Executive Summary

Blueprint for Academic Excellence
College of Education
AY2020-2021

Introduction

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

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

Highlights

TEACHING

Expansion of CarolinaTIP (Teacher Induction Program)

Expansion of Doctorate in Education concentration offerings

Expanded recruitment strategies of undergraduate and graduate students

SCHOLARSHIP

Research PAC (Partnerships. Action. Change)

Launched Research Collaborative

Utility study of university resources

Lean Process management of college resources

Developed robust scholarship initiative within Professional Development Schools Network

SERVICE

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

Detailed indexing of 39 unique internal and external partnerships to support the mission of the College (see Section XIV. Collaborations)

Jon Pedersen Professor and Dean
College of Education

Table Of Content

Foundation for Academic Excellence

Mission Statement

Vision Statement

Values Statement

Goals - Looking Back
No goals have been entered for this section.

Goals - Real Time

Goals for the current Academic Year.

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

Goal Statement	The College will regularly and effectively communicate to both internal and external audiences regarding the impactful and innovative work in the College. Utilizing our students, faculty and staff, we hope to build stronger networks to promote our work [enhancing teaching, scholarship, and service] and to better communicate what we do and accomplish to external audiences [promote reputation and sustainability]. We plan to build strong communication mechanisms to recruit quality students, promote our work [enhance teaching, research, and service] and communicate what we do to external audiences [sustainability].
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Aligns with College mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Using our communications plan as a backdrop: • Increase web, social media, UofSC communiques, local media, email, newsletters, educational stakeholders, and legislator communications • Diversify outlets • Increase quantity of communications • Increase recipient base
Achievements	Improved overall communication and organization (new organization within college) through the following deliverables: Undergraduate brochure, Graduate flyer, Recruitment video, Annual magazine, Monthly College of Education story in UofSC Today (runs 2nd Tuesday monthly), Photography collection, Thank you cards Various flyers for programs/projects. One area of specific focus for 2019-2020 was increased marketing of our graduate programs.

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

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

Goals - Real Time

Goal Statement	The College will be a diverse and supportive community of teachers, researchers, and learners who promote educational practices based on the strengths of a diverse society. This goal embraces diversity within our College and recognizes that educational practices are stronger because of diversity [to promote teaching excellence, research, and service to the State]. We will promote a College culture that supports diversity of personnel, students, curriculum, pedagogy and partnerships.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Aligns with College mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	During the 2020-2021 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 the facilitator/promoter of diversity, equity, and inclusion within the College. Coming off a successful "Year of Equity & Justice," the Office will concentrate its attention on its stated responsibility for creating programs, practices, policies, and partnerships that address issues related to diversity, equity, and inclusion with a specific focus on creating new equitable and inclusive College-wide policies as well as bringing old or existing policies in line with D/E/I best practices.
Achievements	The ODEI is pleased to have successfully facilitated its College-wide "Year of Equity & Justice" (YEJ) initiative which included the College's adoption of the Education Colleges for Justice and Equity (ECJE)Framework for Assessment and Transformation. The framework serves as an organizational development tool intended to stimulate collective reflection about, as well as guide our action planning around, the educational equity and justice work that resides at the core of our collective identity as a college. Key YEJ activities, all of which sought to make tangible the College's shared commitment to "Weave diversity, equity,

	access, and social justice throughout the work of the college," included several presentations on the ECJE framework and the organization that created it; monthly brownbag lunches during the fall semester attended by faculty, staff, and students; an Equity & Justice Speakers Series that brought three noted scholar/researchers to the College for multiple day engagements with our community; two book studies (one in summer for administrators and one in spring for faculty and staff); an all-College Winter Retreat meeting dedicated to engaging with the ECJE Framework; and the culminating event – the inaugural Educational Inquiry for Equity & Justice Symposium during which the College's newest awards for outstanding equity and justice-oriented work will be awarded. Under the leadership of the 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, as well as piloted a new recruitment program, the Apple Core Academy. According to the literature, the ACI and Holmes initiatives continue to reflect best practices for academic pipeline programs. Under the leadership of the Outreach Coordinator we also deepened our outreach efforts of which the inaugural Midlands Mastermind event was a highlight. This event brought together 21 black males who are local teachers, coaches, administrators, and superintendents for a morning of brainstorming, networking, and professional development. Finally, the Office welcomed a highly capable and student-oriented Administrative Director.	
Resources Utilized	In addition to utilizing the Office's budget, the ODEI partnered with multiple offices both inside and outside the College of Education to co-sponsor YEJ events.	
Goal Continuation	The pursuit of access, inclusion, equity and justice are perennial goals for the College of Education. In all that we do, we strive to both reflect and manifest what we seek in theory and in practice. ODEI will concentrate its attention on addressing its stated responsibility for creating programs, practices, policies, and partnerships that address issues related to diversity, equity, and inclusion with a specific focus on creating new equitable and inclusive College-wide policies as well as bringing old or existing policies in line with D/E/I best practices.	
Goal Upcoming Plans	Will assess the College's hiring policies and procedures as well as tenure and promotion practices. A faculty search guide, which	

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

Goals - Real Time

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

Goal Statement	The College will routinely consider new initiatives and address emerging education needs in a manner that capitalizes on strengths throughout the College community. This requires us to transform into a responsive and agile College that can take the lead in addressing educational issues with the full participation of our College community. As we move forward, we must monitor and adjust our educational offerings to ensure we are equipping our graduates with the knowledge and experiences needed to thrive in a 21st educational setting.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Aligns with the College mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	The College will continue work related to five key action steps of this goal: identify academic programs with the potential to reduce time to degree; partner with the technical college system to improve transferability of Associates degree completers; expand program offerings that lead to multiple areas of certification; and continue to update academic programming to reflect the needs of educators and educational stakeholders.
Achievements	The College continues to look for ways to make its academic programs more affordable. One way this is being accomplished is by ensuring programs are efficiently reaching learning outcomes and reducing required credit hours when possible. These credit hour reductions are carefully considered as to not decrease the academic quality of the programs. Two recent examples MAT Elementary and MT for Career Changers. These two programs underwent significant program redesigns that reduced both time-to degree and total credit hours required allowing us to produce new teachers with less cost to the student. Additionally, the College has requested for Provost approval in-state tuition rates for all online degree offerings, consistent with the tuition rates for all Academic Partnership program offerings. This past year, the College signed an articulation agreement with Central Carolina Technical College (CCTC) and Horry-Georgetown Technical College (HGTC), bringing the number of such agreements to four. We have branded these transfer plans with

	our technical college partners as Tech2Teach. To provide easy access to these transfer plans, we have created a Tech2Teach website where students, faculty, and advisors at the technical colleges can find information and connect with a UofSC College of Education advisor. These agreements facilitate the transfer of students from our technical college partner campuses into undergraduate degree programs in the College of Education. The College launched/will launch in AY 2019-2020 seveal new academic programs that work toward meeting needs of the State. Some of these new programs are: • Fall 2019 - the College launched the new 100% online M.S. in Adapted Physical Education. • Fall 2019 - the College launched the new M.Ed. in Applied Behavior Analysis • Summer 2020 - the College will launch the STEM Education Concentration of the Ed.D. in Curriculum and Instruction • Summer 2020 - An exciting new collaboration for the COE is the Carolina Collaborative for Alternative Preparation (CarolinaCAP). This program is being built in partnership with the Center for Teaching Quality (CTQ), a national partner with the COE. • Summer 2020 - A \$5M teacher quality partnership grant is funding the establishment of Transition to Teaching, a residency program to prepare new elementary and middle level teachers for the State's rural communities. One of our action items related to this goal last year was to improve the operational efficiency of the graduate student services staff in order to provide improved communications and support to graduate students. To meet this goal and beginning Spring 2020, enhanced communication and resources are available for graduate students. Newly admitted students in each program receive a welcome email from the Gamecock EdQuarters office. We coordinate these emails with the departments that send their own welcome emails. Videos will be available to assist students in the orientation process when they are newly admitted. Consistent communication from the graduate advisors in the Gamecock EdQuarters office will assist faculty advisors with communication for form completion and course registration. Advisement guides will provide important information applicable for graduate students and the website link to the guides will be sent with their advising email.
Resources Utilized	
Goal Continuation	Creating innovative initiatives that address emerging education

