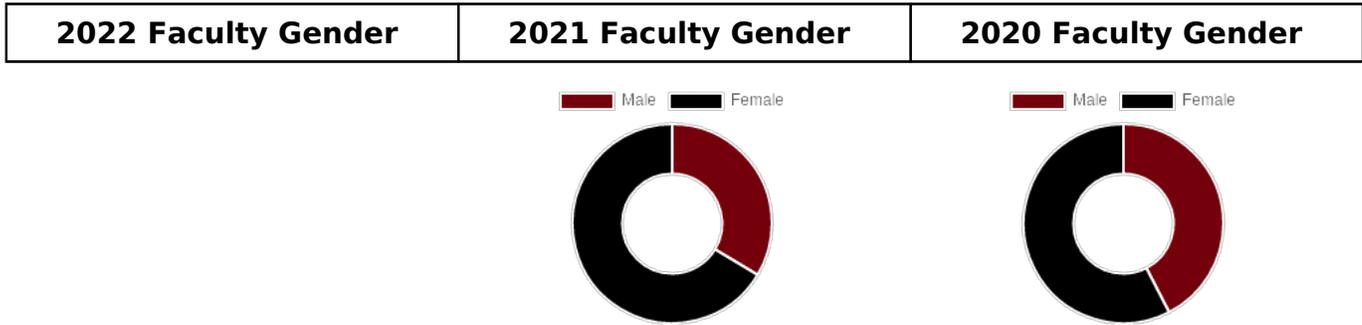
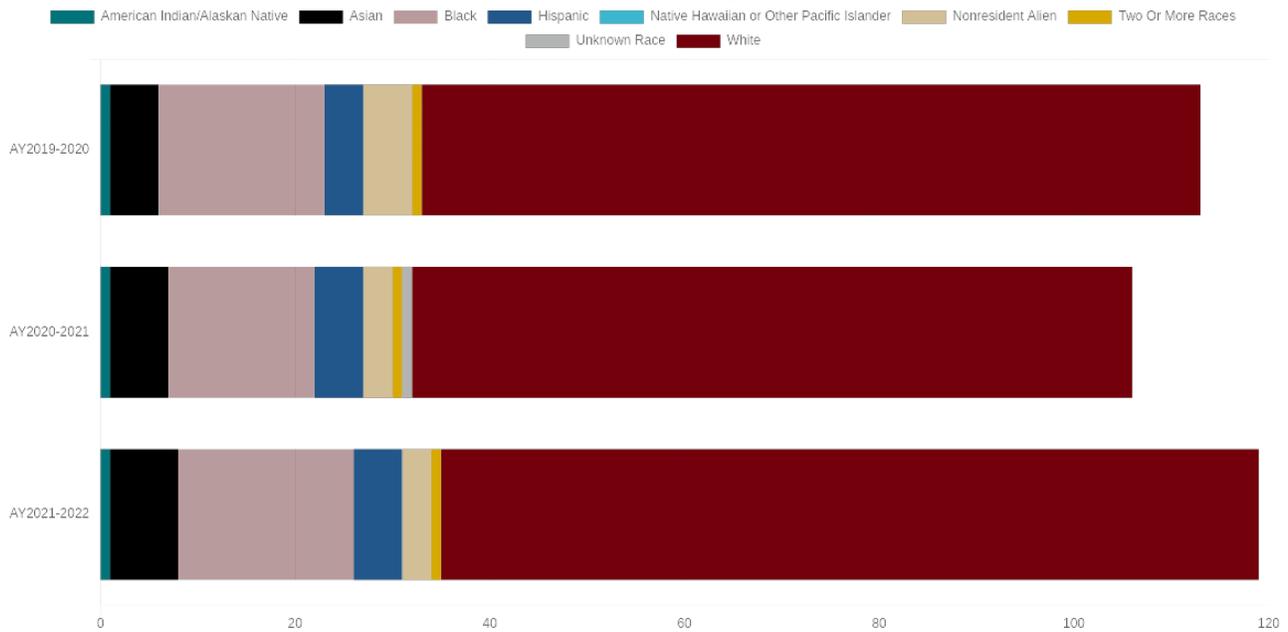


Illustration 2. Faculty Diversity by Race & Ethnicity



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.*

Please refer to Appendix for 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.

Our plans for enhancing and promoting faculty research and scholarly activity include the following:

- Targeting faculty hires to recruit and retain highly successful and productive scholars with evidence of research grant awards activity.
- Promoting a collaborative and close working relationship between the Office of Grants and Contracts and the PIs and Co-PIs to determine an accurate grant designation of -proposals during submission to the SAM office (via USCeRA).
- Expanding the office of Grants and Contracts by hiring two post-award coordinators to support faculty throughout the grant lifecycle. Streamline procedures to simplify and standardize the post-award requests and support for faculty needs related to Grant Awards.
- Creating a research listserv for sharing targeted grant and foundation opportunities with faculty and staff. Based on a series of individual faculty meetings, faculty profiles of research goals and expertise were identified and ongoing searches for relevant grants based on the faculty profiles are shared via listserv and individual requests on an ongoing basis.
- Gathering
- Revising and publicizing the College Research Supplement Policy to incentivize and increase grant submissions and promote allocation of time and effort during the academic year as appropriate.

Faculty Information

Faculty Development

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

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." During their first three years, Faculty meet for orientation to the college and faculty role, specifically focused on scholarship, research, and teaching.
- Grant workshop training with individuals and small groups to align research interests with grant opportunities, budget development, and scope of work for grant narrative.
- 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.

Supplemental Info - Faculty Information

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

Supplemental Info - 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 FY21 indicates an average of 178.0 SCHs taught per instructional FTE. By comparison, FY20 the average SCHs taught per instructional FTE was 171.0. Total SCH production in FY21 rose 6.2% from 42,619 to 45,242.

Table 4. Faculty-to-Student Ratio.

	Fall 2021	Fall 2020	Fall 2019
Analysis of Ratio		01:9.8	01:9.3

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.

This past year, we took part in the Provost's Office initiative to expand existing articulation agreements with Midlands Technical College (MTC). Through this work we reevaluated and updated the agreements with MTC and these agreements are now part of the University's Transfer Partnership with Midlands Technical College. The College of Education also maintains articulation agreements with several other technical colleges in South Carolina. To support students seeking transfer through one of these transfer plans, we have created Tech2Teach. This program includes a website where students, faculty, and advisors at the technical colleges can find advisement information and connect with a UofSC College of Education advisor dedicated to working with transfer students.

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 bachelor's degrees and gaining SC teacher certification. Recent improvements to this pathway include a streamlined admission process and a course scheduling and revenue sharing model with the 2-year campuses. This new process allows students to remain at the 2-year campus for four full semesters, allowing students to take advantage of lower tuition and decreasing overall cost to degree.

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 US.) 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

Student Recruiting and Retention

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 20 local high schools representing 8 school districts with approximately 325+ 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

These last few years have provided unique challenges in connecting with prospective students, given the limitations on in-person contact. However, this year we have begun phasing back in more in-person recruitment events. For example, we are participating in the on-campus Office of Undergraduate Admission's sponsored events, such as open houses, academic information sessions, and admitted student days.

We have increased our activities related to connecting with prospective graduate students. We have hosted virtual sessions for prospective graduate students, and we are attending 5 in-person professional education conferences across South Carolina to connect with teachers who may be ready to start graduate work.

Marketing Academic Programs

The College has continued to market programs through Facebook and Twitter paid advertising. From 2/1/2021 through 1/31/2022, we ran 26 targeted social media advertisements with 1,463,280 impressions that reached 822,166 people. 8,256 people clicking to our website from one of these ads.

Additionally, we are working with UofSC Communications and Up&Up, a digital marketing company, on four campaigns that will run throughout the spring of 2022. The campaigns feature landing pages, banner ads, social media ads, and YouTube ads. The ads related to these campaigns with Up&Up are additional to the ones described in the paragraph above.

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 are going out from the College to all our newly admitted undergraduate students. We continue to focus on yield communications for graduate program applicants and newly admitted graduate students. We are working closely with the graduate school to design program specific communication plans that will keep us in contact with prospects/applicants throughout the

Student Recruiting and Retention

admissions process.

Student Retention

Efforts at retaining current students in College/School programs.

For this academic year, we have increased our focus on undergraduate retention. We continue to use the EAB/Navigate referral component if our students need University services. 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.

Due to the increased anxiety and isolation caused by the pandemic, we determined that some of our students would benefit from increased support. We have an advisor who focuses on providing increased availability for meetings that focus on areas where the students are struggling. Our goal is to present ways that students can cope with stress and other difficulties in order to enable them to progress in their programs.

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 letting them know about the testing resources available through the ETS website. We are researching other ways to provide Praxis Core assistance for students since meeting the Praxis Core requirement is a state law.

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.

