

# **Blueprint for Quality Enhancement 2010-2011**

## **College of Education**

### **University of South Carolina**

#### **I. Vision, Mission and Goals**

##### **A. Executive Summary**

###### Vision

The College of Education at the University of South Carolina 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.

###### Mission Statement<sup>1</sup>

The University of South Carolina 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 populace. 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. This commitment entails:

- Bridging the gap among theory, research and practice to promote excellence in teaching and learning within and across educational contexts;
- Conducting principled, free inquiry from diverse perspectives that promotes quantitative and qualitative scholarship to advance knowledge and educational practice;
- Partnering with government agencies; P-12 educators, schools, and districts; families; professional organizations; and other institutions of higher education; and
- Preparing educators to have a sincere understanding and appreciation of diversity as we challenge ourselves and others to work for social justice.

<sup>1</sup>*Adopted 8/24/01 by vote of College of Education faculty and staff*

###### Executive Summary

The Professional Education Unit of USC, with the College of Education as its anchor, is accredited by the National Council for the Accreditation of Teacher Education (NCATE), with the latest accreditation renewal awarded on April 1, 2004. Each program in the College is approved

by its professional association (in partnership with NCATE) or approved by the South Carolina Commission on Higher Education or the South Carolina State Department of Education. The College offers 4 undergraduate, 17 masters, and 3 education specialist degree programs, and 11 doctoral programs. The College also offers two certificates.

Operating from a total annual budget of approximately \$15 million, in the past year the College awarded 240 baccalaureate degrees, 190 masters degrees, 62 educational specialists degrees, 17 certificates, and 46 doctoral degrees. Students enrolled in over 23,000 undergraduate credit hours and over 22,000 graduate credit hours. The total enrollment in fall, 2009, was 2,173, which included 1,067 undergraduate students. Faculty members from the four departments demonstrated their productivity in the form of 11 books, 29 book chapters, 96 refereed articles, and 140 national and international presentations. The faculty also secured over \$6 million in external funding to support research, teaching, and service endeavors. Over \$1.5 million was received in funding and pledges as gifts from generous donors.

The members of the College have embraced seven five-year goals that address our mission and vision. These goals are to:

- 1) Engage all members of the College (faculty, staff, students, and administrators) in meaningful strategic planning focused on ensuring quality in all regards by providing systems for dialogue about primary issues in the College. [This addresses all *Advance Carolina* goals by engaging the entire College community in purposeful planning related to these goals.]
- 2) Improve degree programs and unit practices and procedures based on data-driven analyses. [This addresses *Advance Carolina* "Teaching and Learning" goals.]
- 3) Increase the accessibility of courses to meet student needs by using distance education and alternative scheduling. [This addresses *Advance Carolina* "Teaching and Learning" goals.]
- 4) Increase the emphasis on scholarship by providing support and recognition for faculty research, encouraging research collaboration among members of the faculty and students, and engendering a culture of scholarly discussion and dissemination. [This addresses *Advance Carolina* "Research, Scholarship, and Creative Achievement" goals.]
- 5) Increase external funding to include \$7 million per year in grants and contracts and \$1 million in annual giving. [This addresses *Advance Carolina* "Research, Scholarship, and Creative Achievement" and "Recognition and Visibility" goals.]
- 6) Develop and maintain a student and faculty population reflecting the ethnic, cultural, and gender diversity of South Carolina and national composition of faculty within professional programs as well as ensure that all programs prepare professional educators for the diverse setting in which they will work. [This relates to all *Advance Carolina* goals.]

7) Strengthen clinical experiences and professional collaboration with community partners (i.e., schools; districts; agencies; other human-service, evaluation, and research providers). [This addresses *Advance Carolina* "Teaching and Learning" and "Service Excellence" goals.]

### *Top-Ten Institutions*

Individual departments within the College of Education are able to identify the top institutions within their discipline, but these institutions vary widely across departments. Nonetheless, the ten institutions that are named the most in the aggregate of departmental lists are:

University of Georgia  
Ohio State University  
Indiana University  
Michigan State University  
University of Wisconsin-Madison  
University of North Carolina-Chapel Hill  
University of Virginia  
University of Texas  
Arizona State University  
University of Michigan

### *Peer Institutions*

The lists of peer institutions vary even more widely across departments. Here is a sample of these chosen to reasonably represent our complete College.

University of Alabama  
Florida State University  
University of Missouri  
University of Tennessee  
University of Nebraska

### *Strengths and Accomplishments*

We consider our faculty to be our greatest strength, in terms of scholarship, teaching, and outreach. Our scholarship can be measured in terms of the number of publications that appear each year in the top peer-reviewed journals for the various disciplines represented by our College. Additionally, our extramural funding has steadily increased and the source of our funding is largely federal (77%). The strength of our teaching is indicated by an exceptionally high college mean on student evaluations of teaching (with low variability), as well as high pass rates on standardized examinations for teaching certification. Our service has been clearly documented in our faculty's contribution to assisting the University in achieving its most recent Carnegie status as a highly-engaged university.

Three accomplishments in the past five years relate to our faculty strength. One is the completion of a series of large faculty recruiting classes to address both vacancies and the needs of establishing undergraduate degrees. With rare exception and without compromise, we were able to recruit our top choices for these positions, as evidenced by the strength of the institutions from where these individuals obtained their terminal degrees. A second accomplishment related to our recruitment is our completion of a three-year effort to increase base salaries in the College to bring them in line with our peer institutions in the Southeast. We supplemented state funding with College revenue to accomplish this task. Further, our increases were entirely productivity based, resulting in a much stronger correlation of salaries to productivity in the College. The third accomplishment relates to our efforts to increase the diversity of our faculty. We have demonstrated significant success in recruiting and retaining a cohort group of new junior faculty of color and recently were successful in appointing a senior faculty member of color to an endowed professorship.

A fourth major accomplishment in the past five years is the creation of an internal office of grants and contracts. Since the implementation of this office, our external funding has increased from \$5 million to \$7 million for the current year. This office identifies funding opportunities, assists with proposal development, and provides post-award support.

A fifth major accomplishment in the past five years is the significant revision and in-depth development of a unit-wide assessment system designed to enhance instructional quality and address changes in accreditation standards. We now track and annually review extensive information regarding programs and instruction, with the primary purpose being continual improvement. The system includes databases that can be accessed by all programs, student and graduate surveys, annual reporting by programs, and a five-year review scheduled by the Professional Education Unit's Quality Assurance Committee.

We consider our national prominence in the area of professional development schools to be a major strength. Our work in the USC Professional Development School (PDS) Network, which includes 12 professional development schools, coupled with our collaborations and ties with the State Department of Education (SDE) and the Education Oversight Committee (EOC), enables our College to use federal flow-through and state funding awards to support work in specific areas of educational need in the state. This work includes professional development, creation of assessment tools, and evaluation of educational programs. An additional major accomplishment that reflects the strength of our own PDS program was the college's leading role in the creation of a National Association for Professional Development Schools.

### *Weaknesses*

Through the process of soliciting from members of the faculty their perceptions of areas of weakness or that need improvement, two items consistently emerged across departments: increased faculty work load and our limited ability to recruit full-time graduate students. Both of these are influenced by budget constraints. Recently all members of the tenure-track faculty were assigned 3/2 teaching loads in order to address budget cuts, though we have recently rescinded that policy and are using non-"A" funds to maintain loads at a 2/2 level. The inability

to attract full-time graduate students is in part a budget constraint (i.e. lack of funding for assistantships), but can also be attributed to our primary graduate student population, which consists of full-time educators who enroll in late-afternoon or evening classes to work on a graduate degree.

A weakness that presented itself through the rich array of feedback during this Blueprint cycle is the lack of a strong feedback loop among the administration and faculty of the College. Consequently, we have implemented a new goal (see Goal #1) to address this weakness and to strengthen our strategic planning process through more extensive inclusion of faculty and staff voices. This is being done in order to develop goals, initiatives, and action plans that more clearly demonstrate a vested interest of faculty and staff in goals attainment.

## **B. Goals, Initiatives and Action Plans**

[Note: *Advance Carolina* goals identified below are actually *Focus Carolina* goals. *Advance Carolina* initiatives are in draft form.]

The College has embraced seven five-year goals that address our mission and vision. This is a change from the *Blueprint* for AY2010, which had six goals. We added a seventh goal to serve as a backbone for our strategic planning based on (a) the work of *Focus Carolina* and *Advance Carolina*, (b) the new requirement to involve all members of the faculty in strategic planning, (c) an internal recognition that our strategic planning process does not lead to a center focal point for our work, and (d) the recent rounds of budget cuts that may require fundamental changes in our programs, activities, and systems. This goal has been placed as Goal #1 to highlight the importance to our strategic planning process.