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

Goals - Real Time

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

Goal Statement	Academic programs within the College will be nationally recognized consistent with those of top-tier research universities. Our priorities are as both a professional school that provides the strongest teachers and educational leaders in the State and also as a leader in a research university with national recognized programs.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Aligns with the College mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Continue to develop the infrastructure to support the development and maintenance of high-quality research/scholarship in the College of Education. Continue to enhance scholarship focused on inquiry in teacher/leadership preparation design and delivery. Assess impact or outcome of COE internal grants (e.g., publication, external grant.) Host a monthly research colloquium featuring College Students, faculty, visiting scholars. Host at least two grant writing and two interdisciplinary research workshops. Collect and report on faculty and student research productivity in each department. Increase and diversify grant funding pursued by members of the faculty. Establish an RGP review panel for all proposed grant activity outside of the college. Survey the faculty about research mentoring needs. Establish a comprehensive monitoring system for collecting

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

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

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

Goals - Real Time

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

Goals - Real Time

Goal Statement	The College will adopt technological advances whenever these advances can lead to higher quality instruction, research, and more efficient operations [to promote teaching excellence, research quality, and sustainability]. Develop a system for evaluating, prioritizing, and implementing best practice technology improvements across the College. The College will routinely consider new initiatives and address emerging education needs in a manner that capitalizes on strengths throughout the College community. We must monitor and adjust our educational offerings to ensure we are equipping our graduates with the knowledge and experiences needed to thrive in a 21st educational setting.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Aligns with college mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Our action plan regarding technology advancements will focus on efficient operations and advancement of student, faculty, and staff support through • ongoing upgrading of current faculty/staff computers, • upgrading instructional technology in college instructional spaces, • continuing the improvement and upgrading of technology in college meeting spaces • continue the implementation of Blackbaud Award Management through one full cycle of scholarship management to improve the student experience and make the section and award process more efficient • continue implementation of PeopleGrove mentor system to provide high-quality mentorship of current students to improve the student experience and to create ongoing collaborations with alumni and other connected stakeholders. We will begin using the system to match mentors with mentees in AY 20-21.
Achievements	One of our goals for this past year was to implement the Blackbaud Award Management and Donor Stewardship system is being implemented in AY 19-20. This system will improve the

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

	using the system to match mentors with mentees in AY 20-21.
Goal Upcoming Plans	We will work with various stakeholders to advance these goals as listed above.
Resources Needed	The College of Education budgets for these upgrades and technology advancement.
Goal Notes	None

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Engage in College-level Strategic Planning

Goal Statement	The College of Education will engage in strategic planning during the 2020 - 2021 academic year.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Through strategic planning, the College of Education will evaluate its mission, vision and values to ensure alignment with: • University of South Carolina priorities • Anticipated future state of the College of Education • Needs of the state of South Carolina, particularly its educational communities and stakeholders • Growth opportunities identified by students, faculty and staff
Status	Newly Established Goal
Action Plan	During the spring and summer of 2020, the College of Education will identify a process for strategic planning during the upcoming academic year, including needed facilitation, scope and stakeholder engagement. During the fall 2020 semester the College will gather data and outline draft plans for strategic priorities. During the spring 2021 semester , the College will develop plans for executing strategic priorities. During spring 2021 and beyond, the College will execute those plans.
Achievements	This goal will be achieved through multiple phases: 1. Creating a process for strategic planning 2. Executing strategic planning 3. Summarizing outcomes from strategic planning 4. Establishing College structures and resource allocation in accordance with outcomes from strategic planning 5. Measuring the effectiveness of actions taken as a result of strategic planning
Resources Utilized	The College of Education will identify needed facilitation for strategic planning, and gather tools, such as surveys and focus group protocols to engage in strategic planning exercises. Depending upon the outcomes, additional resources may be used.

Goals - Looking Ahead

Goal Continuation	Not applicable.
Goal Upcoming Plans	Not applicable.
Resources Needed	Depending upon the outcomes, additional resources may be used.
Goal Notes	None

Academic Programs

Program Rankings

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

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

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

2020 U.S. News and World Reports Best Online Master's in Education Programs Rank #23; this ranking includes our M.Ed. in Teaching(3GED301AMED), M.Ed. in Administration (3GED351AMED), and M.Ed. in Educational Technology (3GED389AMED).

2020 U.S. News and World Reports Best Online Master's in Educational Administration Programs Rank #17; this ranking includes our M.Ed. in Educational Administration (3GED351AMED).

2020 U.S. News and World Reports Best Graduate Schools of Education Rank #75; 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 has had 11 distance delivery course proposals approved or submitted for approval. Existing courses adding distance delivery are EDEX 580, EDEX 616, EDEX 646, EDEX 790, EDRD 500, EDRD 797, EDRD 798, and EDSE 851. New courses with distance delivery are EDRD 714, EDRD 760, and EDTE 820. These represent courses proposed during the 2019 calendar year.

In Fall 2019, the College launched the new 100% online M.S. in Adapted Physical Education. In Summer 2020, the new 100% online STEM Education concentration of the Ed.D. will accept its first cohort of students. Additionally, the College has received UofSC Board of Trustees and SC Commission on Higher Education approval for a redesigned Ed.D. in Educational Practice and Innovation that will include a new concentration, Education Systems Improvement. With this additional concentration, the Ed.D. program will have four concentrations: Curriculum Studies, Educational Design and Technologies, Education Systems Improvement, and STEM Education. This redesigned Ed.D. will launch in Fall 2020.

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.

Fall 2019 - the College launched the new 100% online M.S. in Adapted Physical Education.

Academic Programs

Fall 2019 - the College launched the new M.Ed. in Applied Behavior Analysis

Summer 2020 - the College will launch the STEM Education Concentration of the Ed.D. in Curriculum and Instruction

Summer 2020 - An exciting new collaboration for the COE is the Carolina Collaborative for Alternative Preparation (CarolinaCAP). This program is being built in partnership with the Center for Teaching Quality (CTQ), a national partner with the COE.

Summer 2020 - A $5M teacher quality partnership grant is funding the establishment of Transition to Teaching, a residency program to prepare new elementary and middle level teachers for the State's rural communities.

Program Terminations

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

No programs were terminated this academic year.