Newly admitted students in graduate programs 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 to assist with progression. 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 2021	Fall 2020	Fall 2019
Undergraduate Enrollment			
Freshman	90	103	111
Sophomore	146	132	163
Junior	186	189	207
Senior	229	255	256
Dual/Non-Degree	0	0	0
Sub Total	651	679	737
Graduate Enrollment			
Masters	657	588	473
Doctoral	624	543	498
Graduate Certificate	3	0	0
Sub Total	1284	1131	971
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	1935	1810	1708

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification

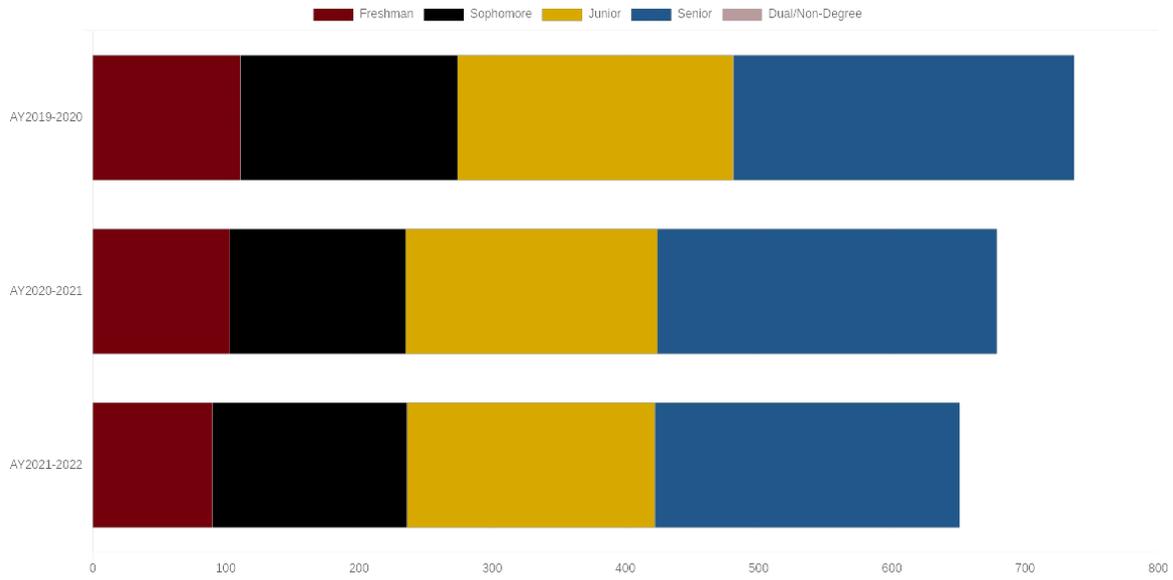
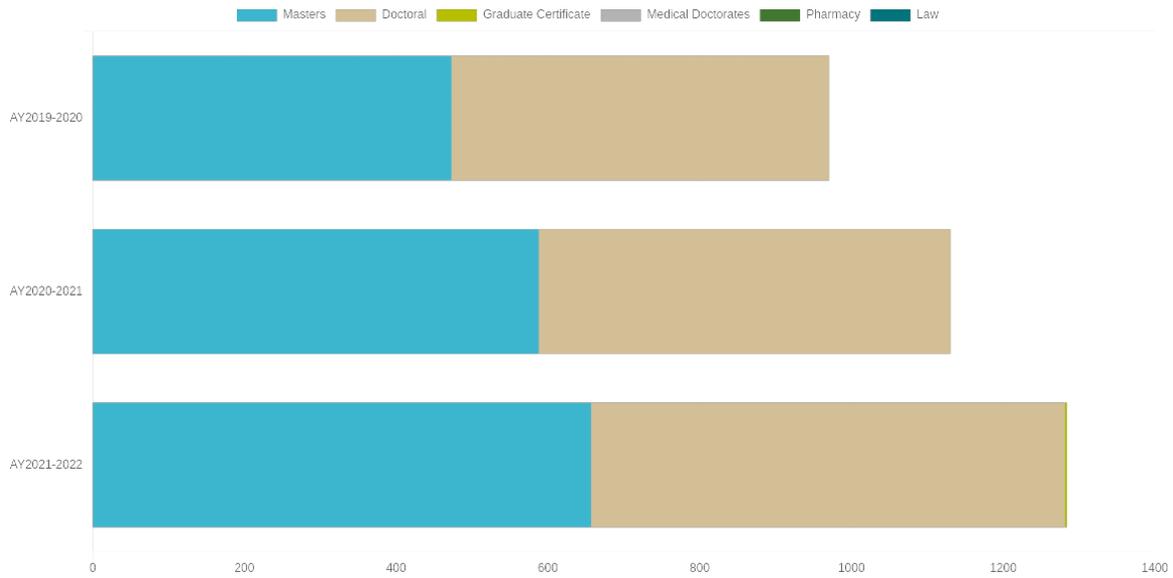
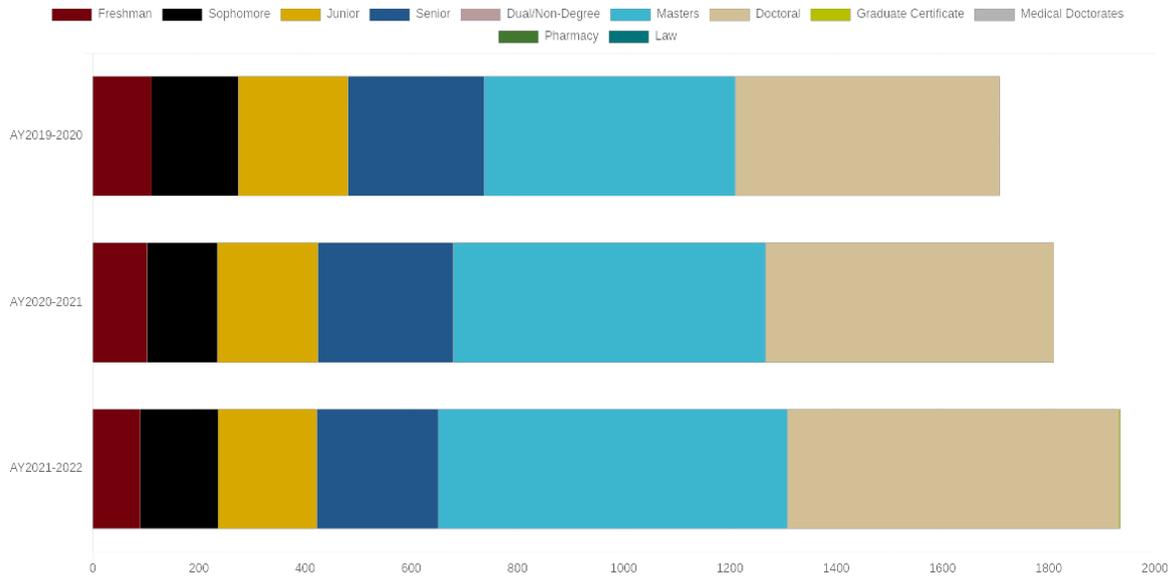


Illustration 4. Graduate/Professional Student Enrollment by Classification



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 2021	Fall 2020	Fall 2019
Undergraduate	651	679	737
Full-Time	639	668	723
Part-Time	12	11	14
Graduate/Professional	1281	1131	971
Full-Time	399	318	256
Part-Time	882	813	715
Total - All Levels	1932	1810	1708
Full-Time	1038	986	979
Part-Time	894	824	729

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2021	Fall 2020	Fall 2019
Undergraduate	651	679	737
Female	571	592	638
Male	80	87	99
Graduate/Professional	1281	1133	971
Female	991	862	714
Male	290	271	257

Illustration 6. Undergraduate Student Diversity by Gender

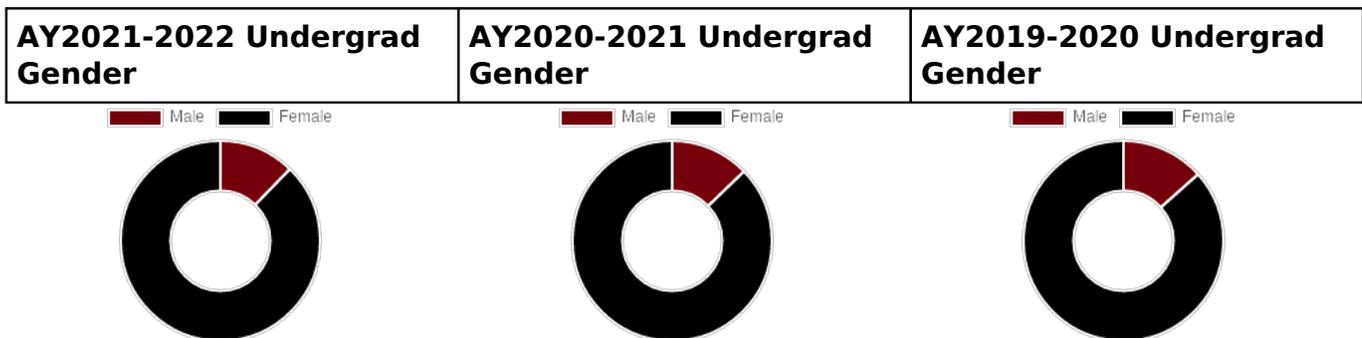
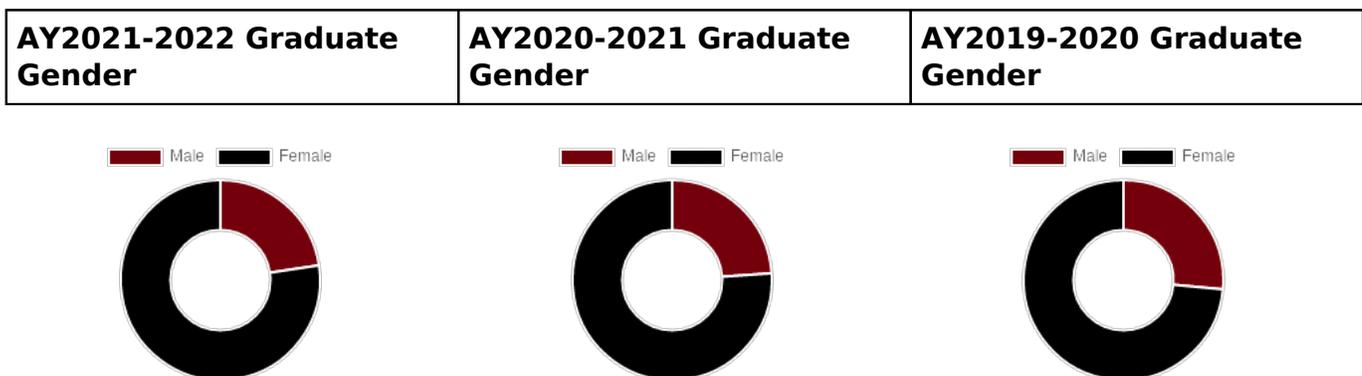