**1) Engage all members of the College (faculty, staff, students, and administrators) in meaningful strategic planning focused on ensuring quality in all regards by providing systems for dialogue about primary issues in the College.** [This addresses all *Advance Carolina* goals by engaging the entire College community in purposeful planning related to these goals.]

This goal addresses the need for our College to engage the entire College community in planning and to rally our professional learning community around goals and initiatives that will define us as a College in future years. We also recognize the need for more communication among the administration and faculty regarding critical issues, such as College focus and resource allocation to align with this focus.

*a) Include all members of the College in an in-depth review of Blueprint goals and action plans through the lens of the College mission and vision.*

This work has already begun. Departmental meetings were held to give individual faculty members a chance to discuss College goals and to provide feedback on the proposed *Blueprint*. The College Steering Committee convened two special College faculty meetings to discuss the recent round of budget cuts and strategic planning in view of these cuts. Indeed, the feedback from these efforts makes it clear that this is going to be a long-term process. It also revealed

deficiencies in the College faculty-administration communication loop. We will continue to use departmental structures to work further as a faculty on serious strategic planning. Additionally, the remainder of the action plans for this goal should deepen the inclusion of the entire College community not only in strategic planning, but also in the major issues that present themselves periodically.

*b) Establish monthly meetings of the College Steering Committee to meet with the Dean or a designated associate dean regarding current issues.*

Although the College Steering Committee has long been a standing faculty committee, little has been done in the past to solicit the help of this Committee in addressing major decisions. A regular calendar of monthly meetings and attendance of the dean or an associate dean at each meeting will address this problem.

*c) Establish bi-annual staff meetings that parallel faculty meetings to engage the staff in addressing College issues.*

Members of the college faculty meet twice each year to hear reports from the deans, department chairs, and select directors. We will commence bi-annual staff meetings in order to provide members of the staff with similar information and to solicit staff input on issues that concern day-to-day operations.

*d) Implement a series of forums that include students, faculty, and administrators to encourage brainstorming and discussions regarding Blueprint goals and action plans.*

We will provide opportunities for smaller-group discussions among select members of the college community. Each forum will be designed to elicit ideas, concerns, and perceptions from a specific group (e.g. students, adjunct faculty members, assistant professors).

*e) Establish online communication systems (e.g. web pages, twitter) for keeping members of the College up-to-date on the latest issues in the College.*

We will begin investigating popular communication mediums and social networks to plan for new modes of communication regarding not only successes and events in the College, but also identifying challenges and ways that the College community can assist in addressing these challenges.

**2) Improve degree programs and unit practices and procedures based on data-driven analyses.** [This addresses *Advance Carolina* "Teaching and Learning" goals.]

This goal both serves the mission of the College to contribute to the high achievement of all learners and addresses Standards #1 and 2 of the National Council for the Accreditation of Teacher Education.

*a) Continue to refine assessment databases and systems for ongoing analysis of data collected including update of program assessment plans as new outcomes measures are created and refinement of the clinical experiences database to ensure diversity.*

In June 2009, all programs were provided with data summaries of candidate performance data they had submitted for the last 1-3 years (depending on the program area). As faculty received and analyzed data, they revised their assessment categories as they deemed appropriate. The database was modified to reflect these changes so that all program databases reflect current program assessments.

Discussions were held regarding refinement of the database to ensure diversity in candidates' clinical experiences. The decision was reached that tracking individual candidates' placements beyond the current level of review was not the most efficient means to ensure diversity. The Office of School University Partnerships and Clinical Experiences will continue to record placement data on advanced internships and will continue to collect and monitor candidates' early experiences in making placements to ensure experiences with diverse populations. See item 5(c) regarding other steps to ensure diversity.

*b) Modify the unit-wide assessment system to ensure more frequent review of unit-wide data and broader distribution of assessment results.*

The unit-wide assessment system was implemented as adopted in 2008-09 including collection and distribution of multiple data sets to appropriate committees and constituencies for analysis of programs and unit operations. A new system was also developed to post and distribute data to faculty via Blackboard. The new Blackboard system will be fully implemented before the end of the fall semester, 2010.

*c) Review and modify, where necessary, our process for evaluating instruction.*

Discussions in 2009 focused on ensuring that the unique contexts of faculty of color, other minorities, or instructors dealing with controversial issues were thoroughly understood by annual performance review and promotion and tenure committees. Each department appointed a diversity representative to serve on the department's annual performance/promotion and tenure review committee. Departments also clarified their procedures for evaluation of clinical faculty. Finally, the system for evaluation of supervisors and coaching teachers was improved [see item 7(e) for further information].

*d) Create and implement a system for promoting and tracking the professional development of instructional faculty.*

Tracking faculty accomplishments was discussed at the Quality Assurance Committee meeting in March 2009. The Associate Dean for Administration and Research reported that his office collects information on faculty scholarship and that there has been a rise in scholarly activity per capita. Committee members suggested that tracking professional development might be

accomplished through annual review, third year review, or other systems or documentation already in place. This item will be further considered in 2010.

*e) Increase faculty and staff access to and expertise in using program assessment databases in order to foster a spirit of data-driven decision-making.*

The number of faculty and staff with direct access to the main database and training to use the system increased in 2009. In particular, some program areas found direct access to the data helpful in compiling their program reports.

A new and improved user-friendly system on Blackboard is under development through which all members of the faculty will have access to data summaries on surveys of graduates, exit surveys, clinical experience surveys; and program rubrics, reports, and data.

*f) Identify and institute program improvements and unit practices and procedures based on analyses of data (e.g., candidate performance, clinical experiences, exit and graduate surveys, academic and budget reports).*

The success of meeting this objective is clear given the national recognition achieved by 28 of 30 programs reviewed by their specialized professional associations in Fall 2009. Program report criteria included stringent requirements for data collection and analysis. Sample review comments included the following:

Program faculty review and analyze results of the eight assessments at regular intervals in order to strengthen the program. . . The report was well organized, and data were presented in a consistent format. Program faculty are to be commended for a well written report and their efforts to design a quality program.

The evaluation of assessment results reflects an area of strength. There appeared to be an in-depth examination of the course content and procedures based on the results of the assessments. Faculty also systematically examine data sources in regularly scheduled meetings.

Clear evidence is presented that faculty assess candidate performance and base program changes on the standards. For example, the report indicates that faculty have made program changes based on the standards for content preparation . . .

The program provided evidence that assessment results are reviewed and evaluated on a regular basis. Monthly faculty meetings in addition to a faculty retreat are seen as opportunities to identify program strengths and needs. Pedagogy is a strength of the program, while faculty feel candidates need to deepen their knowledge of research methods and assessment of student learning.

The two programs not yet recognized will be revised and resubmitted in 2010. Full recognition is anticipated in Fall 2010. A representative of the National Council for the Accreditation of Teacher Education noted that the high pass rate of USC's program reports is a "record" in the



national review system. Work will continue in 2010 to fully integrate review of candidate assessment and other data into the culture of the College of Education and the Professional Education Unit.

**3) Increase the accessibility of courses to meet student needs by using distance education and alternative scheduling.** [This addresses *Advance Carolina* "Teaching and Learning" goals.]

Delivery of a number of degrees through distance education was strong in 2009. Degrees available 100% via distance education include the MEd in Educational Administration, the MEd in Language and Literacy, the MEd in Educational Technology, and the Certificate in Higher Education Leadership. In particular the MEd's in Educational Administration and Language and Literacy were delivered to large numbers of students via contracts with school districts.

Other degrees with significant percentages of courses available via distance education include the MEd in Teaching, the EdS in Educational Administration, the EdS in Teaching, and the EdD in Curriculum and Instruction.

A new initiative for a 100% distance degree is the MEd in Higher Education Business Administration which the College of Education has proposed to the Commission on Higher Education in collaboration with the Moore School of Business. The MEd in Teaching will also be available 100% via distance education in 2010.

*a) Conduct a review of existing university and college support structures for developing and managing distance education courses, then identify resources and potential partnerships needed to support faculty developing and teaching such courses.*

The College's Instructional Support office hosts occasional workshops and demonstrations of instructional tools, but most of the support continues to be offered through meetings with instructors as they design and develop their course materials. Usually these meetings are one-on-one, but sometimes these meetings are with a group of instructors from a program who work together to discuss conventions they will use throughout their course sites. Many of these events involve the instructor(s) learning to use a specific technology tool.

Employees of Instructional Support also continue to add links to training materials and other information about a wide range of technology tools—those for online instruction as well as more general instructional or administrative tools—on the Instructional Support web site.