Academic Initiatives

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

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

Clinical Experience Field Placements Partnership Sites provide opportunities in 49 SC school districts (4 additional pending MOU completion) for teacher education candidates to work with P-12 students to develop their teaching skills and meet university course requirements, as appropriate for each candidate's level in the program. Sites vary from semester to semester but in general include over 100 schools from six Columbia area districts: Lexington County School District 1, Lexington/Richland County School District 5, Lexington County School District 2, Richland County School District 1, Lexington County School District 4, and Richland County School District 2.

Professional Development Schools (PDS - 23 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 469 hours in their full time or directed student teaching. Using an average of 7 hours per instructional day, student teacher candidates complete 67 days in the school(s).

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

Academic Initiatives

Candidates also learn to use technology to enhance and measure student learning in internship experiences.

All 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 provided an opportunity for new PhD candidates to come to campus, meet faculty, and learn about research opportunities.

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

Academic Initiatives

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

APEC discussed and approved 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 will be 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 look for ways to make its academic programs more affordable. One way this is being accomplished is by ensuring programs are efficiently reaching learning outcomes and reducing required credit hours when possible. These credit hour reductions are carefully considered as to not decrease the academic quality of the programs. Two recent examples MAT Elementary and MT for Career Changers. These two programs underwent significant program redesigns that reduced both time-to-degree and total credit hours required allowing us to produce new teachers with less cost to the student.

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

The College of Education has 41 foundation funds from which to award student scholarships. In 2019-2020, the College offered a total of $78,250 in scholarship funds to 64 new and current students.

Reputation Enhancement

Academic Initiatives

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

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

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

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

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

Challenges

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

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

Externally, we wrangle with the diminishing public perception of the teaching profession and

Academic Initiatives

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

Faculty Population

Faculty Employment by Track and Title

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

Table 1. Faculty Employment by Track and Title.

	Fall 2019	Fall 2018	Fall 2017
Tenure-track Faculty	81	81	75
Professor, with tenure	19	21	20
Associate Professor, with tenure	38	30	29
Assistant Professor	24	30	26
Librarian, with tenure	0	0	0
Research Faculty	9	6	6
Research Professor	2	1	2
Research Associate Professor	3	3	3
Research Assistant Professor	4	2	1
Clinical/instructional Faculty	17	15	16
Clinical Professor	1	1	1
Clinical Associate Professor	3	3	1
Clinical Assistant Professor	13	11	14
Instructor	0	0	0
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	91	86	95

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

https://nces.ed.gov/ipeds/Section/collecting_re

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

	Fall 2019	**Fall 2018**	**Fall 2017**
Gender	113	108	103
Female	64	64	60
Male	49	44	43
Race/Ethnicity	113	108	103
American Indian/Alaska Native	1	2	2
Asian	5	3	3
Black or African American	17	15	14
Hispanic or Latino	4	5	2
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	5	5	2
Two or More Races	1	1	2
Unknown Race/Ethnicity	0	0	3
White	80	77	75

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

2019 Faculty Gender

Male Female

2018 Faculty Gender

Male Female

2017 Faculty Gender

Male Female

Illustration 2. Faculty Diversity by Race & Ethnicity

American Indian/Alaskan Native Asian Black Hispanic Native Hawaiian or Other Pacific Islander Nonresident Alien
Two Or More Races Unknown Race White
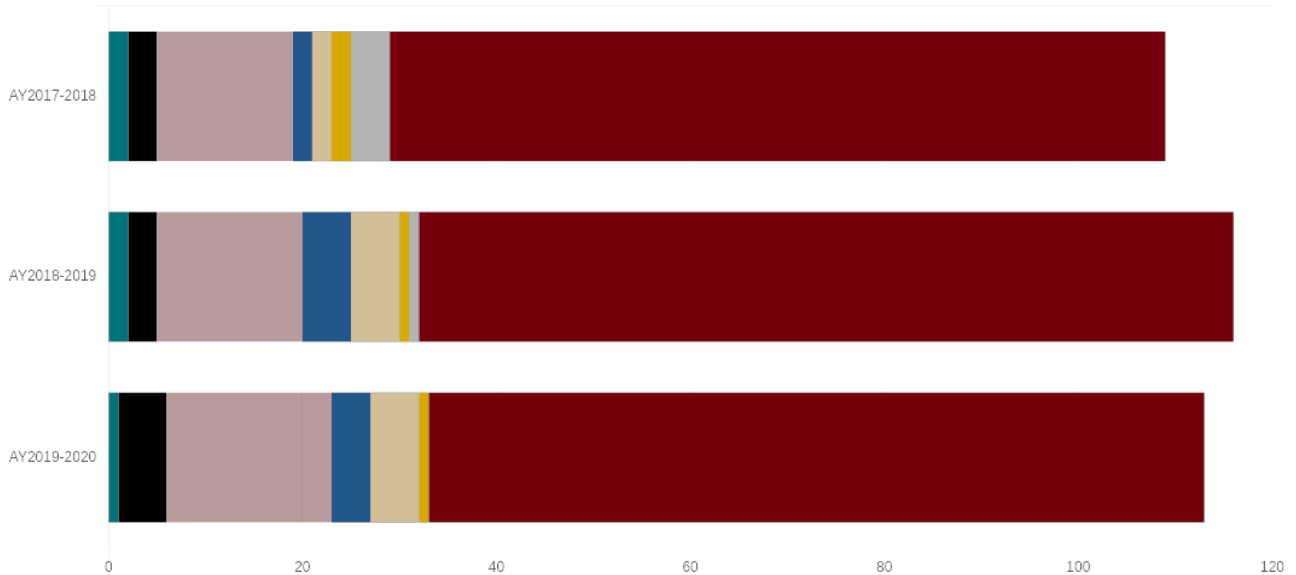
Faculty Information

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.

During FY 2019, the number of extramural proposal submissions for sponsored projects increased by 11 (57 in 2018 to 68 in 2019) and the total dollar amount requested increased by $2,365, 580. Additionally, the amount of funding awarded to the College of Education increased by $903,484 and the total dollars awarded from each identified funding source (federal, private, and state/local) increased. The only decrease was in the amount of dollars awarded to the Department of Instruction and Teacher Education (ITE).

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

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

- Updating internal post-award support procedures for grants and contracts. Given an increase in funding within the College of Education, the Office of Research and Innovation worked with faculty and staff to update and increase the efficiency of the procedures for supporting investigative teams (particularly PIs) who are awarded grant or contract funding.
- Demonstrating the economic impact of the College of Education College to state legislators. The Associate Dean for Research and Innovation worked with multiple offices in the college (e.g., Development, Academic Affairs, Communications) to collate and disseminate data about the economic impact of the college on the state.
- Leverage existing platforms to increase research and scholarship. The Associate Dean for Research and Innovation worked with the Research, Evaluation and Measurement (REM) Center, the Office of Academic Affairs, the Assistant Dean for Professional Partnerships, and numerous faculty to advance the research agenda and opportunities for scholarship related to Professional Development Schools and the Carolina Teacher Induction Program (TIP), which represent two of the college's most successful initiatives and align with the researcinterests and expertise of faculty in ITE.
- All-college PhD student orientation. In August 2019, the Office of Research and Innovation hosted an orientation for all PhD students in the College of Education. Although some of the PhD programs in the college typically hold their own orientations, this was the first time an all-college orientation was offered. Representatives from multiple PhD programs in the college; college offices and research units/initiatives; and university support units (e.g.,

library, Graduate School) gave presentations, which were followed by breakout sessions for students to obtain additional information. This initiative, which we hope to continue annually, allows PhD students to gain a more comprehensive understanding of the resources available to them, as well as increase their network of collaborators for research.