Illustration 7. Graduate/Professional Student Diversity by Gender



Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity

	Fall 2021	Fall 2020	Fall 2019
Undergraduate	651	679	737
American Indian/Alaska Native	1	0	1
Asian	6	6	5
Black or African	68	65	74
Hispanic or Latino	33	28	34
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	1	1	0
Two or More Races	33	35	31
Unknown Race/Ethnicity	4	2	2
White	504	541	589
Graduate/Professional	1281	1133	971
American Indian/Alaska Native	5	6	2
Asian	22	10	7
Black or African	255	239	160
Hispanic or Latino	53	36	29
Native Hawaiian or Other Pacific Islander	1	0	0
Nonresident Alien	46	32	32
Two or More Races	41	30	27
Unknown Race/Ethnicity	12	14	18
White	846	766	696

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

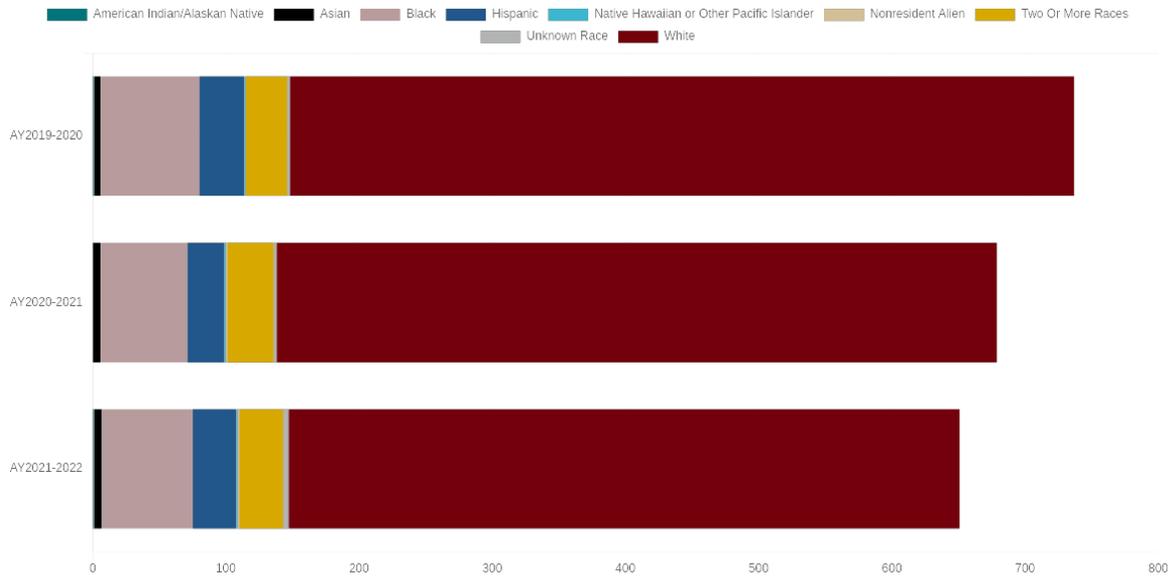
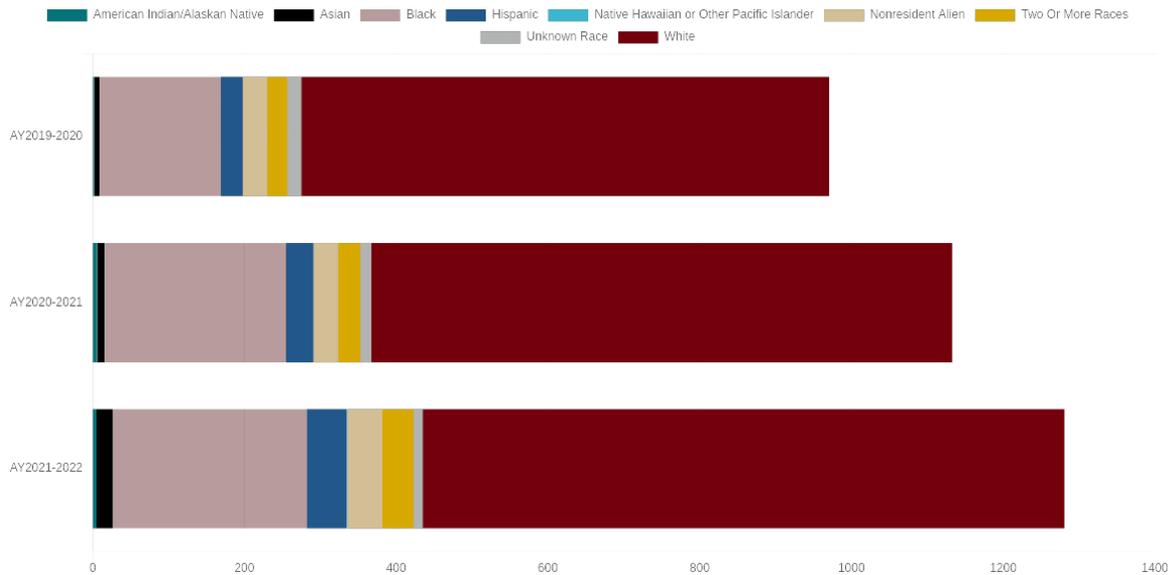


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



Student Enrollment & Outcomes

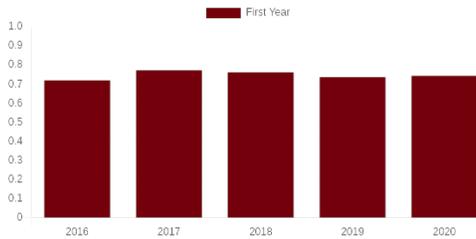
Undergraduate Retention

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

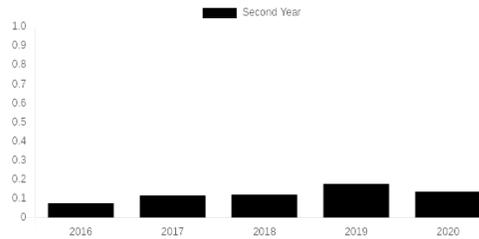
	First Year	Second Year
Fall 2021 Cohort	0%	N/A
Fall 2020 Cohort	74.47%	13.83%
Fall 2019 Cohort	73.7%	17.9%

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 2021	Fall 2020	Fall 2019
4-Year Same Cohort	51.5%	0%	55.21%
4-Year Diff Cohort	20.5%	0%	13.54%
4-Year Total Cohort	72%	0%	68.75%
5-Year Same Cohort	54.5%	0%	58.33%
5-Year Diff Cohort	22.7%	0%	15.63%
5-Year Total Cohort	77.2%	0%	73.96%
6-Year Same Cohort	54.5%	0%	58.33%