*b) Establish and publish information on support systems for assisting with the conversion of appropriate courses to a distance format.*

In addition to conducting workshops and one-on-one training of instructors, Susan Quinn, COE Director of Instructional Support, continues to be active with the Communities of Practice (CoP) for Teaching Online. The group offers demonstrations and discussions centered around an issue or a technology tool that instructors use to design or develop online materials. The group was originally composed of instructional support trainers across the USC campuses, but the

participants now include more and more individuals who are currently providing online instruction and those who are interested or have a need to know more about this delivery model. Instructors from the College of Education are frequent participants in the events held by this group.

The equipment used for conducting audio-conferences was updated to allow for multi-point conferences. This new equipment and the equipment used for video-conferences were moved to a meeting room within the Training Center that was larger and more open than the classroom that had contained the equipment. The Dean's Office sent an e-mail notifying the faculty and staff members of the College about this new Conferencing Room. The conferencing equipment is occasionally used for traditional conferences, but more often it is used as a tool for course instruction or evaluation. One example is when the Educational Technology Program uses the video-conferencing equipment and desktop sharing software to review and evaluate final program e-portfolios each semester.

**4) Increase the emphasis on scholarship by providing support and recognition for faculty research, encouraging research collaboration among members of the faculty and students, and engendering a culture of scholarly discussion and dissemination.** [This addresses *Advance Carolina* "Research, Scholarship, and Creative Achievement" goals.]

This was a new goal in 2009. Work has just begun on this goal, with primary emphasis on returning members of the tenure-track faculty to 2/2 teaching loads.

*a) Develop and implement a system for tracking scholarly products (e.g. publications, research grant awards) that are produced by College faculty members and students.*

Members of the Administrative Council discussed optimal methods for collecting information about scholarly products. It was decided that (a) publication information is best collected by departmental offices at the time of annual performance review and (b) grant information is tracked by the college's Office of Grants and Contracts. The next phase will be the development of a database for the central aggregation of departmental information.

*b) Explore venues for dissemination of both research accomplishments and findings and establish a calendar for routine dissemination.*

We are in the process of developing web pages for public dissemination of information regarding all publications, presentations, and grants generated by members of the college faculty. This year we developed and implemented an administrative calendar for all recurring administrative activities. The annual collection and dissemination of information regarding scholarly products has been added to the calendar.

*c) Review doctoral student opportunities and requirements for participation in faculty-led research and use this review to develop and implement a plan for increased faculty-student collaborations.*

No action has yet been taken on this item. In addition to beginning work on this action item, we will discuss possible expansion of the item to include both graduate and undergraduate research collaborations.

*d) Generate, select, and implement ideas for faculty participation in scholarly professional development (e.g. conference attendance, presentation opportunities, workshops) that are sustainable even in times of exceptionally limited resources.*

No action has yet been taken on this item, though we anticipate that such discussion fits well into our new Goal #1.

*e) Create and promote regular opportunities for scholarly exchange that leverage intellectual resources both within and outside of the College.*

In spite of budget cuts, the College continues to fund the Museum of Education to allow the Museum to sponsor scholarly events with prominent speakers. In addition, the College sponsors an annual research award lecture that is presented by the most recent COE faculty research award winner. Our next step is to invite further discussion among members of the faculty regarding regular opportunities to enhance the research culture of the College.

*f) Develop a plan for returning faculty members with a significant research work component to teaching six credit hours per semester as the College budget allows.*

Our Executive Council made the decision to utilize discretionary funds and funds from non-"A" sources to pay for additional adjunct instructors in order to return members of the tenure-track faculty to 2/2 course loads. We project that we can maintain this for at least one additional fiscal year, depending on the magnitude of budget cuts.

**5) Increase external funding to include \$7 million per year in grants and contracts and \$1 million in annual giving.** [This addresses *Advance Carolina* "Research, Scholarship, and Creative Achievement" and "Recognition and Visibility" goals.]

External funding has risen from about \$5 million per year to \$7 million per year during the current five-year goal cycle. The goal was previously \$10 million per year, but increased faculty teaching loads have resulted in revising the goal so that the College faculty will work to maintain the current level of external funding in spite of higher teaching loads. The external funding target will be raised again if the fiscal standing improves so that teaching overloads can be reduced or eliminated. The annual giving goal remains at \$1 million per year.

*a) Increase exposure to and knowledge about sponsored funding through incentives and support for both tenure and non-tenure track faculty to become active in grants.*

This is a change in activity. Previously this activity was: enhance processes to assist the faculty in proposal budget development and post-award budget monitoring. We completed the process enhancements targeted through this activity. This new activity will be operationally defined through four initiatives: (1) We will explore possible monetary incentives for non-

tenure track faculty (i.e., qualifying them for the research supplement policy) to become active in grants. (2) We will explore incentives for interdisciplinary collaboration on projects and for faculty who serve as grant reviewers for federal funding agencies. (3) We will establish a committee within the COE to explore and recommend ways to enhance externally-funded research, including exploring the possibility of Centers funding. (4) We will establish a formal research mentoring system within the College for both tenure and non-tenure-track faculty.

*b) Increase the number of major grant submissions by COE faculty through incentives and the addition of grant writing and mentoring support for faculty research endeavors.*

This is a new activity to replace previous activities that have been completed (see Blueprint for FY2010 for further information). The new activity will be defined through two primary endeavors. First, we will consider incentives for the writing/submission of major grant proposals (i.e., course release for a major grant submission and/or monetary incentives) possibly on a sliding scale depending upon the amount of funding requested and whether or not the faculty member takes advantage of the COE peer review process prior to submission. Second, we will also study the feasibility of hiring a grant writing support person with experience in the field of education to assist with writing of major grant proposals.

*c) Increase the number of non-governmental proposal submissions through enhanced search capabilities for potential foundation, corporate and public charity funding sources.*

This is also a new activity. A subscription to the Foundation Directory online database (<http://foundationcenter.org>) has been acquired and will allow search capabilities for more than 98,000 foundations, corporate donors and grant-making public charities as well as search capabilities for over 500,000 IRS 990s. Access to this directory will help meet both external funding and annual giving (see next action item) goals.

*d) Create a strategy for increasing annual giving.*

This strategy has now been developed and includes the following initiatives.

The College Development Office will continue to build relationships with our constituencies to secure a financial commitment through vehicles such as personal visits, small group meetings with the Dean, Homecoming events, Education Reports, e-newsletters, COE web pages, and alumni events.

We will encourage alumni to participate in the Annual Fund program – College of Education Carolina Fund through an annual campaign theme (e.g., The Power of 10 in 2010).

With the assistance of the Director of Marketing and Communications, we will market the COE through the print media, with a high priority on a piece that states our funding priorities and a Campaign Case Statement.

The Development Office will aggressively identify, cultivate and solicit individuals, corporations, and foundations for major gifts (\$10,000 +) with a \$1 million goal target every fiscal year. This

will include the creation of a list of individuals and alumni with a large giving capacity that will be targeted for major gifts to the College of Education.

The following timeline is being used for implementation during the current planning cycle:

By February 2011, complete a thorough review of all previous and existing prospects.

By April 2011, complete the identification of all organizational initiatives and faculty projects so they can be potentially matched to the passions of prospective donors or foundation representatives.

By June 2011, complete a “ready list” of statements about the College which convey credibility, vision, and progress.

By June 2011, increase primary prospect pool portfolio to 45+ major prospects.

By June 2011, accumulate a pool of 100+ major prospects and develop an 18-month strategy for dealing with each prospect.

By June 2011, submit 15 annual proposals for solicitation of \$10,000 or more to secure gifts totaling- \$1 million per FY.

**6) Develop and maintain a student and faculty population reflecting the ethnic, cultural, and gender diversity of South Carolina and national composition of faculty within professional programs as well as ensure that all programs prepare professional educators for the diverse setting in which they will work.** [This relates to all *Advance Carolina* goals.]

The emphasis for this goal has shifted to the retention of a diverse faculty, as well as recruitment and retention of a diverse student body. We also continue to believe in the need to prepare educators “to have a sincere understanding and appreciation of diversity as we challenge ourselves and others to work for social justice” [from the College of Education Mission Statement]. This commitment is best addressed within an environment that is itself diverse.

*a) Increase and retain a more diverse student population through initiatives to recruit underrepresented groups and support their success in education programs (e.g., meeting Praxis standards).*

Multiple steps were taken to support candidates to successfully meet the basic skills requirements for admission to the professional program. Rob Dedmon, Director of Undergraduate Student Affairs, worked with the Department of Instruction and Teacher Education, the Diverse Pathways Grant Initiative, the Writing Improvement Network and external groups to develop a list of alternatives for students seeking support including web-based test practice, on- and off-campus workshops, and one-on-one tutoring. The information is available on the Student Affairs website in addition to *Frequently Asked Questions* about the

exams. Advisors and faculty also disseminated support information to students through personal contacts. As a result of these efforts, there was a significant decrease in the percentage and number of students who failed to meet the basic skills requirement in Fall 2009.