- Office of Research and Innovation Research Committee. The Office of Research and Innovation, with the support of the Dean, created a research committee to represent the research interests and goals of the college. The committee is charged with working across the college to identify and pursue strategies that increase the alignment of the college with the R1 status of the university and its peer and aspirant peer institutions. For example, the committee worked closely with the college's Advanced Programs in Education Committee to develop and approve research-focused aspirational statements for PhD students.
- Equity and Justice Symposium. The Office of Diversity, Equity and Inclusion is working closely with the Office of Research and Innovation to host an internal conference this April, which will focus on themes related to issues of equity and justice. This event will expose College of Education faculty and students to each other's research and scholarship with the intent of increasing awareness, fostering collaboration, and advancing the mission of the college with respect to diversity, equity and inclusion.
- Grant Development Workshop Series. The Research Institute and the Office of Grants and Contracts (arms of the Office of Research and Innovation) created the Grant Development Workshop Series to support faculty, staff and students in their work related to proposing and managing sponsored awards (please see Faculty Development below for more information).
- Internal seed grant competition. The Office of Research and Innovation developed and opened an internal seed funding opportunity for faculty to support faculty research designed to enhance proposals for external funding.
- The Office of Research and Innovation has continued with its existing initiatives (e.g., newsletter featuring college research and scholarship news, annual research showcase, mentoring initiative to support junior faculty in the college, interdisciplinary research group comprised of researchers from multiple units on campus).

Faculty Development

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

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

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

Departments continue to offer faculty research incentives tied to developing lines of inquiry,

Faculty Information

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

Other Activity

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

Patents, Disclosures, and Licensing Agreements for FY 2019

Supplemental Info - Faculty

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

Supplemental Academic Analytics Report

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

Teaching

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:

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

Table 4. Faculty-to-Student Ratio.

	Fall 2019	Fall 2018	Fall 2017
Analysis of Ratio	01:8.5	01:8.8	1:11.6

Analysis of Ratio

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

The faculty to student ratio for Fall 2019 of 15:1 (as calculated by EAB Analytics Report) is much higher than the calculated faculty to student ratio for Fall 2018 of 8.78:1 and Fall 2017 of 11:1. The higher ratio is likely due to natural faculty attrition over the past academic year. We continue to have the capacity to offer more classes and balance the load of thesis and dissertation committees. The College is committed to providing an exceptional education experience to our students and the communities they will eventually serve.

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 specifically relate to student recruitment.

I. Access and Outreach
II. Communicating with Prospective Students
III. Marketing Academic Programs
IV. Yield Activities

I. 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.

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

The Apple Core Initiative (ACI) enrolled 10 more freshmen students in 2019-2020. 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. ACI students are provided opportunities to study with-in (experiences within the U.S.) and study abroad to gain a greater understanding and appreciation for global diversity, culture and education. Upon graduation these students will help fill both a capacity and diversity void in South Carolina public schools. The program, which began in 2018-2019, currently has 19 students enrolled in various undergraduate programs in the college.

The College has pledged a financial commitment to diversifying the professoriate by partnering with the AACTE Holmes Program. During the 2019-2020 academic year, we had five Holmes doctoral scholars (four continuing and one new) who receive a significant stipend for three consecutive years. In return, the students engage in a 20hr teaching/research assistantships in which they spend 10 hours 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.

Student Recruiting and Retention

As part of the College of Education's ongoing effort to recruit more college athletes into the teaching profession, the Office of Diversity, Equity, and Inclusion continues to gather information critical for the development of a target program in support of this group. Athletes in this year's incoming freshman class were given surveys to measure their willingness to enter the teaching profession. Their responses have been crucial in deciding whether to continue to pursue the Athletes to Educators initiative, given that much of the work depends on CoE faculty's willingness to restructure their programs' course offerings in ways that are conducive to student athletes' practice schedules. Nonetheless, as a result of these evolving efforts, we have successfully enrolled three former athletes into our graduate programs.

Teacher Cadet is a program for high school students in which juniors and seniors begin to learn about the field of education and is designed to allow participants to explore their interest in becoming a teacher. We have expanded our teacher cadet partnerships to 18 local high schools with approximately 425 cadets. As part of this partnership, all cadet classes are invited to the UofSC campus to learn from our faculty, staff, and guests speakers.

II. Communicating with Prospective Students

The College connects and communicates with prospective students in a variety of ways. The College participates in all recruitment activities sponsored by the Office of Undergraduate Admissions such as the fall open house events and the spring junior admitted student day. This year, we have worked collaboratively with the UofSC Visitor Center to host information sessions for visitors throughout each week. This has significantly increased the number of prospective undergraduate students we meet with in the College.

We have increased our activities related to connecting in person with prospective graduate students. Our recruitment staff attended 6 professional conferences to participate in vendor fairs to promote our graduate programs for educators. Our staff also visited 11 schools and school districts to recruit teachers into graduate programs. Finally, we attended the UofSC graduate school fair and hosted two recruitment events for UofSC undergraduates seeking to become teachers through a masters degree program.

III. Marketing Academic Programs

The College is continuing to increase marketing efforts. This year, we made significant improvement to College of Education website by adding a page specifically for online programs with a vanity url (sc.edu/education/onlineprograms). These pages were designed with the prospective online student in mind, providing them more detailed information (e.g., deadlines, start dates, tuition, and curriculum) that this population expects to find.

The College has significantly increased its social media marketing this year though Facebook and Twitter. From August 2019 through the end of February 2020, we ran 17 targeted social media advertisements that reached 503,235 people with 4,998 people clicking to our website. Our year-end totals will be higher as we plan to continue these social media campaigns for the remainder of the year.

The College has also contracted with the marketing department of a SC newspaper for a year-long banner display marketing campaign to promote our graduate programs.

IV. Yield Activities

Student Recruiting and Retention

College faculty, staff, and students support the Office of Undergraduate Admissions through our involvement with the Admitted Student Days and the Scholar Socials events. In coordination with the Admissions Office, we have designed a series of communications that will go out to all our admitted undergraduate students. Additionally, our faculty reach out to each undergraduate admitted student in their specific programs congratulating them on their admission to UofSC.

We have begun working with the Graduate School as they transition to a new communication and application system for prospective students. While just in the early stages of this project, we have already designed program specific emails that are generated and sent to anyone who expresses interest in or applies to one of our programs. These communications provide detailed information that will encourage applicants to finish the admission process and enroll in classes.

Student Retention

Efforts at retaining current students in College/School programs.

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

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

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

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

Student Recruiting and Retention

To serve both graduate and undergraduate students, the College of Education has a Director of Student Diversity, Inclusion and Engagement. Among other activities, the Director will continue to work with faculty and staff to support historically under represented students for them to become successful and fully engaged in all aspects of their educational experiences at the University of South Carolina. We will continue an expanded focus on student organizations, student recruitment, student programming, and working to promote a culture of inclusiveness within the College.