Student Enrollment & Outcomes

6-Year Diff Cohort	23.5%	0%	15.63%
6-Year Total Cohort	78%	0%	73.96%

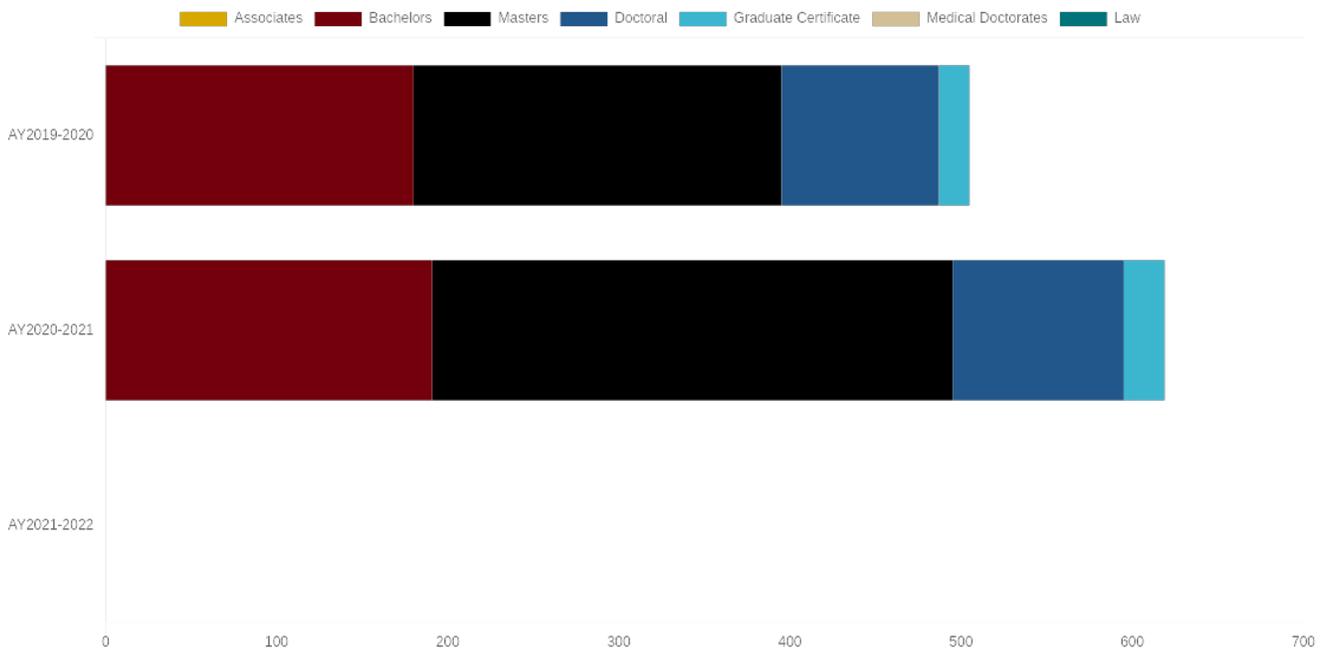
Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2021	Fall 2020	Fall 2019
Associates Degree		0	0
Bachelors		191	180
Masters		304	215
Doctoral		100	92
Medical		0	0
Law		0	0
Pharmacy Doctorate		24	18
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.

Research Award Nominations

Recipient(s)	Award	Organization
Brian, Ali	G. Lawrence Rarick Research Award	National Consortium for Individuals wit Disabilities
Carlson, Ryan	Member Research Award	International Association of Marriage and Family Counselors
Jenkins-Henry, Toby	National Equity and Social Justice Award for Scholarship	National Conference on Race & Ethnicity
Tang, Hengtao	Excellence in Innovation Award	Association for Educational Communication and Technology
Tang, Hengtao	Best Journal Article Award	Association for Educational Communication and Technology
Tang, Hengtao	Early Career Scholarship Award	South Carolina Conference on Innovations in Teaching and Learning in Higher Education
Tang, Hengtao	Early Career Research Award	College of Education, University of South Carolina

Faculty Awards Nominations

Service Award Nominations

Recipient(s)	Award	Organization
Jenkins-Henry, Toby	Social Justice Award	University of South Carolina
Shah, Payal	Outstanding Equity/Justice Inquiry Award	College of Education, University of South Carolina

Faculty Awards Nominations

Teaching Award Nominations

Recipient(s)	Award	Organization
Berry, Barnett	James A. Kelly Award for Advancing Accomplished teaching	NBPTS
Tang, Hengtao	Distance Education Best Practice Award	Association for Educational Communication and Technology

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
Brian, Ali	G. Lawrence Rarick Research Award	National Consortium for Individuals with Disabilities
Carlson, Ryan	Member Research Award	International Association of Marriage and Family Counselors
Jenkins-Henry, Toby	National Equity & Social Justice Award for Scholarship	National Conference on Race & Ethnicity
Tang, Hengtao	Excellence in Innovation Award	Association for Educational Communication and Technology
Tang, Hengtao	Best Journal Article Award(Mixed Methods)- 2nd Place	Association for Educational Communication and Technology
Tang, Hengtao	Early Career Scholarship Award	South Carolina Conference on Innovations in Teaching and Learning in Higher Education
Tang, Hengtao	Early Career Research Award	College of Education, University of South Carolina

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Jenkins-Henry, Toby	Social Justice Award	University of South Carolina
Shah, Payal	Outstanding Equity/Justice Inquiry Award	College of Education, University of South Carolina

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Berry, Barnett	James A. Kelly Award for Advancing Accomplished Teaching	NBPTS
Tang, Hengtao	Distance Education Best Practice Award - 3rd Place	Association for Educational Communication and Technology

Faculty Awards Received

Faculty Other Awards Nominations

No Awards have been entered for this section.

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 the Assistant Director of Development 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 consist of receptions with the Dean, Retired Faculty Luncheon, Scholarship Luncheon, and all homecoming activities. 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 hosts different events and initiatives that include but are not limited to: Cockaboose Pre-game Tailgate Event, Annual Scholarship Luncheon for Donors, 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 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.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

By January of FY2022, the College of Education raised \$663,653, which was an increase of 118% from this time during FY2021. 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 created a Dean's Advisory Board, which provides input on enhancing the college's recruitment and retention efforts for traditionally underrepresented and under-served students, assists with philanthropic support, and provides feedback on current programs and initiatives.

The CarolinaTIP program continues to be the most successful fundraising initiative of the college that raises unrestricted and restricted dollars in support. CarolinaTIP is a program focused on the mentoring and coaching of recent College of Education and non-recent College of Education 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, Lipscomb Family Foundation, Yashchick Family Foundation, and Carolina Gas Transmission.

Alumni Engagement & Fundraising

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 plan 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 Engagement

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 2022, there is a College of Education Partnership in:

- 70 of 81 districts (86% of SC Districts);
- 342 of 1,277 schools (27% of schools);
- 39 SC state agency/IHE/organizations

Partnerships and collaborations 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. This is converting to an online partnership map in March 22. As you will see, our work is far reaching - the UofSC College of Education has at least one partnership with 27% of schools and 86% 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

Community Engagement

- SC Geographic Alliance
- 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
- CarolinaCrED
- Carolina Family Engagement Center

Professional Development Schools Network (PDS) has been in existence for 31 years and is an integral part of the educator preparation unit at UofSC. With 23 active schools in five Midlands school districts and one in Charleston, the PDS Network fosters vibrant partnerships which allow 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 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 national Exemplary Achievement Award in 2019 for its work in schools in our community. The theme of the PDS work for 2021-2022 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**

Community Engagement

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 became more action and advocacy oriented. In 2021-2022, MEER is being hosted by the staff in Gamecock EdQuarters.

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.

Community Engagement

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 of initial licensure programs in their first, second, and third years of teaching complete an employer satisfaction survey and participate in focus groups across the Midlands. In AY 2020-2021,

- Employers felt our graduates were most prepared/successful in the following areas:
 - Integration of technology
 - Flexibility amidst changes brought on by COVID-19
 - Collaboration with school-based colleagues & staff
 - 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 2018-2019 and 2019-2020 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.

Community Engagement

Incentivizing faculty to be engaged in the work that is part of the community engagement and collaboration remains a goal of the COE Office of Professional Partnerships. 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. In addition, through the work of [CarolinaCrED](#), faculty are engaged in teaching contract courses, developing customized classed and degree programs, developing and assessing micro-credentials and working the Spurring Innovation through Collaboration (SITC) committee which provides direction for the [CarolinaCAP](#) initiative.

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.

[CarolinaCrED](#) 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 CrED. This is a two-way benefit in that faculty earn extra income while also promoting the COE across the state. One such contract involved the creation and delivery of a customized 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 traveled to Aiken to teach in the program and were incentivized through additional pay and networking with educators. Since the Aiken contract, faculty have been engaged in contract development for customized degree programs in Charleston County Schools (2) and Lexington School District One.

Faculty and staff participated 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, 29 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 platform currently hosts 23 stacks of micro-credentials with a total of 203 total micro-credentials. 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
- Carolina Family Engagement Center
- 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
- Physical and Developmental Disabilities Research Lab
- Bilingualism Matters @UofSC
- 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 Carolina Family Engagement Center (CFEC) is focused primarily on underserved families and their students (low income, English learners, those with disabilities, those in foster care, migrants, homeless, and marginalized communities). Housed within the SC School Improvement Council at the UofSC COE, CFEC seeks to engage stakeholders statewide through their website, social media platforms, and other venues.

Bilingualism Matters @UofSC is branch of an international network and is one of five branches in the United States and 1 of over 20 worldwide. Locally Bilingualism Matters conducts research and partners with local school districts to promote awareness about bilingualism, develop sound instructional practices, and share resources with the community. Believing that real change happens through dialogue between researchers and the community, they work in partnership with families, teachers, policy makers, and the business sector to help impact people's daily lives.

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

Collaborations

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.

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

Collaborations

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 fifth year of implementation, CarolinaTIP boasts a 98.7% retention rate of teachers overall and a remarkable 96% during the 20-21 academic year when Covid caused added difficulties for those in the profession. CarolinaTIP was named the Richard W. Riley WhatWorksSC Award recipient for 2019. No other university in the nation is working collaboratively with school districts to retain teacher in the profession.