Other efforts in the College are building a climate supportive of a diverse student population including the following:

- In August 2009, the faculty voted to add a Diversity Committee to the faculty by-laws that includes representation from faculty, students, and staff. One of the committee's charges is to "provide leadership in the College's efforts to improve student, staff and faculty recruitment, retention, support and mentoring". The committee began meeting in Fall 2009. Discussion items have included strategies to recruit and retain a more diverse student population.
- The Early Childhood Education BA program created two "urban cohorts" that emphasize preparation to work with a diverse student population in curriculum, instruction, and clinical experiences.

*b) Conduct a systematic review of the how programs address diversity, then develop and implement a plan to support program development related to diversity.*

Data regarding how programs address diversity have been collected in two ways:

1. Required program reports submitted September 15, 2009 identified key assessments in programs that address diversity.
2. Syllabi were color-coded to identify learning outcomes, assignments, readings, and assessments that address diversity and were submitted December 2009-January 2010.

Aggregation and analysis of the information will occur in 2010. This diversity information will be included in the Institutional Report and evidence submitted for the NCATE/State review. A summary will also be presented to the Diversity Committee for their consideration as they develop recommendations for improvements and/or processes to strengthen curricula related to diversity.

*c) Complete implementation of a plan to ensure field experiences in diverse settings for all initial certification candidates.*

The Committee on Initial Teacher Education Programs (CITEP) voted in their meeting of December 4, 2009 to support "the spirit" of the following two steps:

1. All programs will include a requirement during one or more field/clinical experiences that candidates observe and/or work with
  - a. one or more English language learners and

b. one or more students with exceptionalities

The requirement for an experience with each group (ELL; students with exceptionalities) should appear in one or more syllabi, field experience packets/task lists, and/or other printed course materials.

2. At least two items will be added to the internship evaluation form in which candidates rate whether or not they were provided with the opportunities to work with students from diverse backgrounds including English Language Learners, students with exceptionalities, and students from a variety of socio-economic and ethnic/racial groups.

The exact wording of the requirement is to be finalized and implemented in Spring 2010.

*d) Establish a strategy for faculty retention that includes targeted invitations to apply for positions, financial incentives, and the establishment of a support network.*

All college search committees, annual performance review committees, and tenure and promotion committees now include an affirmative action officer who receives training from the Office of Equal Opportunity Programs prior to serving on the committee. For faculty searches, college search procedures require that all files for self-identified individuals of color be forwarded to the Dean's Office for consideration, along with a justification for why these individuals were not included among the finalists, if they were not. During campus interviews, search committees routinely introduce applicants of color to formal networks within the college and university that are dedicated to issues pertaining to faculty members of color.

For further development of this action plan, feedback was obtained from the College Diversity Committee. Consequently, the following new action plan was formulated by the Committee.

*e) Establish a strategy for facilitating within the College of Education a sustained culture that promotes social justice by encouraging and promoting dialogue, professional development, intrapersonal and interpersonal reflection, and purposeful action.*

This is a new action item initiated and developed by the College of Education Diversity Committee. The Diversity Committee is currently discussing possible strategies, including the following:

I. Institute professional development activities that enrich our understanding of diversity as individuals and as a community. Activities might include a) brown bag lunches for faculty and students, led by faculty volunteers who have selected a book for discussion, b) funding for faculty or staff members to attend workshops inside or outside of the USC community that address diversity issues, and c) sponsoring a conference on a diversity-related topic for the college, other higher education institutions, and the surrounding community.

II. Expand our outreach to and partnerships with other university offices and programs that have an interest in and commitment to diversity, such as the International Programs for Students, the Office of Multicultural Affairs, and USC's programs in African American or

Women's Studies. To the extent possible, the African American Equity Symposia Series could be expanded to embrace other elements of diversity and involve other university programs.

III. Provide sponsorship of community service projects that address issues of diversity and social justice in the Columbia community and beyond. For example, the College could sponsor an "Alternative Spring Break" experience for faculty and students that is focused on service activities in diverse communities.

IV. Establish of a College of Education Information Network to publicly address misunderstandings among policymakers, the media, and the general population of South Carolina in regard to diversity and social justice issues.

V. Celebrate our evolving sense of community and recognition of our common humanity, frailties, and possibilities by establishing rituals for social interaction. For example, a weekly "College Coffee Klatch" or similar social activity where members of the college community could come together for informal conversation could be a modest start. In addition, the college could post a "We are Family" Wall somewhere in the college where faculty and staff can post family photos to illustrate the strength and diversity of our families at home and, by extension, in the College. In addition, it would be important to recognize students who exemplify our aims of social justice by their words, scholarship, and commitments. This would support the premise that we are a diverse community and that such should be celebrated.

VI. Encourage informal audits of curricula and teaching practices to identify programs and courses that make an exceptional effort to engage and enlighten College of Education community members of the challenges of and rewards in diversity.

**7) Strengthen clinical experiences and professional collaboration with community partners (i.e., schools; districts; agencies; other human-service, evaluation, and research providers).** [This addresses *Advance Carolina* "Teaching and Learning" and "Service Excellence" goals.]

This goal reflects our mission to emphasize "the active construction and application of knowledge, skills, and dispositions" [from the College of Education Mission Statement] and to do so within school settings in order to provide excellent learning opportunities for students. It also highlights the strength of collaboration with neighboring organizations and members of the community who embrace goals that overlap with our own.

*a ) Enhance the scope and degree of physical contact with our school partners.*

In 2009, we increased the involvement of full-time USC faculty in clinical sites. To accomplish this, we created a plan for reconfiguring faculty loads so that tenure-track faculty who chose to do so could serve as the University Liaison in Professional Development Schools. We also created cohort collaborative supervision models involving long-term doctoral students who partnered with tenure-track and clinical faculty. In addition, we increased the number of courses being taught on-site in school settings across programs preparing educators for P-12 schools. Faculty in these program areas also reached out to schools through special events such



as a meeting between the middle level faculty and representatives of 10 of their partner schools.

This increased physical contact with schools benefited both USC programs and school partners. For example, one of the middle schools sites which has had more contact with USC faculty has decided to submit an application to become a Professional Development School.

Efforts in 2010-2011 will focus on increasing physical contact with school partners and their representatives.

*b) Support the development of professional learning communities that include university faculty, professional partners (e.g., supervisors, coaching teachers, community service workers, agency personnel), and doctoral students to work together to exchange instructional strategies and successes, share ideas and suggestions, and improve both the education of educators and professional practice settings (e.g., schools, agencies, technical colleges, and other clinical settings).*

For 2010-2011, this activity has been updated and revised to build on past progress, focus efforts on more in-depth collaborations, and include all programs in COE.

During 2009-2010, we continued our efforts to increase opportunities for collaboration for stakeholders involved with pre-service teacher education. This included continuing Coordinating Council and Partnership Forum meetings and increasing opportunities for university faculty/partner school collaboration as noted in 1(a). The increase in courses taught on-site at P-12 schools provided opportunities for substantive collaboration between school and university partners. There was also some increase in the involvement of school-based teacher-leaders and administrators as course instructors, and on-site seminar leaders and supervisors. As course instructors and supervisors, school personnel communicated on a regular basis with full-time faculty to coordinate instruction and contribute to, and in some cases, lead course development.

Over this past year, the elementary and early childhood faculties (our largest initial certification programs) met together to explore more systematic ways to increase collaboration with school partners. One of the recommendations was for an Early Childhood/Elementary Steering Committee on Clinical Experiences to be established to provide coordination and leadership in this effort. The faculty believes strongly that increasing professional development of supervisors and coaching teachers should be a high priority. They would also like to increase the opportunity for school-based practitioners to work with faculty on strategies for effective on-site pre-service teacher education.

In 2010, we will seek resources to move this effort forward and to expand professional learning communities to all COE programs.

*c) Better support all candidates in developing skills to work effectively with diverse student populations.*

This is a new action item. This item moves beyond ensuring that candidates have experience with diverse student populations to a greater focus on effectively preparing and supporting candidates to become accomplished teachers and/or educational leaders in providing successful learning environments and opportunities for *all* students.