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

Beginning Spring 2020, enhanced communication and resources will be available for graduate students. Newly admitted students in each program receive a welcome email from the Gamecock EdQuarters office. We coordinate these emails with the departments that send their own welcome emails. Videos will be available to assist students in the orientation process when they are newly admitted. Consistent communication from the graduate advisors in the Gamecock EdQuarters office will assist faculty advisors with communication for form completion and course registration. If available, a course rotation will accompany their advisement email. Advisement guides will provide important information applicable for graduate students and the website link to the guides will be 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 2019	Fall 2018	Fall 2017
Undergraduate Enrollment			
Freshman	111	115	122
Sophomore	163	178	174
Junior	207	212	173
Senior	256	231	318
Sub Total	737	737	787
Graduate Enrollment			
Masters	473	407	522
Doctoral	498	507	514
Graduate Certificate	0	17	1
Sub Total	971	931	1037
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	1708	1668	1824

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification

Legend: Freshman, Sophomore, Junior, Senior, Dual/Non-Degree
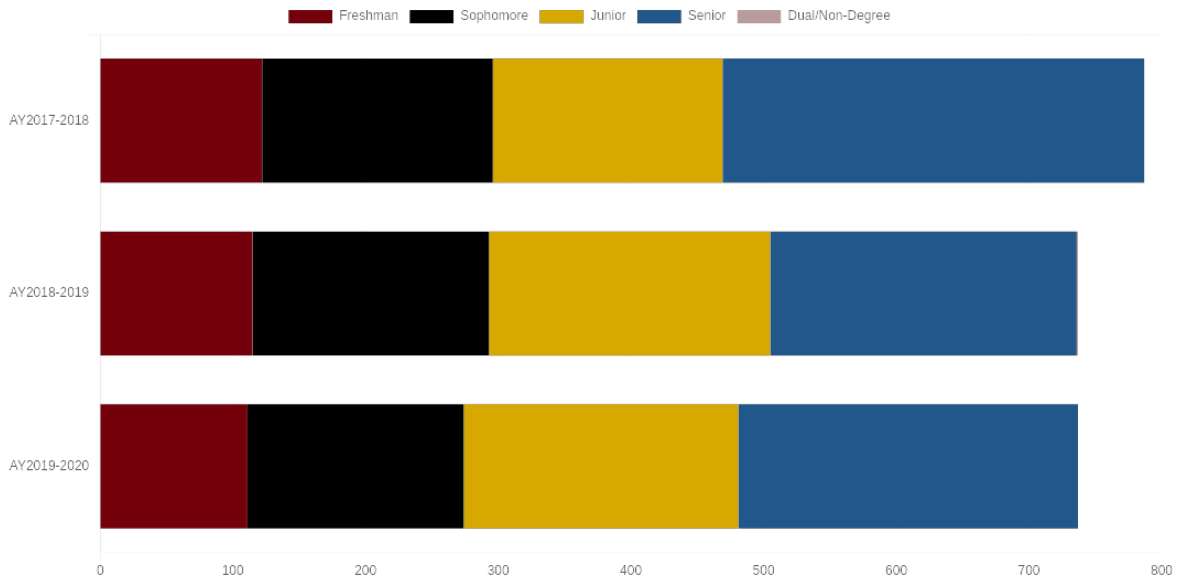
Illustration 4. Graduate/Professional Student Enrollment by Classification

Legend: Masters, Doctoral, Graduate Certificate, Medical Doctorates, Pharmacy, Law
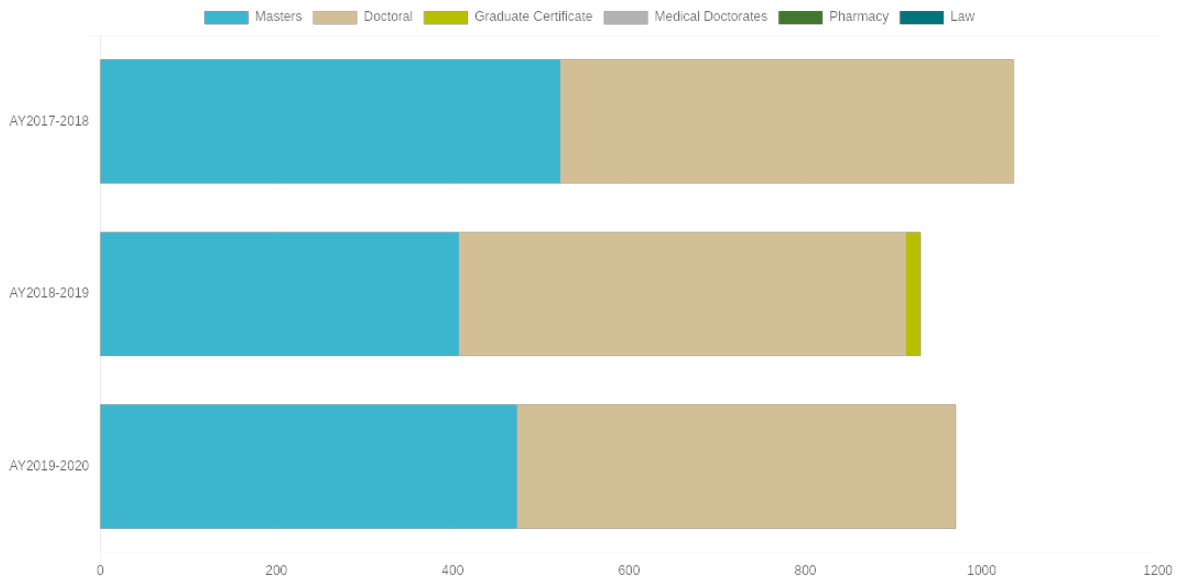
Student Enrollment & Outcomes

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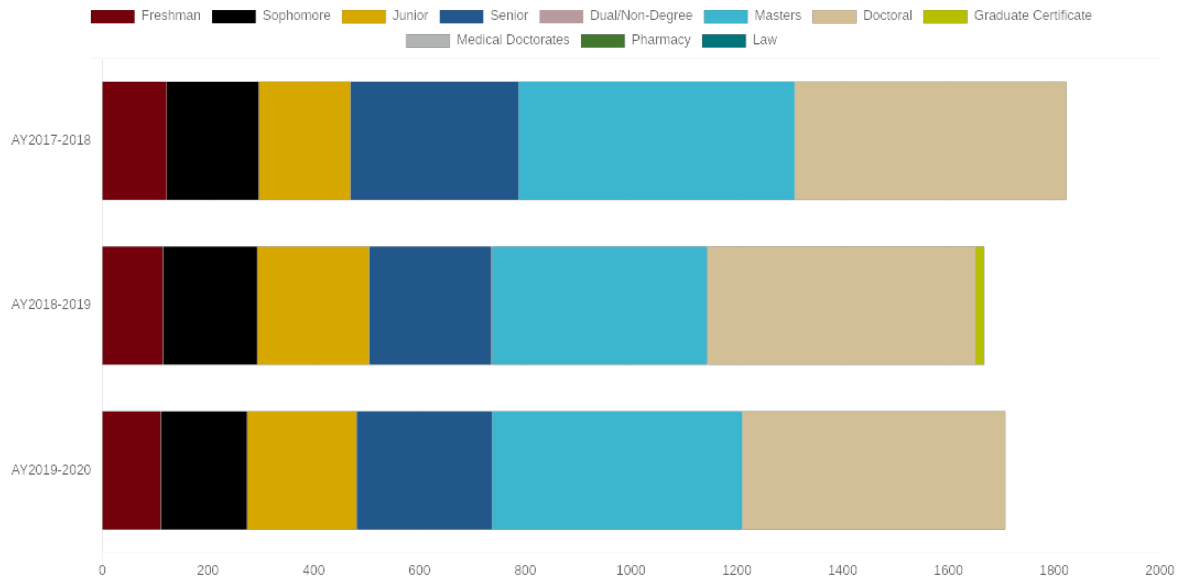
Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate	737	737	787
Full-Time	723	721	761
Part-Time	14	16	26
Graduate/Professional	971	931	1037
Full-Time	256	316	328
Part-Time	715	615	709
Total - All Levels	1708	1668	1824
Full-Time	979	1037	1089
Part-Time	715	615	709