Currently, CarolinaTIP is serving 194 new teachers in 155 schools across nine school districts in the state.

Collaborations

Another important 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. 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 2020-2021 and \$1.2 million in 2021-2022 to build and implement 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 83 new teachers placed in schools in 24 rural districts across SC. There is also an additional 130 potential teachers how are eligible to be hired by partnering districts.

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).

Equity and Diversity Plan

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 17 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, travelling 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 2022-2023 academic year. COVID-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

Equity and Diversity Plan

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 a College of Education signature recruitment program – the Holmes Scholars Program. Holmes Scholars are awarded up to a financial package of up to \$28,500 (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. One 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 spring) 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.

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

Equity and Diversity Plan

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 was delayed until fall 2021. In addition, the deliberations of the College's community of practice on faculty and staff pipeline issues suggest significant implications for the College's recruitment and hiring procedures. We anticipate that the new guide will 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...*

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The Philanthropy Ambassadors Program

The Philanthropy Ambassadors program consists of 10 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. In Spring of 2021, the Philanthropy Ambassadors participated in and completed the Truist Bank Leadership Institute, receiving their Leadership certificate. Each Ambassador also participated in one of the Dean's Professional Development Series on Racial Literacy in the spring. During the fall 2021 semester seven Philanthropy Ambassadors participated in different recruitment and retention sessions for incoming CoE students facilitated by CoE recruiter Kesha Clavon and Gamecock EdQuarters.

Communities of Practice

Equity and Diversity Plan

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 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 Jon Pederson 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

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 13 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

Equity and Diversity Plan

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, antiracism, whiteness, white supremacy, 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

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 I contributed.

Dashboard Metrics and Narrative

Metrics

Student Information Narrative

Enrollment in graduate programs has trended up over each of the last three years (up over 260 students from 2018), driven by increases in two new concentrations in our Ed.D., STEM Education and Education Systems Improvement. We anticipate more modest increased in graduate enrollment in the coming years..

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

Although we are a consumer and not a producer in the new budget model, we expect contributions per student to increase from FY22 to FY23 and over time as we continue to increase graduate enrollment and decrease expenses across the board where we are able. The COE has implemented cost savings initiatives to include:

Voluntary Separation Plan – Offered incentivized separation to COE faculty FTEs. We have 7 available spots for a May 15, 2022 separation date. We had 12 participants over the first two rounds. Total salary savings of \$951,781 and fringe savings (approx.) of \$342,641.

We reduced college and department budgets, and put plans in place to ensure the correct accounts are being charged.

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

Multiple staff vacancies have been left unfilled – utilize existing/less costly resources to address loss of effort.

Model Allocations (Per Student) Narrative

We would like to see our model allocations per student decrease over time. We did see a decrease from the prior FY. Our goal is to reduce our subvention and receive less funds per student from the other units each year. To do this the COE has implemented cost savings initiatives and revamped our recruiting efforts for undergrad and graduate students.

Dashboard Metrics and Narrative

Faculty Information Narrative

Faculty to student ratios have increased slightly. 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.

Credit Hours Taught Narrative

Credit hours taught have declined at the undergraduate level due to decreased undergraduate enrollment, but have increased at the graduate level due to the increase in graduate enrollment. Department chairs have been asked to review faculty load to ensure faculty are fulfilling their teaching expectations. We have also developed an incentive-based departmental budget model based on credit hours taught instead of the historically-based model to incentivize faculty and departments.

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 FY22 from VSP and other personnel departures that have not been filled. We anticipate the personnel savings to increase over the remainder of the FY. The COE cut departmental and college budgets this FY and put plans in place to ensure the correct accounts were being charged for all expenses. The COE anticipates a positive change in Unrestricted fund balance at FYE. We anticipate that we will not have negative carryforward balance for the first time in 3 years.

Student Outcomes Narrative

Given the state's teacher shortage, graduates are all but assured job placement following graduation. Graduates teaching in 6 midlands districts and 2 districts outside the midlands are also eligible to participate in the Carolina Teacher Induction Program, where they receive three years of classroom-based coaching support. Through the first five 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. We anticipated research expenditures of roughly \$15 million in FY22, but had already surpassed that total by February 2022. Our faculty are engaging more heavily in external funding for their research and project support. The continued build out of pre- and post-award support both internal and external to the College will be critical to future success.

Other Information Narrative

The College of Education continues to expand its online graduate programming with the addition of the M.S. in Coaching, and will continue to look for opportunities for new/revised programming based on market research. The College will also seek to diversify its revenue streams through CarolinaCrED, including:

Dashboard Metrics and Narrative

- New contract course and degree revenue
- Microcredential (mCrED) issuance, white labeling, and wrap-around professional services
- Diversification of projects and partnerships with non-profit and community organizations

Concluding Remarks

Quantitative Outcomes

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

The College of Education began FY22 with a significant budget deficit. Through a series of corrective actions, the College is poised to remove the deficit by the end of the current fiscal year. Additionally, the College currently has a 13% increase in research expenditures compared to this time last fiscal year, and a nearly 200% increase in indirect cost recovery. By all accounts, our research activity continues to increase in the midst of the pandemic, and our plans for efficient, high-quality instructional delivery continue to be realized.

Cool Stuff

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

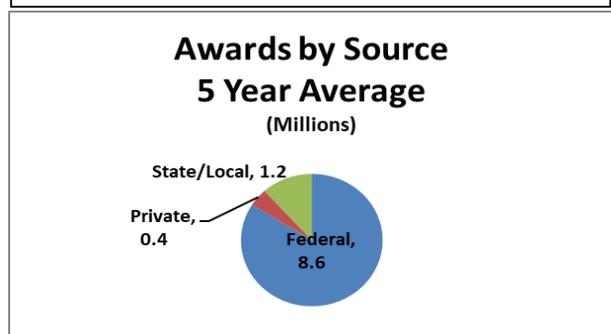
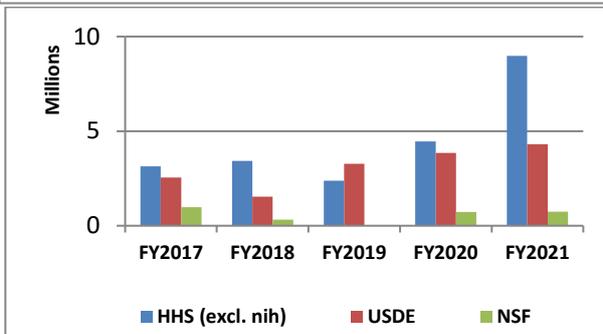
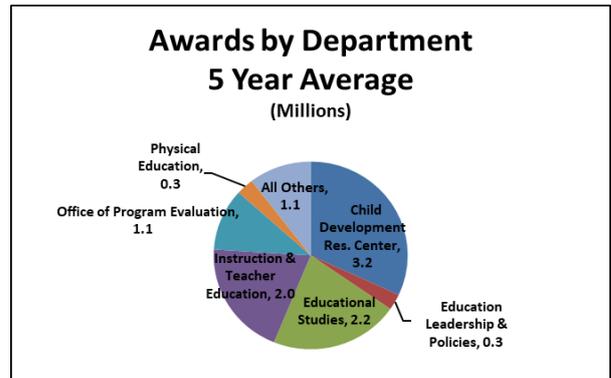
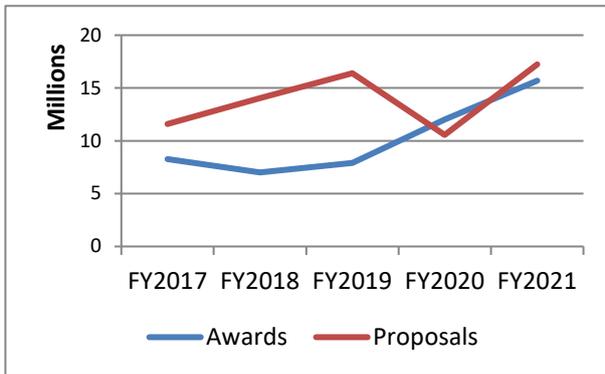
The College of Education continues to expand its impact on educator pipeline policy and practice through an interconnected set of projects that leverage the expertise of our world-class faculty with the localized expertise within communities across South Carolina. Through these unique partnerships, the College is expanding its research infrastructure, in ways that are matched to the needs of local communities - a demonstration of how a flagship research campus meets both its research and service missions through coordinated efforts. The expanded research efforts in conjunction with the South Carolina Department of Education, school districts, national non-profits and other agencies provide valuable education policy information state and federal lawmakers while also providing practice-based solutions for the P-12 and higher education communities.