*d) Engage in collaborative research projects examining best practices.*

Progress on this action item has been made in terms of increasing the number of collaborative research projects that faculty are engaging in with school partners. While our original goal was to establish a single research project, we soon realized that such a project was not the best fit for our faculty and our partners. Instead, we came to understand that multiple projects, each developed at a partner site, better meet the needs of both university and K-12 school personnel. We also came to understand that there was a clear relationship between the degree to which we were successful in supporting full-time faculty and long-term graduate assistants in partnerships with schools, and our impact on collaborative inquiry and research. For example, in 2009, when Professional Development Schools were asked to report on their progress in collaboration “across the P-20 educational continuum in examining and sharing deliberate investigations of practice,” we were able to document that all schools, including Partner Schools which had a relationship with a full-time USC faculty member or long-term graduate assistants, articulated clear, collaborative inquiry projects or research studies. As a result, at least 12 significant collaborative projects examining best practice are in progress in Partner/Professional Development Schools. These P-12 investigations of best practices address a broad spectrum of topics such as successful approaches in meeting the needs of diverse learners and teaching innovations in specific content areas. All of these efforts have or will culminate in professional presentations and/or publications.

*e) Consistently implement and continue to refine the system for evaluating the quality of and disseminating data about field experiences as measured by the different constituent groups (e.g., practicum students and interns, supervisors, coaching teachers, approved clinical instructors, school administrators, USC liaisons, program faculty).*

Significant progress was made in gathering and distributing data on clinical experiences in 2009 including

- distribution of evaluations of individual supervisors to department chairs,
- distribution of summarized data on clinical sites, supervisors, and coaching teachers to program faculty and appropriate committees (e.g., CITEP)
- access to all information by the Executive Director of School-University Partnerships and Clinical Experiences and the Director of Accreditation and Quality Assurance.

Data were collected for both Internship I/A and II/B in 2009 (previous years only included Internship II/B data). A new system for posting summarized data to Blackboard “organization

sites" was also developed to make data summaries on clinical experiences more readily accessible to faculty.

In 2010-11, the primary action planned is a transition to the use of the course evaluation system for the "surveys" of interns so that data can be made available more quickly, distributed to a wider audience, and be accessed more conveniently. Using this system will provide numerous improvements including ready access by individual supervisors to their personal results. More efficient means of collecting and disseminating data from coaching teachers and supervisors is also being explored.

*f) Identify and systematically document current collaborations with units outside the College of Education that are outside of the PDS partnership (e.g., other K-12 partners; other units at USC; other groups beyond USC such as other colleges and universities, corporations, other businesses, individuals and foundations).*

Three accomplishments related to this objective in 2009 include the following:

- USC representatives presented the findings of their joint study with Winthrop, Furman, and Lander Universities on dispositions of teacher candidates at the Annual Conference of the National Network for Educational Renewal in October 2009 in Bellevue Washington. Regular meetings with our sister institutions in the South Carolina Network for Educational Renewal (SCNER) continue.
- USC worked with other institutions of higher education in South Carolina (SC) that include education programs to establish the SC Education Deans' Alliance (SCEDA) which meets twice per semester and coordinates efforts related to teacher education in SC.
- The governance structure for communication across education programs at USC was redesigned in 2008. The redesigned committees met regularly in 2009: the Committee for Initial Teacher Education Programs (CITEP) and the Committee for Advanced Programs in Education (CAPE). School-University collaboration is a regular agenda item for these groups which includes representatives from education programs across the University. Minutes are posted on-line.

In 2010-11, we will make full use of the existing and recently revised structures (e.g., SCNER, SCEDA, CITEP, CAPE)

## **II. Funding**

The College of Education has four primary revenue streams: (1) tuition, (2) fees, (3) contracts, and (4) external funding. Additionally, this year we were awarded one-time stimulus funding that is being used for classroom enhancement, technology upgrades, and diversity training.

Over the past four years we have been systematically reducing the number of credit hours by eliminating low-cost contracts. Although the number of credit hours increased during this past

year through regular tuition-bearing and higher-cost contract courses, we anticipate a decline in future years due to a higher per-credit certified teacher rate than that offered by sister campuses within the system. We also project a reduction in the number of contract courses. Last year the College adopted cost-cutting measures to increase the ratio of tuition revenue to instructional expenses. These included the assignment of a 3/2 or 2/3 course load to most tenure-stream faculty members, a reduction in faculty size across five years, increases in section sizes so as to reduce the number of sections for a course, a focus on distance education, and a summer average salary cap of \$4,000 per course. This year we restored 2/2 course loads for all non-tenured junior faculty members, anticipate restoring 2/2 course loads for other faculty through the use of reserve funds and non-"A" funds, and will be developing a systems approach to instituting varied teaching loads based upon scholarly productivity.

We are in the process of adding an internship fee to additional graduate programs that require an internship to offset the high cost of supervision. We have also continued to adjust activity course fees to accurately reflect the cost of replacing equipment and contracting with off-site facilities for certain activity courses.

Contract revenue is projected to decrease. This is due to the current economy, combined with our need to increase contract prices in order to address general University costs that are taxed via a formula that includes net hour generation. Two of the four departments are continuing work to offset these decreases with new programs and added value for existing programs.

Finally, the College has committed to a goal of maintaining external funding from grants at the current level of \$7 million per year (up from \$5 million per year in 2005). The faculty is committed to this endeavor even though teaching loads have been increased. The new activities developed to address our external funding goals are designed to maintain, or even increase, our funding levels. In spite of budget cuts, the College has continued a program of external-funding incentives that includes indirect cost recovery sharing with departments, salary savings sharing with departments, an internal seed grants program, and temporary supplements for substantial salary savings.

### **III. Resource Requirements**

The College has two major infrastructure needs. (1) Sections of the roof of Wardlaw Hall frequently leak. The primary area for leaks is inconveniently located above our technology-laden Instructional Support and Information Technology offices; thus at times the leaks have ruined computer equipment. We view central services as an appropriate source of funding. The facilities division has estimated this cost at \$1.2 million due to the need to remove air handling units in order to pursue appropriate roof repairs.

(2) In preparation for our national accreditation visit in Fall 2010, we believe that this summer would be an appropriate time to renovate hallways and enhance the overall appearance of Wardlaw College. The vast majority of these renovations would involve carpet repair/replacement and new paint. The estimate to complete this work for the first and second floors of Wardlaw would be \$60,000.

### III. Statistical Profile

#### A. Instructional

##### 1) Number of Applications

Level	Fall 2007	Fall 2008	Fall 2009
Undergraduate	985	1,118	1,185
Masters	529	589	541
Certificate	0	3	4
First Professional	0	0	0
Doctoral	204	194	266
<b>Total</b>	<b>1,718</b>	<b>1,904</b>	<b>1,996</b>

##### 2) Number of Admissions

Level	Fall 2007	Fall 2008	Fall 2009
Undergraduate	486	525	577
Masters	337	374	339
Certificate	0	1	1
First Professional	0	0	0
Doctoral	112	105	150
<b>Total</b>	<b>935</b>	<b>1,005</b>	<b>1,067</b>

##### 3) Freshmen retention rate

Starting in:	Ending in:	% 2006 Cohort Retained in 2007	% 2007 Cohort Retained in 2008	% 2008 Cohort Retained in 2009
Education	Education	75.8	75.0	72.3
	Another school at USC	9.9	11.8	21.0
<b>TOTAL</b>		<b>85.6</b>	<b>86.8</b>	<b>93.3</b>

#### 4) Majors Enrolled

Level	Fall 2007 # FTE Enrollment	# Headcount Enrollment	Fall 2008 # FTE Enrollment	# Headcount Enrollment	Fall 2009 # FTE Enrollment	# Headcount Enrollment
Undergraduate	761	1,069	767	1045	789	1,067
Masters	774	421	496	514	547	583
Specialist	No data	212	No data	138	No data	119
Certificate	No data	37	No data	35	No data	36
First Professional	0	0	0	0	0	0
Doctoral	182	305	183	324	211	368
<b>Total</b>	<b>1,717</b>	<b>2,044</b>	<b>1,446</b>	<b>2,056</b>	<b>1,547</b>	<b>2,173</b>

#### 5) Graduates

Level	# Fall 2008	# Spring 2009	# Summer 2009
Undergraduate	48	172	20
Masters	15	110	65
Specialist	14	28	20
Certificate	17	0	0
First Professional	0	0	0
Doctoral	14	24	8
<b>Total</b>	<b>108</b>	<b>334</b>	<b>113</b>

#### 6) Graduation Rates

Starting in:	Ending in:	2003 Cohort		
		4-yr grad	5-yr grad	6-yr grad
Education	Education	46.2	53.8	55.9
	Another school at USC	6.5	14.0	15.1
<b>TOTAL</b>		<b>52.7</b>	<b>67.7</b>	<b>71.0</b>