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate	737	737	787
Female	638	629	685
Male	99	108	102
Graduate/Professional	971	931	1037
Female	714	694	796
Male	257	237	241

Illustration 6. Undergraduate Student Diversity by Gender

2019 Undergrad Gender
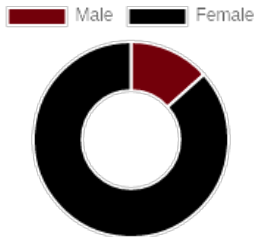
2018 Undergrad Gender
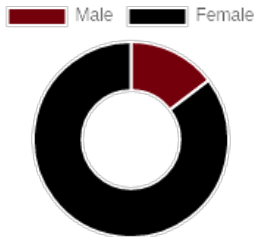
2017 Undergrad Gender
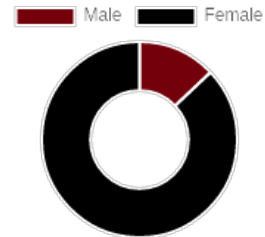
Illustration 7. Graduate/Professional Student Diversity by Gender

2019 Graduate Gender
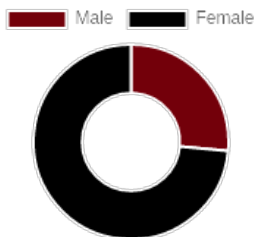
2018 Graduate Gender
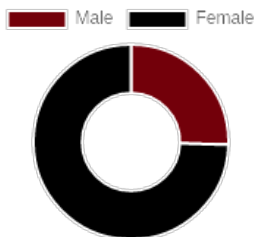
2017 Graduate Gender
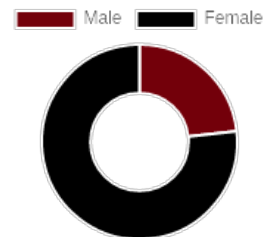
Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate	737	971	737
American Indian/Alaska Native	1	2	3
Asian	5	3	4
Black or African	74	79	78
Hispanic or Latino	34	29	28
Native Hawaiian or Other Pacific Islander	1	1	2
Nonresident Alien	0	3	2
Two or More Races	31	25	25
Unknown Race/Ethnicity	2	4	5
White	589	591	640
Graduate/Professional		931	1037
American Indian/Alaska Native	2	2	2
Asian	7	5	11
Black or African	160	162	188
Hispanic or Latino	29	26	24
Native Hawaiian or Other Pacific Islander	0	1	0
Nonresident Alien	32	26	22
Two or More Races	27	17	16
Unknown Race/Ethnicity	18	21	16
White	696	671	758

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity
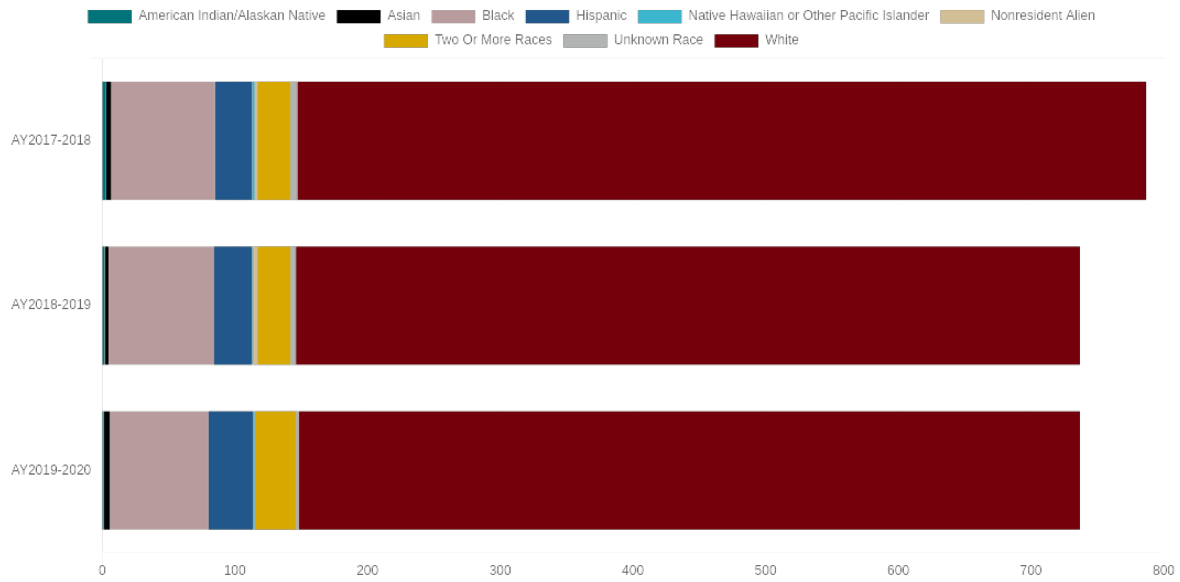
Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity
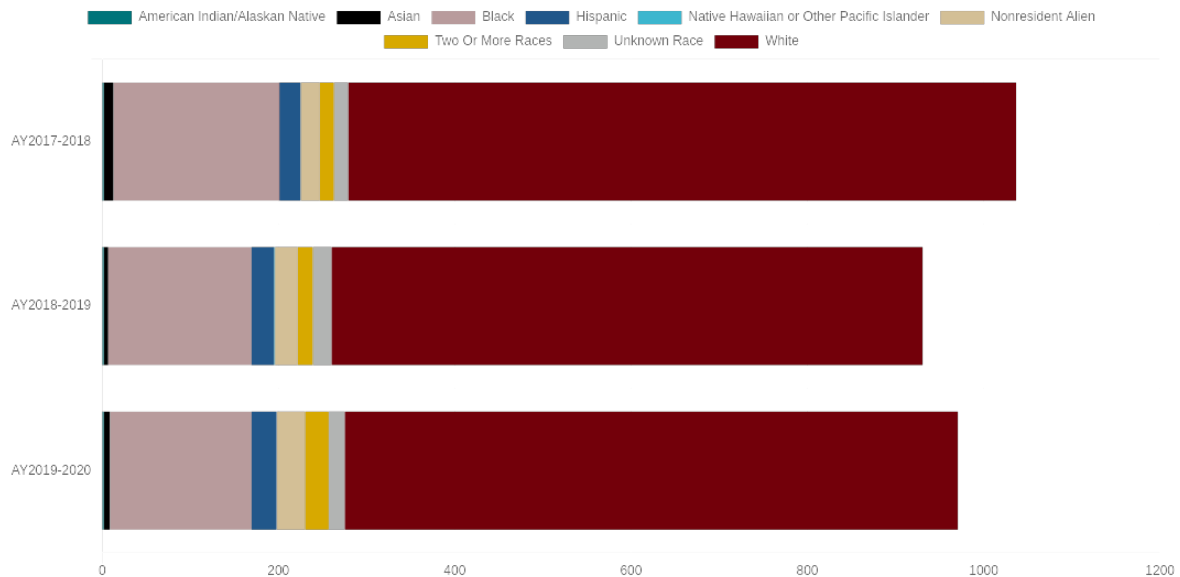
Student Enrollment & Outcomes