Appendix A. Research & Scholarly Activity

Office of Research IT and Data Management Office

College of Education Summary of Awards

SAM ACTIVITY	FY2017	FY2018	FY2019	FY2020	FY2021	% Change Avg. (15-18) & 2019
Division Award Totals	8,270,955	7,008,116	7,911,600	12,021,797	15,691,869	78.3
Unit Totals						
Child Development Res. Center	2,612,897	2,276,261	1,952,253	3,998,536	5,397,983	99.2
Education Leadership & Policies	63,699	0	61,374	1,238,012	44,294	(87.0)
Educational Studies	1,993,473	1,507,182	3,053,392	1,994,831	2,408,931	12.7
Instruction & Teacher Education	1,607,237	1,797,413	428,976	1,515,160	4,739,182	254.4
Office of Program Evaluation	1,601,269	800,482	1,053,829	990,823	984,062	(11.5)
Physical Education	60,751	79,428	81,651	869,582	385,050	41.1
All Others	331,629	547,350	1,280,125	1,414,847	1,732,367	93.9
Source						
Federal	6,963,698	5,378,997	5,802,860	10,020,317	14,598,175	107.3
Private	161,406	212,353	224,641	1,154,748	465,536	6.2
State/Local	1,145,851	1,416,766	1,884,099	846,732	628,158	(52.5)
Proposals						
Submissions	51	57	68	71	60	(2.8)
Dollars Requested	11,596,126	14,042,583	16,408,163	10,558,651	17,238,399	31.1



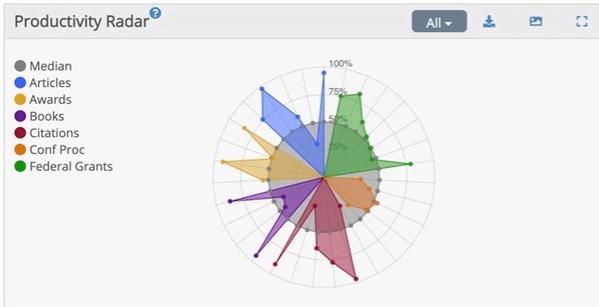
Appendix 1. Faculty Information

Account Number	USCeRA Award ID	PI Name	Award Title
10011082	29499	Van Buren, Cindy	University of So
10011051	29450	Yao, Christina	From Cash Cow
10011037	29430	Lotter, Christine	(PI - Amara Alex
10011024	29353	D'Amico, Leigh	South Carolina
10011000	29352	Baum, Angela	Preschool Deve
10010990	29347	Irvin, Matthew	Leveraging Micr
10010985	29344	Baum, Angela	To Improve the
10010969	29317	Berry, Barnett	All4SC Whole C
10010967	29314	Greer, Fred	The Kindergarte
10010921	29220	McDonald, Melissa	PDG - SC CCR
10010914	29199	D'Amico, Leigh	Child and Adult
10010903	29182	Berry, Barnett	The Pandemic a
10010900	29181	Googe, Heather	Preschool Deve
10010854	29091	Lewis, Ashlee	Palmetto State
10010851	29079	Irvin, Matthew	Evidence-basec
10010802	28982	D'Amico, Leigh	Countdown to K
10010745	28844	Dickenson, Tammiee	Research Servic
10010722	28800	Freeman, Amie	SCALE Affordab
10010719	28779	Muller, Meir	Jewish and Afri
10010715	28759	Rao, Vasanthi	Nemours Health
10010703	28742	Brian, Ali	Research Cente
10010689	28718	Dickenson, Tammiee	Project Harmon
10010688	28717	Carlson, Ryan	Project Harmon
10010680	28713	Baum, Angela	Preschool Deve
10010627	28607	Baum, Angela	Home C2OOKIN

Appendix 2. Academic Analytics Report

College of Education

BENCHMARKING



Metric	Z-Score	Articles: 477
Articles per Author		0.4
Faculty With an Article		2.1
Total Articles		1.8
Percentage of Faculty With an Article		-0.3
Articles per Faculty Member		0.0

Institution	Metric Value IF
University of South Carolina Education	3.8
Utah State University Education	3.8
University of Massachusetts Lowell Education	3.7
University of Northern Colorado Education	3.7
Drake University Education	3.7

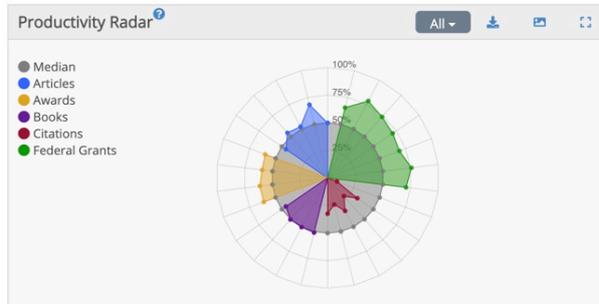
Departments

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

BENCHMARKING

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



Metric	Z-Score	Articles: 37
Articles per Author		-0.2
Faculty With an Article		-0.2
Total Articles		-0.3
Percentage of Faculty With an Article		0.6
Articles per Faculty Member		0.0

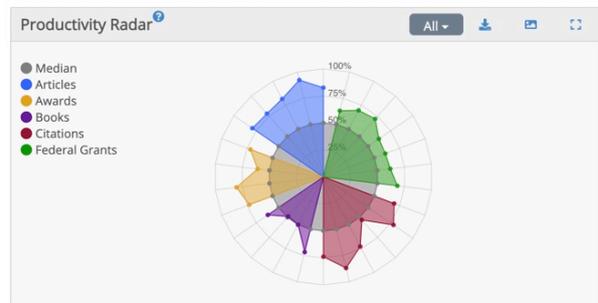
Institution	Metric Value IF
University of South Carolina Educational Leadership and Policies	3.4
University at Buffalo, State University of New York Educational Leadership and Policy	3.4
George Washington University Educational Leadership	3.3
Auburn University Educational Foundations, Leadership and Technology	3.2
San Diego State University Administration, Rehabilitation and Postsecondary Education	3.2

Educational Studies, Department of

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

PUBLIC ANDER

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



Unit Gauges | Articles: 209

Metric	Z-Score
Articles per Author	0.7
Faculty With an Article	0.7
Total Articles	0.6
Percentage of Faculty With an Article	1.0
Articles per Faculty Member	0.9

Z-Score Scale: -1.0 | -0.7 | -0.3 | 0.0 | 0.3 | 0.7

Unit Metrics | Articles Per Faculty

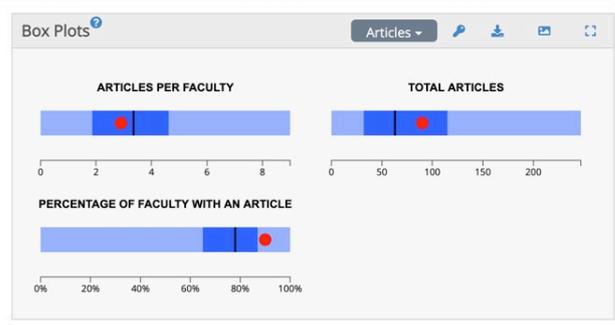
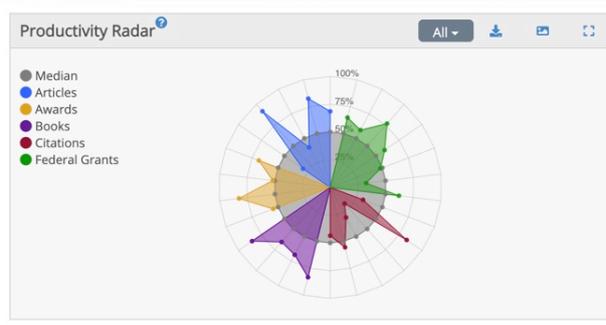
Institution	Metric Value
University of South Carolina Educational Studies	6.7
Boston University Education, School of	6.4
University of Michigan Educational Studies	6.3
Brown University Education	6.0
Oregon State University Education, College of	6.0
University of California, Riverside Education, Graduate School of	5.9

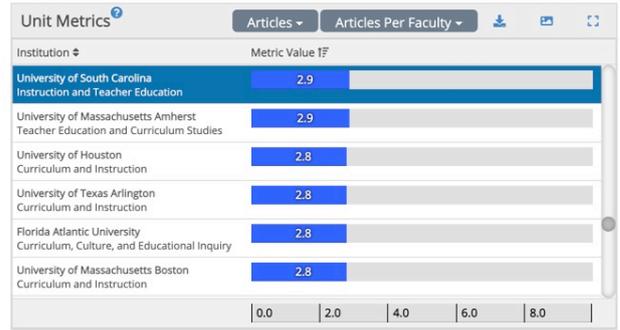
Metric Value Scale: 0.0 | 3.0 | 6.0 | 9.0 | 12.0

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

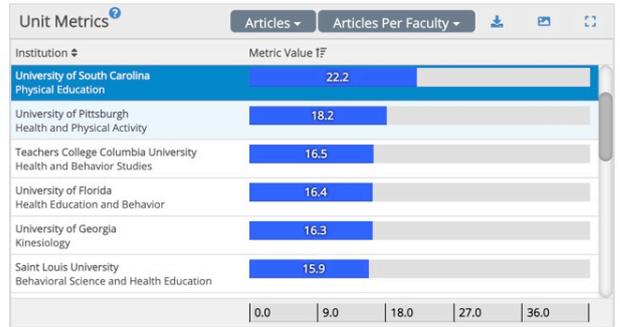
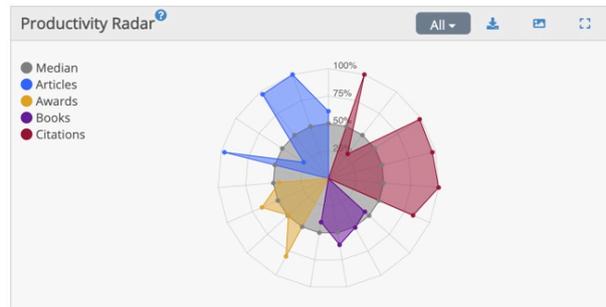