## 7) Credit Hours

Level	# Fall 2008	# Spring 2009	# Summer 2009
Undergraduate	11,503	11,259	458
Masters	5,947	7,038	5,199
First Professional	0	0	0
Doctoral	1,647	1,687	903
<b>Total</b>	<b>19,097</b>	<b>19,984</b>	<b>6,560</b>

## 8) Credit Hours by Faculty Type

### Fall 2008

Faculty Rank	Lower Division	Upper Division	Graduate 1 (Masters)	Graduate 2 (Doctoral)	TOTAL
Professor	300	532	1155	334	<b>2321</b>
Assoc. Professor	87	872	1063	686	<b>2708</b>
Asst. Professor	80	1402	1206	382	<b>3070</b>
Clinical Assoc Professor	36	0	408	65	<b>509</b>
Clinical Asst. Professor	153	389	618	20	<b>1180</b>
Clinical Instructor	209	893	0	0	<b>1102</b>
Adjunct	1283	2050	1200	153	<b>4686</b>
Graduate Assistants	278	1710	33	0	<b>2021</b>
Non Applicable	96	1133	264	7	<b>1500</b>
<b>Total</b>	<b>2522</b>	<b>8981</b>	<b>5947</b>	<b>1647</b>	<b>19097</b>

### Spring 2009

Faculty Rank	Lower Division	Upper Division	Graduate 1 (Masters)	Graduate 2 (Doctoral)	TOTAL
Professor	375	534	556	352	<b>1817</b>
Assoc. Professor	0	1110	1295	679	<b>3084</b>
Asst. Professor	170	1718	1788	494	<b>4170</b>
Research Assoc Professor <sup>1</sup>	0	0	0	3	<b>3</b>
Clinical Assoc Professor	116	0	531	57	<b>704</b>
Clinical Asst. Professor	162	455	597	47	<b>1261</b>
Clinical Instructor	167	867	63	0	<b>1097</b>
Adjunct	1433	1466	1515	48	<b>4462</b>
Graduate Assistants	213	1268	129	.	<b>1610</b>
Non Applicable	289	311	390	4	<b>994</b>
No HR Data <sup>1</sup>	255	350	174	3	<b>782</b>
<b>Total</b>	<b>3180</b>	<b>8079</b>	<b>7038</b>	<b>1687</b>	<b>19984</b>

Summer I 2009

<b>Faculty Rank</b>	<b>Lower Division</b>	<b>Upper Division</b>	<b>Graduate 1 (Masters)</b>	<b>Graduate 2 (Doctoral)</b>	<b>TOTAL</b>
Professor	0	3	553	50	<b>606</b>
Assoc. Professor	0	57	1134	316	<b>1507</b>
Asst. Professor	42	48	355	104	<b>549</b>
Clinical Assoc Professor	0	0	246	7	<b>253</b>
Clinical Asst. Professor	0	15	286	26	<b>327</b>
Clinical Instructor	0	34	93	0	<b>127</b>
Adjunct	15	0	252	30	<b>297</b>
Graduate Assistants	8	74	255	18	<b>355</b>
Non Applicable	0	0	42	24	<b>66</b>
No HR Data <sup>1</sup>	0	0	120	0	<b>120</b>
<b>Total</b>	<b>65</b>	<b>231</b>	<b>3336</b>	<b>575</b>	<b>4207</b>

Summer II 2009

<b>Faculty Rank</b>	<b>Lower Division</b>	<b>Upper Division</b>	<b>Graduate 1 (Masters)</b>	<b>Graduate 2 (Doctoral)</b>	<b>TOTAL</b>
Professor	.	51	210	39	<b>300</b>
Assoc. Professor	.	45	618	135	<b>798</b>
Asst. Professor	.	.	180	46	<b>226</b>
Clinical Assoc Professor	.	.	78	90	<b>168</b>
Clinical Asst. Professor	.	.	372	.	<b>372</b>
Clinical Instructor	.	.	135	.	<b>135</b>
Adjunct	33	3	51	.	<b>87</b>
Graduate Assistants	.	30	198	18	<b>246</b>
Non Applicable	.	.	21	.	<b>21</b>
<b>Total</b>	<b>33</b>	<b>129</b>	<b>1863</b>	<b>328</b>	<b>2353</b>

<sup>1</sup> Category not included in fall 2008 data



## 9) Faculty Counts<sup>1</sup>

Fall 2009

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructors	Lecturers	Adjunct
Professor	20	0	0	0	-	-	-
Assoc. Professor	26	1	0	5	-	-	-
Asst. Professor	27	3	0	5	-	-	-
Other rank	0	0	0	12	2	1	85
<b>Total</b>	<b>73</b>	<b>4</b>	<b>0</b>	<b>22</b>	<b>2</b>	<b>1</b>	<b>85</b>

Fall 2008

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructors	Lecturers	Adjunct
Professor	20	0	0	0	-	-	0
Assoc. Professor	27	1	0	5	-	-	0
Asst. Professor	32	4	0	6	-	-	0
Other rank	0	0	0	14	1	-	92
<b>Total</b>	<b>79</b>	<b>5</b>	<b>0</b>	<b>25</b>	<b>1</b>	<b>0</b>	<b>92</b>

Fall 2007

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructors	Lecturers	Adjunct
Professor	21	0	1	1	0	0	0
Assoc. Professor	24	1	0	4	0	0	0
Asst. Professor	33	0	0	4	0	0	0
Other rank	0	0	0	13	2	0	84
<b>Total</b>	<b>78</b>	<b>1</b>	<b>1</b>	<b>22</b>	<b>2</b>	<b>0</b>	<b>84</b>

<sup>1</sup> Faculty reports by Departments not available via University reports. The College of Education maintains internal counts on faculty by rank, type, and department, but these vary slightly from University data.

## 10) Continuing Education Units

N/A

## B. Research and Creative Accomplishments

### 1) Calendar Year 2009 Publications

Departments	Books	# Book Chapters	# Refereed Articles	# Non-Refereed Articles
Educational Leadership & Policies	3	10	17	14
Educational Studies	4	5	20	13
Instruction & Teacher Education	4	14	47	20
Physical Education	0	0	12	0
<b>Total</b>	<b>11</b>	<b>29</b>	<b>96</b>	<b>47</b>

### 2) Calendar Year 2009 National & International Presentations

Departments	# Presentations
Educational Leadership & Policies	31
Educational Studies	22
Instruction & Teacher Education	67
Physical Education	20
<b>Total</b>	<b>140</b>

### 3) Calendar Year 2009 Performances & Juried Exhibitions

N/A

### 4) Summary of Sponsored Research Activity

Sponsoring Agency	Project Title	Status
Benedict College	Writing Improvement Network - USC Subaward from Benedict College	Pending
Bethune Bowman Elementary School	OEO: EDTE J777 - Analysis of Effective Instructional Practice	Pending
College Transition Connection, Inc./National Down Syndrome Society	College Transition Connection/National Down Syndrome Society: Post-Secondary Education Grant Proposal (Year Three)	Awarded
Consortium for Enterprise Systems Management	OEO: EDSE 773 - Advanced Study of the Teaching of Computer Studies	Awarded
Datalys Center for Sports Injury Research and Prevention	Needs Assessment for the Datalys Center for Sports Injury Research and Prevention	Awarded

Sponsoring Agency	Project Title	Status
Florence School District / SC Department of Education	Reading, Writing and Speaking about American History	Awarded
Georgia State University	Development and Validation of Behavioral Screeners for Early Identification and Intervention in Elementary School - Year 3	Awarded
Georgia State University/Institute for Education Sciences	Validity of Score Inferences for Teacher and Self-report Screeners of Behavioral and Emotional Risk from Kindergarten through 11th Grades	Pending
Institute of Education Sciences	Engineering a K-2 STEMS Curriculum to Support the Development of Self-Regulation and Executive Function in the Early Elementary Years	Pending
Institute of Education Sciences	Statistical Power Analysis for Complex Multilevel Designs	Pending
Institute of Education Sciences	The School Climate Toolkit: Using School Climate Data to Foster School Improvement	Pending
Institute of Education Sciences	Validation of the Behavioral and Emotional Screening System for Early Identification and Intervention for Emotional and Behavioral Problems in Preschool	Pending
International Reading Association	Formative Experiment Using Generous Reading as a Writing Assessment	Declined
Knowles Science Teaching Foundation	Concentrating on Math Pedagogy and Success: Retention and Reform	Declined
Lexington School District One	OEO: M.Ed. in Educational Administration MOU	Awarded
Marion School District Two / US Department of Education	Teacher Classroom Assessment Workshops for a Summer Arts Enrichment Program	Awarded
NAMM Foundation	A Retrospective Study of the Impact of Music Instruction	Declined
National Council of Teachers of English	An Investigation of Preparation and Development of Teachers of Color	Awarded
National Middle School Association	NMSA Contract	Awarded
National Writing Project Corporation	National Writing Project Midlands 09-10	Awarded
National Writing Project Corporation	National Writing Project: Jump Start Renewal Grant 2008	Awarded
National Writing Project Corporation.	National Writing Project Santee Wateree 09-10	Awarded