Undergraduate Retention

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

	First Year	Second Year
Fall 2017 Cohort	77.3%	11.8%
Fall 2016 Cohort	72.1%	7.7%
Fall 2015 Cohort	71.9%	14.6%
Fall 2015 Cohort	80.9%	6.1%

Illustration 10. Undergraduate Retention, First and Second Year

First Year

Second Year
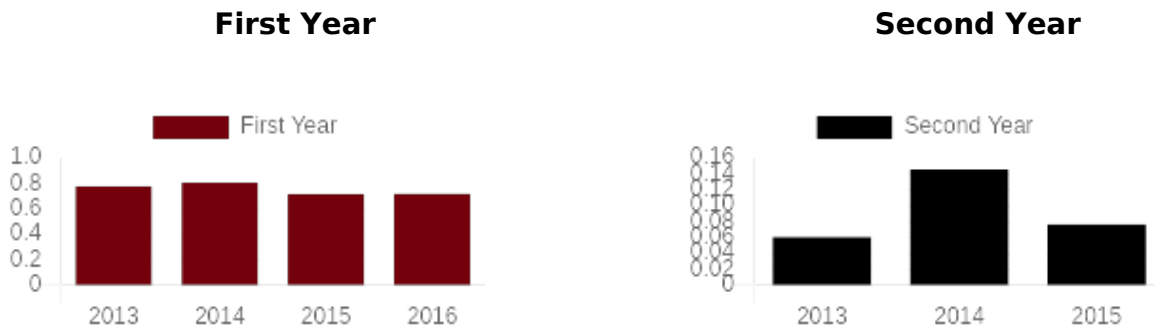
Student Completions
Graduation Rate - Undergraduate

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

	Fall 2011	Fall 2010	Fall 2009
4-Year Same	50%	42.7%	45.8%
4-Year Diff	14.3%	25.5%	18.3%
4-Year Total	14.3%	25.5%	18.3%
5-Year Same	54.8%	46.5%	49.7%
5-Year Diff	19.8%	29.9%	26.8%
5-Year Total	74.6%	76.4%	76.5%
6-Year Same	55.6%	46.5%	50.3%

Student Enrollment & Outcomes

6-Year Diff	**21.4%**	**31.8%**	**28.8%**
6-Year Total	**77%**	**78.3%**	**79.1%**

Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2019-2020	AY2018-2019	AY2017-2018
Associates Degree		0	0
Bachelors		159	221
Masters		203	297
Doctoral		103	96
Medical		0	0
Law		0	0
Pharmacy Doctorate		0	0
Graduate Certificate		24	7

Illustration 11. Degrees Awarded by Level
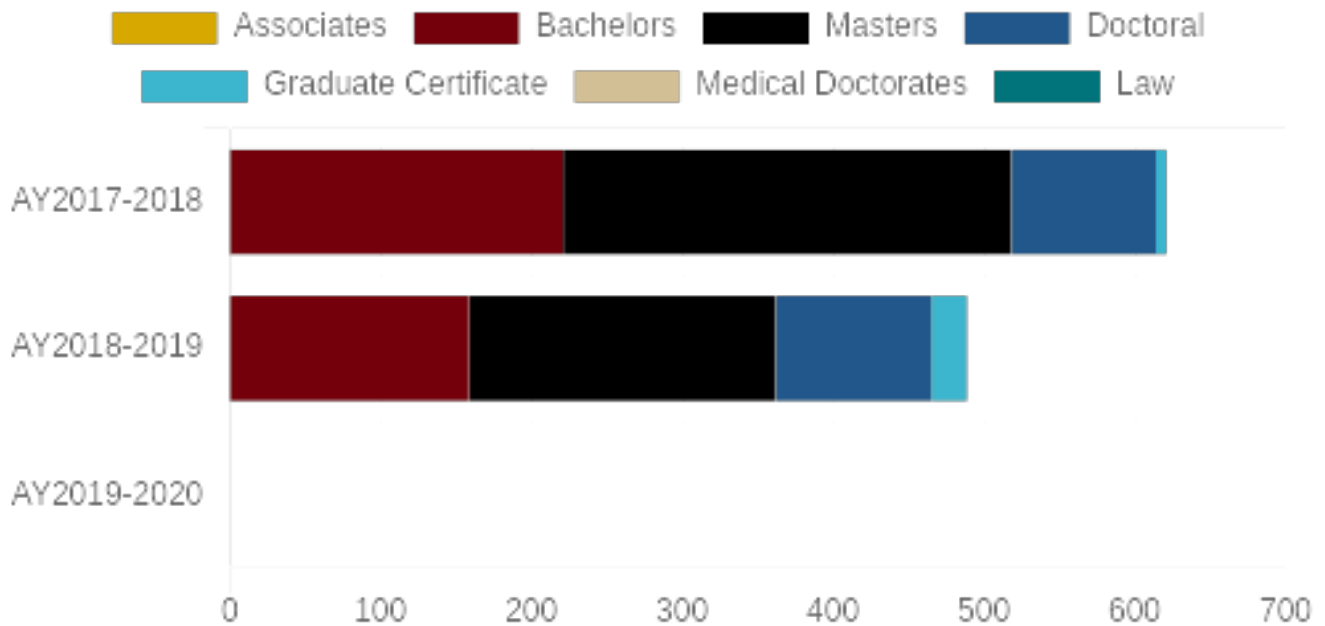
Faculty Awards Nominations

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

Research Award Nominations

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

Faculty Awards Nominations

		Colleges of Teacher Education
Yell, Mitchell	USC Educational Foundation Award	Office of the Provost
Hale, Jon	Critical Choice Book Award	American Educational Studies Association
Wynter-Hoyt, Kamania	NAEd/Spencer Doctoral Fellowship	Spencer Foundation
Karsli Calamak, Elif	NAEd/Spencer Doctoral Fellowship	Spencer Foundation
Schramm-Pate, Susan	SCEPUR Distinguished Paper Award	SCEPUR
Vogler, Kevin	SCEPUR DIstinguished Paper Award	SCEPUR
Tran, Henry	Emerging Scholar Award for the School Turnaround and Reform SIG at AERA	AERA
Yao, Christinia	Best Article Award-CIES Study Abroad and International Stuides SIG	CIES
Dou, Jintong	Graduate Civics Scholar Award	AERA
Martinez, David	Dissertation of the Year	American Association of HIspanics in Higher Education
Brian, Ali	Early Career Distinguished Scholar Award	North American Society for the Psychology of Sport and Physical Activity
Brian, Ali	Corrine Kirschner Research Award	American Federation for the Blind
Brian, Ali	David P. Beaver APA Young Scholar Award	National Consortium for Individuals with Disabilities
Brian, Ali	Early Career Research Award	College of Education UofSC
Brian, Ali	Breakthrough Star Award	UofSC
Yell, Mitch	Research Award	Council for Exceptional Children

Service Award Nominations

Recipient(s)	Award	Organization
Myers, Michelle	Social Justice Award	University of South