Physical Education, Department of

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

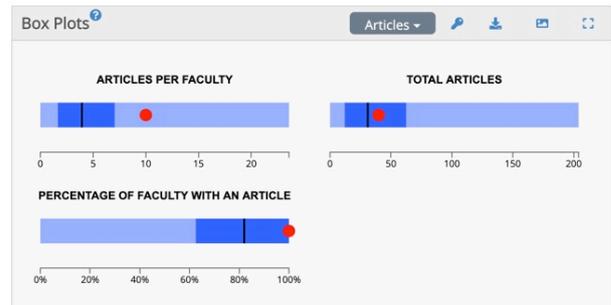
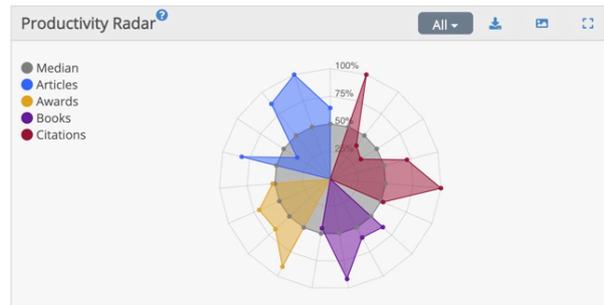


Individual Program Areas

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



Unit Gauges Articles 40

Metric	Z-Score	Articles
Articles per Author		1.0
Faculty With an Article	-0.6	
Total Articles	0.0	
Percentage of Faculty With an Article		1.0
Articles per Faculty Member		1.1

Z-Score scale: -1.1 | -0.8 | -0.4 | 0.0 | 0.4 | 0.8

Unit Metrics Articles Articles Per Faculty

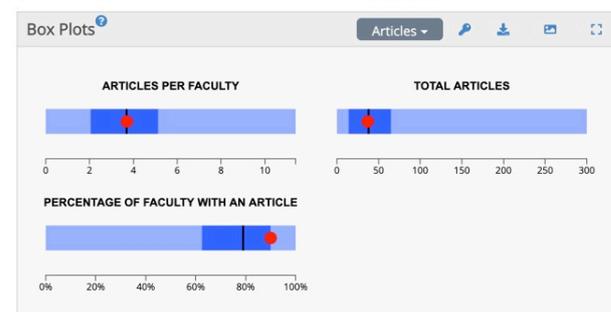
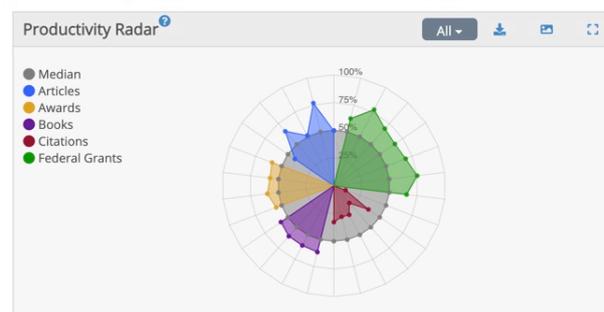
Institution	Metric Value
University of South Carolina Counselor Education	10.0
Syracuse University Counseling and Counselor Education	9.8
University of Louisville Counseling and Personnel Services	9.4
Michigan State University Rehabilitation Counselor Education	8.7
University of Florida Counseling and Counselor Education	8.7
University at Buffalo, State University of New York	7.8

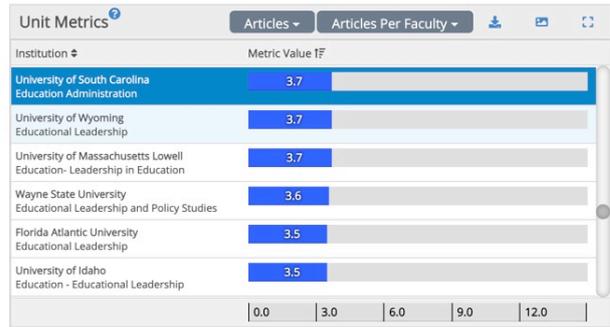
Metric Value scale: 0.0 | 5.0 | 10.0 | 15.0 | 20.0

Education Administration

Discipline: Educational Leadership and Administration | [Full Data](#)
 Institutions: 109 | Programs: 124 | Faculty: 1470
 Weight Scheme: Default | Scholarly Research Index -0.1

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

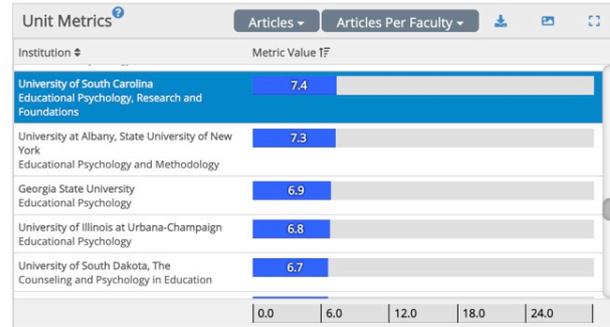
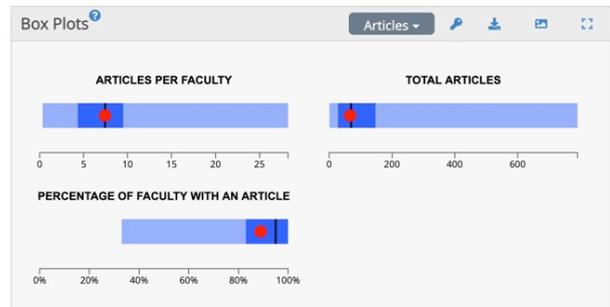
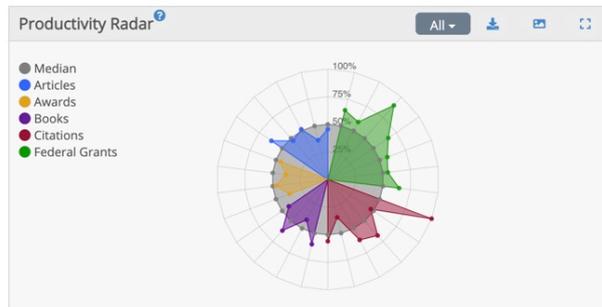




Educational Psychology, Research and Foundations

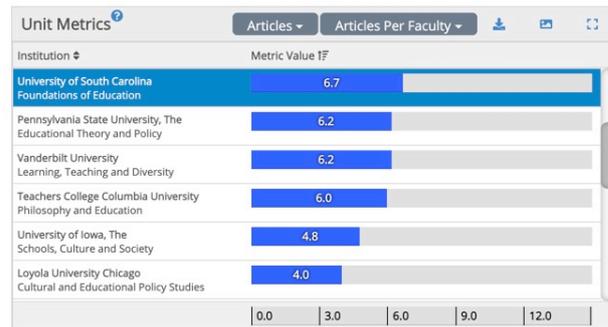
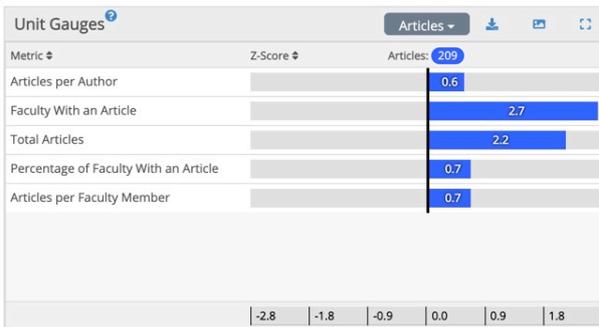
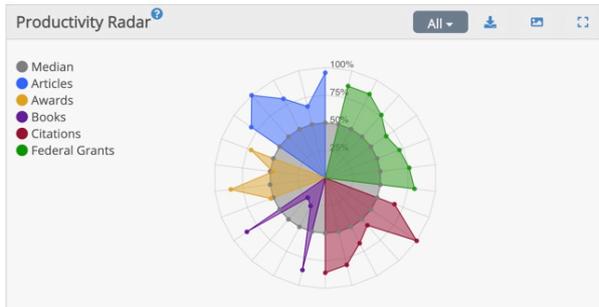
Discipline: Educational Psychology | [Full Data](#)
 Institutions: 64 | Programs: 67 | Faculty: 885
 Weight Scheme: Default | Scholarly Research Index 0.1