Sponsoring Agency	Project Title	Status
NCNW, Inc.	OEO: EDUC R632D - Special Topics: Teaching Reading Contemporary Schools	Awarded
Newberry County School District	GA: TBA	Awarded
Orangeburg County Consolidated School District Three	Professional Development for Orangeburg Administrators	Awarded
Richland School District One	GA: TBA	Awarded
Richland School District One	OEO: EDUC R633T - The Growth and Expansion of America (Travel)	Awarded
Richland School District One	Richland School District One Professional Development Project	Awarded
Richland School District One / US Department of Education	Evaluator for the Safe and Drug Free Schools Program	Awarded
Richland School District Two	GA: Cheryl Fitts Brown	Awarded
Richland School District Two	GA: Jeff Wilson Potts	Awarded
Richland School District Two	Student Assistance for RNE Afterschool Program	Awarded
SC Commission on Higher Education / US Department of Education	Elementary Teachers and Children Learning through Inquiry-based Content Instruction	Declined
SC Commission on Higher Education / US Department of Education	ITQ Higher Ed Grant Program: High School Teacher Inquiry and Technology Professional Development Year 4	Awarded
SC Commission on Higher Education / US Department of Education	ITQ Higher Ed Grant Project: Creating an Early Childhood Nature-based Inquiry Model Year 09-10	Awarded
SC Commission on Higher Education / US Department of Education	On-Track: Teaching Reading and Content Knowledge Year 3	Awarded
SC Commission on Higher Education / US Department of Health and Human Services	Improve the Quality of Child Care for SC Families	Awarded
SC Commission on Higher Education / US Department of Health and Human Services	Training and Special Events to Improve the Quality of Child Care for SC Families 08-09	Awarded
SC Confederate Relic Room	GA: Courtney M. Butrym	Awarded
SC Department of Disabilities and Special Needs	OEO: EDEX 701- Nature of Students with Autism	Awarded

Sponsoring Agency	Project Title	Status
SC Department of Education	An Investigation of Technical Issues Related to the South Carolina Accountability System 09-10	Awarded
SC Department of Education	Delivery of Training in Data-driven Decision-making and Coaching for High Performance	Awarded
SC Department of Education	Evaluation Proposal: SCRI K-5 Phase 3 Implementation and Achievement Study	Awarded
SC Department of Education	GA: Lisa Wills	Awarded
SC Department of Education	Health Education Program Assessment	Declined
SC Department of Education	Professional Development Related to PITC Modules I and II	Awarded
SC Department of Education	Reading First Evaluation	Awarded
SC Department of Education	SC State Council- International Reading Association Project	Awarded
SC Department of Education	SCRI Data Analysis Studies from 08-09	Pending
SC Department of Education	Standards-based Arts Assessment in SC 2008-2009 (Dance and Theatre)	Declined
SC Department of Education	Supplemental Proposal: Datawarehouse Project	Awarded
SC Department of Education / US Department of Education	Data Warehouse Project	Awarded
SC Department of Education / US Department of Education	iCoach - Teacher Teams Professional Development Program for Middle Schools Year 2	Pending
SC Department of Education / US Department of Education	Project CREATE: Distance MAT Program	Awarded
SC Department of Education / US Department of Education	Strengthening Educators Involvement with Homeless Students and Their Families	Awarded
SC Department of Education / US Department of Education	Tech Assistance Project for Personnel Who Work with Preschool Children with and without Disabilities and Who are at Risk	Awarded
SC Department of Education / SC General Assembly	Writing Improvement Network (WIN)	Awarded
SC Department of Social Services / US Department of Health and Human Services	South Carolina Child Care State Research Capacity Building Project (Child Care Data Bridge)	Awarded
SC Department of Social Services / US Department of Health and Human Services	South Carolina Program for Infant/Toddler Care - Infant-Toddler Specialist Network (2009-10)	Awarded

Sponsoring Agency	Project Title	Status
SC Department of Social Services / US Department of Health and Human Services	Technical Assistance and Development Project for an Electronic System of Data Collection and Authentic Assessment for Infant and Toddlers (Year 3)	Awarded
SC Education Oversight Committee	EOC 4-year-old Kindergarten Survey	Awarded
SC Education Oversight Committee	Proposal to Education Oversight Committee for Evaluation of the Four-Year-Old Pre-Kindergarten Expansion (Year 4 2009-10)	Awarded
SC General Assembly	SC School Improvement Council	Awarded
SC School Districts / SC Department of Education	Standards-Based Arts Assessment in South Carolina: Music and Visual Arts Assessments for Distinguished Arts Programs (2008-09)	Awarded
SC State Council of Tech and Comp Education	2008-2009 SC Technical College Leadership Academy	Awarded
Spencer Foundation	Literacy Practice and Opportunity for Young Children in the Rural South	Pending
US Department of Education	Childrens Center at USC CCAMPIS Project	Declined
US Department of Education	Preparation of Leadership Personnel: Project SPEARTIP	Awarded
US Department of Education	Rural Education for Advancing College Horizons (REACH)	Declined
US Department of Education	Special Education Preservice Program Improvement Grants CFDA Number 84-325T	Declined
US Department of Education	Supplemental Proposal: Teacher Preparation Seed Grant Initiative	Awarded
US Department of Education	Validation of the Behavioral and Emotional Screening System (BESS)	Declined
USC Research Foundation	Effects of E-Mailed Specific Performance Feedback on Teacher Communication Behaviors in Classrooms Serving Students with Disabilities	Declined
USC Research Foundation	MGS: A Cross Cultural Comparison of Story Book Reading for Children with Special Needs in Japan and the US	Declined
USC Research Foundation	MGS: Understanding and Implementing Language Immersion Policy In SC	Awarded
USC Research Foundation	MGS: What's So Special about Rural Schools?	Declined

Sponsoring Agency	Project Title	Status
USC Research Foundation	ROP: African-American Client Perceptions of the Multicultural Counseling Competence of their Mental Health Clinicians	Declined
USC Research Foundation	ROP: No Wonder People Think Martha Graham is a Snack Cracker	Awarded
William T. Grant Foundation	Developing an Effective Model for Alternative Schools that Measures Student Success	Declined
Williamsburg School District / SC Department of Education	A Story to tell: Teaching American's Past for American's Future	Awarded
Winthrop University / SC Department of Education	Arts Assessment Institute (AAI) 2009 Classroom Assessment in the Arts	Awarded

#### 5) Extramural Funding

Total extramural funding processed through SAM in FY 2009: \$6,349,149

Total Federal extramural funding processed through SAM in FY 2009: \$4,905,404

6) Total Research Expenditures Per Tenured/Tenure-Track Faculty Member for FY 2009

Department	Total Faculty by Department		Research Expenditures		Amount
	Number by Rank	Percentage by Rank	Dollar Amount Expended	Percentage by Rank	Per Faculty Member
<b>Physical Education</b>	<b>9</b>	<b>100%</b>	<b>\$53,554</b>	<b>100%</b>	<b>\$5,950</b>
Professors	2	22%	\$52,554	98%	\$26,277
Associate professors	3	33%	\$0	0%	\$0
Assistant Professors	4	44%	\$1,000	2%	\$250
<b>Educational Leadership &amp; Policies</b>	<b>9</b>	<b>100%</b>	<b>\$8,666</b>	<b>100%</b>	<b>\$963</b>
Professors	2	22%	\$8,666	100%	\$4,333
Associate professors	3	33%	\$0	0%	\$0
Assistant Professors	4	44%	\$0	0%	\$0
<b>Educational Studies</b>	<b>22</b>	<b>100%</b>	<b>\$1,694,194</b>	<b>100%</b>	<b>\$77,009</b>
Professors	6	27%	\$747,429	44%	\$124,572
Associate professors	10	45%	\$191,452	11%	\$19,145
Assistant Professors	6	27%	\$755,313	45%	\$125,886
<b>Instruction and Teacher Education</b>	<b>33</b>	<b>100%</b>	<b>\$3,084,666</b>	<b>100%</b>	<b>\$93,475</b>
Professors	6	18%	\$46,100	1%	\$7,683
Associate professors	10	30%	\$1,895,726	61%	\$189,573
Assistant Professors	17	52%	\$1,142,840	37%	\$67,226
<b>COE TOTAL</b>	<b>73</b>	<b>100%</b>	<b>\$4,841,080</b>	<b>100%</b>	<b>\$66,316</b>
Professors	16	22%	\$854,749	18%	\$53,422
Associate professors	26	36%	\$2,087,178	43%	\$80,276
Assistant Professors	31	42%	\$1,899,153	39%	\$61,263