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



Educational Foundations

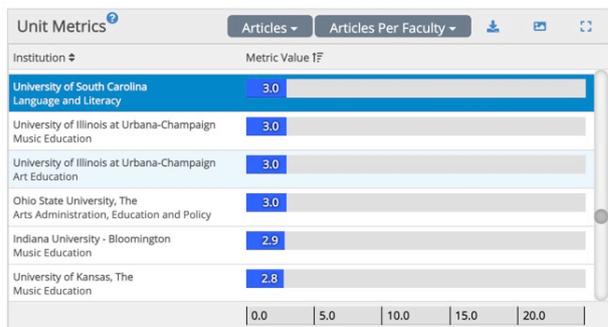
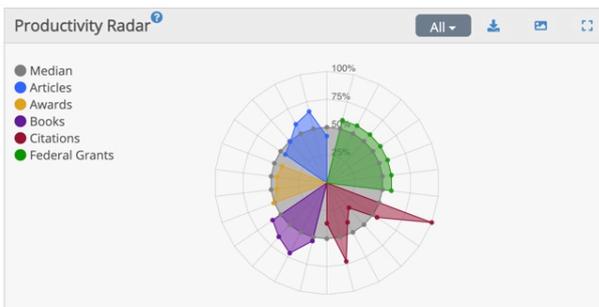
BENCHMARKING FACULTY ARTICLE PROFILE FUNDING PROFILE AWARD PROFILE BOOK PROFILE UNIT MODELING COLLABORATIONS



Language and Literacy

Discipline: Teacher Education Specific Subject Areas | [Full Data](#)
 Institutions: 82 | Programs: 137 | Faculty: 1486
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BENCHMARKING FACULTY ARTICLE PROFILE FUNDING PROFILE AWARD PROFILE BOOK PROFILE UNIT MODELING COLLABORATIONS



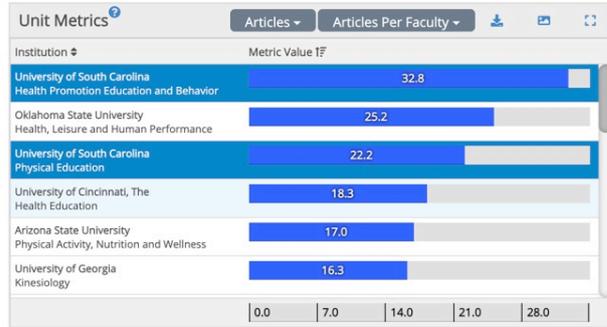
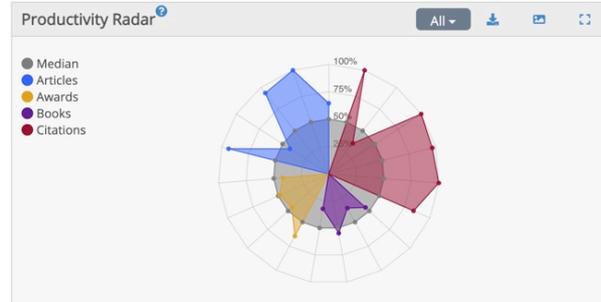
Physical Education

Discipline: [Health, Physical Education, Recreation](#) | [Full Data](#)

Institutions: 28 | Programs: 30 | Faculty: 362

Weight Scheme: [Default](#) | Scholarly Research Index 0.7

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



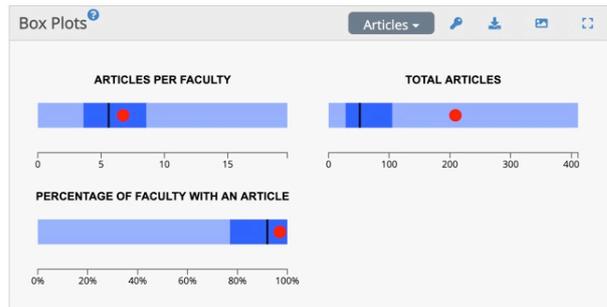
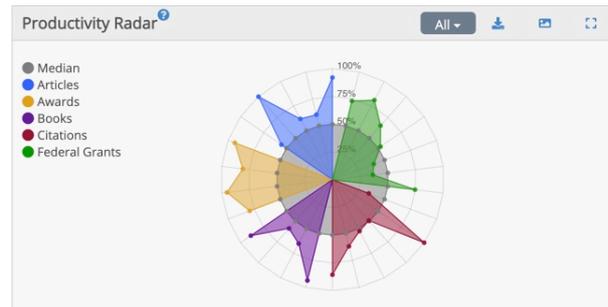
Special Education

Discipline: [Special Education](#) | [Full Data](#)

Institutions: 62 | Programs: 62 | Faculty: 710

Weight Scheme: [Default](#) | Scholarly Research Index 0.1

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

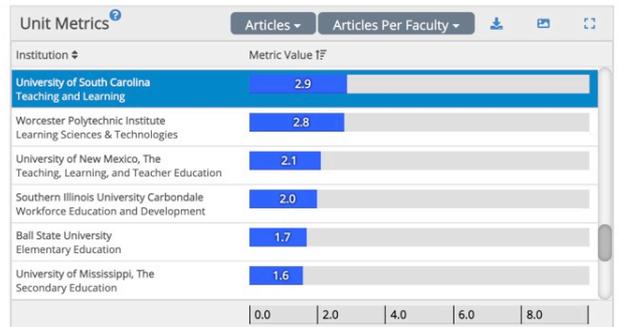
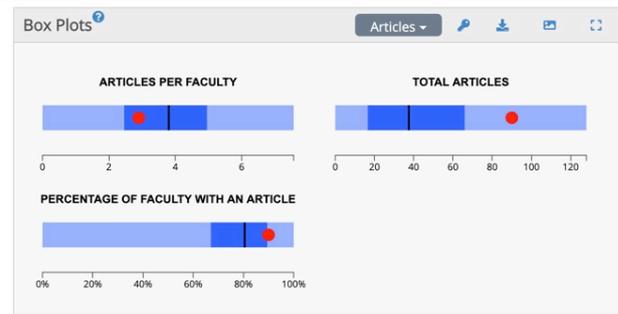
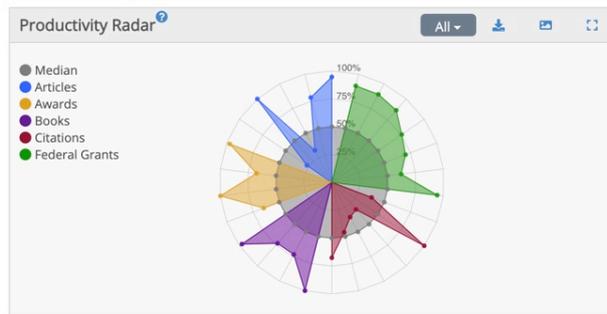




Teaching and Learning

Discipline: Teacher Education Specific Levels | [Full Data](#)
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 Weight Scheme: Default | Scholarly Research Index 0

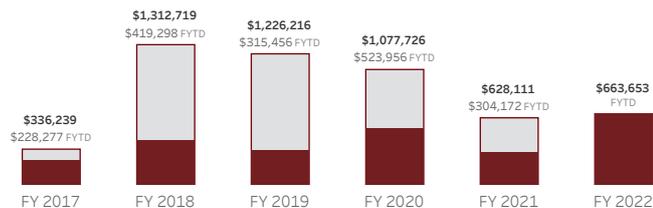
- BENCHMARKING**
- FACULTY
- ARTICLE PROFILE
- FUNDING PROFILE
- AWARD PROFILE
- BOOK PROFILE
- UNIT MODELING
- COLLABORATIONS



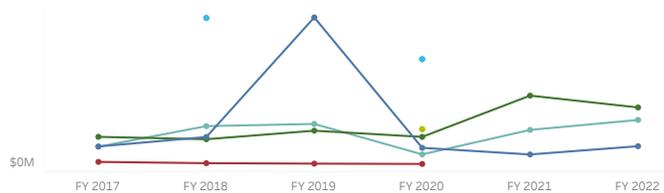
Appendix 3. Alumni Engagement & Fundraising



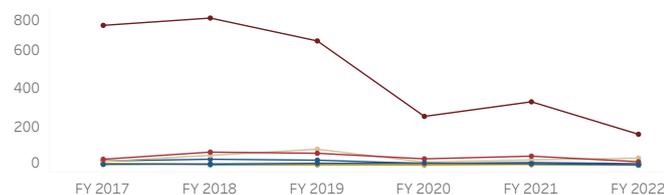
FYTD - Production



Gift Category by FY



Constituent VSE by FY



Funding Type by FY

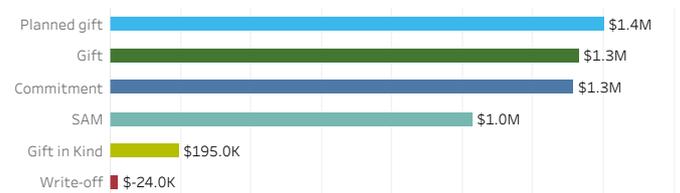


Adheres to CASE Standards All

VSE Category



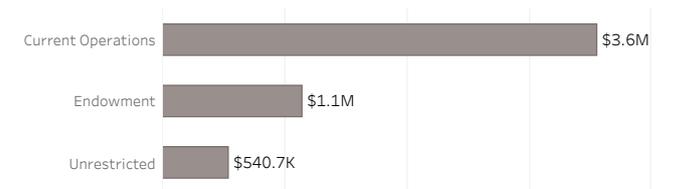
Gift Category



Constituent VSE Category



Funding Type



Username: Teesa Brunson | Data update time: 2/3/2022 6:21:20 AM

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. Love's 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.