7) Amount of Sponsored Research Funding Per Faculty Member for FY 08-09

	Federal (Flow-through)	Other	Private	State	State/Local	USC RF	Total	Amount per Faculty Member
<b>Non Tenure-Track</b>	<b>\$1,881,233</b>	<b>\$6,704</b>		<b>\$704,486</b>	<b>\$199,474</b>	<b>\$8,996</b>	<b>\$2,800,893</b>	
<b>Educational Leadership</b>	<b>\$0</b>				<b>\$10,000</b>	<b>\$0</b>	<b>\$10,000</b>	<b>\$1,111</b>
Assistant Professor	\$0						\$0	\$0
Associate Professor							\$0	\$0
Professor					\$10,000	\$0	\$10,000	\$5,000
<b>Educational Studies</b>	<b>\$1,128,988</b>	<b>\$60,292</b>		<b>\$345,000</b>	<b>\$60,000</b>	<b>\$3,000</b>	<b>\$1,597,280</b>	<b>\$72,604</b>
Assistant Professor	\$427,748	\$0				\$3,000	\$430,748	\$71,791
Associate Professor	\$330,789	\$60,292		\$20,000	\$60,000		\$471,081	\$47,108
Professor	\$370,451	\$0		\$325,000			\$695,451	\$115,909
<b>Instruction Teacher Education</b>	<b>\$2,330,553</b>	<b>\$100,244</b>		<b>\$0</b>	<b>\$89,539</b>		<b>\$2,520,336</b>	<b>\$76,374</b>
Assistant Professor	\$985,969	\$78,344		\$0			\$1,064,313	\$62,607
Associate Professor	\$1,303,171			\$0	\$76,039		\$1,379,210	\$137,921
Professor	\$41,413	\$21,900		\$0	\$13,500		\$76,813	\$12,802
<b>Physical Education</b>	<b>\$0</b>	<b>\$82,684</b>					<b>\$82,684</b>	<b>\$9,187</b>
Assistant Professor							\$0	\$0
Associate Professor								
Professor		\$82,684					\$82,684	\$41,342
<b>College Total (All units Included)</b>	<b>\$5,340,774</b>	<b>\$249,924</b>		<b>\$1,049,486</b>	<b>\$359,013</b>	<b>\$11,996</b>	<b>\$7,011,193</b>	<b>NA</b>

8) Percentage of Unit Faculty with Sponsored Research Activity

	All Sponsored Projects	Research Projects		Service Projects		Training Projects	
Department	Number of Projects with New Funding	Number of Projects with New Funding	%	Number of Projects with New Funding	%	Number of Projects with New Funding	%
<b>Physical Education</b>	<b>8</b>	<b>5</b>	<b>63%</b>	<b>1</b>	<b>13%</b>	<b>2</b>	<b>25%</b>
Professors	1			1	13%		
Associate professors	0			0			
Assistant Professors	0			0		0	
Clinical Faculty	7	5	63%			2	25%
<b>Educational Leadership &amp; Policies</b>	<b>6</b>	<b>1</b>		<b>4</b>	<b>67%</b>	<b>1</b>	<b>17%</b>
Professors	1	1	17%	0			
Associate professors	0			0			
Assistant Professors	0			0		0	
Clinical Faculty	5			4	67%	1	17%
<b>Educational Studies</b>	<b>17</b>	<b>6</b>	<b>35%</b>	<b>4</b>	<b>24%</b>	<b>7</b>	<b>41%</b>
Professors	4	2	12%	0		2	12%
Associate professors	8			3	18%	5	29%
Assistant Professors	4	4	24%	0		0	
Clinical Faculty	1			1	6%	0	
<b>Instruction and Teacher Education</b>	<b>23</b>	<b>6</b>	<b>26%</b>	<b>9</b>	<b>39%</b>	<b>8</b>	<b>35%</b>
Professors	5	1	4%	3	13%	1	4%
Associate professors	6			3	13%	3	13%
Assistant Professors	10	5	22%	2	9%	3	13%
Clinical / other Faculty	2			1	4%	1	4%
<b>Office of Program Evaluation</b>	<b>14</b>	<b>2</b>	<b>14%</b>	<b>10</b>	<b>71%</b>	<b>2</b>	<b>14%</b>
Associate Professor	3	2	14%	1	7%		
Assistant Professors	11			9	64%	2	14%

	All Sponsored Projects	Research Projects		Service Projects		Training Projects	
Department	Number of Projects with New Funding	Number of Projects with New Funding	%	Number of Projects with New Funding	%	Number of Projects with New Funding	%
<b>COE Total</b>	<b>68</b>	<b>20</b>	<b>29%</b>	<b>28</b>	<b>41%</b>	<b>20</b>	<b>29%</b>
Professors	11	4	6%	4	6%	3	4%
Associate professors	17	2	3%	7	10%	8	12%
Assistant Professors	25	9	13%	11	16%	5	7%
Clinical / other Faculty	15	5	7%	6	9%	4	6%
<b>Note: Figures do not include the following dept totals:</b>				<b>15200</b>		<b>\$3,227</b>	
				<b>15270</b>		<b>\$300,000</b>	
				<b>15280</b>		<b>\$157,718</b>	
						<b>\$460,945</b>	

- 9) Number of Faculty Members Serving as Co-Investigators in Cross-Unit Activities: 25
- 10) Number of Faculty Members Cross Appointed in Centers and/or Institutes: 0
- 11) Number of patents, disclosures and licensing agreements in calendar year 2009: 0
- 12) Number of proposals submitted to external funding agencies during calendar year 2009

Department	*Number of External Proposals Submitted through Sponsored Awards Management
Physical Education	3
Educational Leadership & Policies	7
Educational Studies	19
Instruction & Teacher Education	39
SC Education Policy Center	3
SC School Improvement Council	1
Office of Program Evaluation	9
<b>Total Submissions</b>	<b>81</b>

\*Totals do not reflect preliminary proposal submissions or letters of inquiry not processed through Sponsored Awards Management.

## C. Faculty Hiring

### 1) Faculty Hired in 2009-10

Departments	Professors	Assoc. Professors	Asst. Professors	Clinical
Educational Leadership & Policies	0	0	0	0
Educational Studies	0	0	0	1
Instruction & Teacher Education	0	0	0	0
Physical Education	0	0	0	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

### 2) Post-Doctoral Scholars in FY2009

Departments	
Educational Leadership & Policies	0
Educational Studies	0
Instruction & Teacher Education	0
Physical Education	0
<b>Total</b>	<b>0</b>

### 3) Anticipated Losses & Anticipated Hiring

The counts for hires include non tenure-track faculty members and begin with data also reported in #21.

Departments	2010-11		2011-12		2012-13		2012-14		2014-15	
	# lost	#hired	# lost	#hired	# lost	#hired	# lost	#hired	# lost	#hired
Educational Leadership & Policies	0	0	2	1	0	0	0	0	0	0
Educational Studies	1	2	1	0	0	0	0	0	0	0
Instruction & Teacher Education	3	2	0	0	0	0	0	0	0	0
Physical Education	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

One loss in 2009-2010 was due to retirement and one due to attrition. All anticipated future losses are due to retirement.

### 4) Faculty Excellence Initiative Hires in 2008-2009: 1

FEI & CoEE Chair Applications in 2008-2009: 0

## **D. Funding Sources**

### **1) College Budget**

The College of Education has completed an update to its five-year budget projections (see appendix) for A-Funds and provided three budget-cut scenarios, as well as both A- and E-Fund balances as of 31 December 2009.

### **2) Gifts and Pledges**

Gifts and pledges to the College of Education in FY 2009: \$1,584,459

This includes gifts, in-kinds, grants, pledges, and planned gifts.

## **APPENDICES**

COE Five-Year Budget Projection with a 3% Budget Cut ("A" Funds)

COE Five-Year Budget Projection with a 5% Budget Cut ("A" Funds)

COE Five-Year Budget Projection with a 8% Budget Cut ("A" Funds)

COE Five-Year Internal Budget Plans

COE "A" Funds Net Operating Position 31 December 2009

COE "E" Funds Net Operating Position 31 December 2009