Faculty Awards Nominations

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

Teaching Award Nominations

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

Faculty Awards Nominations

Early Childhood Program, Early Childhood Program	Award for Support of Multicultural Education and Diversity	American Association of Colleges of Teacher Education
Lotter, Christine	John C. Park National Technology Leadership Initiative Fellowship	Association of Science Teacher Educators
Lotter, Christine	Governor's Award in Science	Office of the Vice President for Research
White, Beth	Garnett Apple Award	Center for Teaching Excellence
Winter-Hoyte, Kamania	Early Childhood Education Early Literacy Educator of the Year Award	National Council of Teachers of Englsh
Miller, Bridget	Garnet Apple Award	UofSC
Muller, Meir	Mungo Undergraduate Teaching Award	UofSC
Boutte, Gloria	NCTE Outstanding Elementary Educator in the English Language Arst Award	NCTE

Other Award Nominations

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

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization

Faculty Awards Received

Service Awards

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

Faculty Awards Received

Teaching Awards

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

Faculty Awards Received

Other Awards

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

Alumni Engagement & Fundraising

Alumni

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

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

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

The College of Education hosted events/initiatives including but are not limited to: Cockaboose Pre-game Tailgate Event, Annual Scholarship Luncheon for Donors, Homecoming Alumni Tailgate, Carolina's Promise Campaign Donor Thank You Initiative, Retired Faculty Luncheon, Annual Holiday Gift Giveback to Teachers, TAG (Thank Alumni for Giving) Day, Alumni Paint Party, Rudy Mancke Lectureship, and Educational Leadership Regional Panels. Alumni, donors and friends of the College of Education have been hosted and entertained at numerous sporting events (football, men's and women's basketball, baseball) in the President's Suite.

A new annual event that has been added to the college's robust list of engagement opportunities is Stakeholder's Day. This event will bring together community leaders, alumni and friends that want to learn about programs and research in the College of Education. The event will allow stakeholders to provide feedback, ask questions and be a part of the College of Education team as the goal is to transform lives and communities through education. The invitees to this event are identified as potential prospects that will be cultivated to give back to the college.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

In FY19, the College of Education raised $1,600,000 which is an increase from ~$850,000 in FY17. Through establishing endowed scholarships, seeking programmatic dollars from local corporations and foundations, and promoting the newly created Dean's Circle, the college has been able to exceed previous annual goals in years between university campaigns. The College of Education has also completed two giving day campaigns, Give4Garnet, and collectively raised over $100,000 in cash to support CarolinaLIFE and CarolinaTIP.

A new program, the CarolinaTIP Corporate Partners in Philanthropy, seeks to raise unrestricted dollars to the CarolinaTIP program. The program has grown to include corporate partners in

Alumni Engagement & Fundraising

the community including Colonial Life Insurance, Nephron Pharmaceuticals and South State Bank.

With an alumni base that has spent their careers in the classroom, identifying highly rated prospects can be a challenge. An initiative was created to identify and solicit retired educators and alums to consider leaving their retirement plans to the College of Education. The Office of Development worked closely with the Central Development team to create collateral pieces to solicit potential donors. Much of what can be done to raise support for the college is preparing for the future and documenting planned gifts now for prospective students.

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 2020, there is a College of Education Partnership in:

- 61 of 84 districts (73% of SC Districts);

- 230 of 1,277 schools (18% of schools);

- 39 SC agency/IHE/organizations

The COE boasts 46 school/district partnerships. Partnerships and collaboration between a variety of organizations and agencies are critical to improving education throughout the state. Through our combined strength, partnerships established by the COE are far more effective at diagnosing problems, offering solutions, establishing best practices and creating sustainable models than what any individual entity can achieve alone. And although each partner brings a unique perspective to the table, 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.

Professional Development Schools Network (PDS) has been in existence for 29 years and is an integral part of the educator preparation unit at UofSC. With 23 active schools in five Midlands school districts, the PDS Network fosters vibrant partnerships which allows the COE to leverage our partnership expertise to engage in important and impactful work. The PDS Coordinating Council is comprised of three members from each PDS to include the administrator, clinical adjunct and university liaison. The coordinating council membership of 69 PDS stakeholders, supported by staff from COE, allows for ongoing evaluation and discussion of our work together. Co-Chairs are elected from the coordinating council to plan meetings and make executive level decisions about the direction of the PDS Network. The PDS Coordinating Council meets approximately six times per year. Four of these meetings are hosted at various PDS sites and another meeting is held at the NAPDS Conference. The last meeting of the year is a network-wide conference called Inquiry Matters followed by our annual writing retreat. The PDS Network won the Exemplary Achievement Award in 2019 for its work in schools in our community. The theme of the PDS work for 2019-2020 is Inquiry. Participants are all engaged in developing an inquiry stance toward our work. 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

Community Engagement

development, clinical preparation, and induction to institutionalize best practices across teacher learning contexts.The first PDS meeting at UofSC was held on October 4, 1990. Since that time, PDS has grown and remained a critical component of how we prepare educators in the COE. UofSC has one of the largest and longest-standing PDS Networks in the nation.

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

Another important community-based activity that is supported by COE is the Midlands Educator Effectiveness Roundtable (MEER). Established in 2016 by COE and nine school districts, MEER brings together the people in the community who work specifically in the area of educator effectiveness. This roundtable gives members a chance to network with others in like positions to deal collectively with the issues they face. In 2019-2020, MEER has been hosted be the Lexington One School district and is becoming more action and advocacy oriented.

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

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

Community Engagement

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 will make its tools, trainings, and materials available 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 newly 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.

On Wednesday, October 26, 2019, the Office of Diversity, Equity, and Inclusion held its first ever **Midlands Mastermind: The Power of One** event. Attended by 21 local black male educators (including teacher education students, doctoral students, higher education professors as well as local educators, administrations, and superintendents), the purpose of the event was three-fold: 1) create a safe space for black male educators to deepen existing networks and forge new professional relationships, 2) provide attendees with useful and actionable professional development, and 3) provide the CoE with an overview of black male recruitment (into the teaching profession) obstacles and barriers from the perspective of practicing educators from which future recruitment and retainment strategies can be developed. Evaluations from the event were highly favorable and indicated interest in making the event an annual affair.

Under the leadership of the Director of Student Diversity, Inclusion, and Engagement and the Student Success Coach/Outreach Coordinator, the ODEI has 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. This year's pilot cohort consists of 10-15 students, many of whom will be first-generation college students. As part of their monthly work with these students, the Director and Coordinator have taught lessons about college preparedness and the high school achievement and have provided test preparation support. This collaboration will culminate with the high school students having the opportunity to participate in a visit to the University of South Carolina campus in Columbia in late March.

Since its inception, the **Parent Advocacy Group** (PAG) has endeavored to work collaboratively with key stakeholders within schools and communities to increase family engagement while educating and empowering parents. During Fall 2019, the Parent Advocacy

Community Engagement

Group (PAG) served as one of the primary sponsors of the Parent SuperSaturday event held at Hand Middle School on December 14, 2019. During the event, approximately 100 parents and students attended sessions which spotlighted special guest presenters from the University of South Carolina including USC's Chief Diversity Officer, Dr. John Dozier, Mrs. Karen Utter of the Carolina Family Engagement Center, Dr. Yasha Becton of the Parent Advocacy Group, and Ms. Lydia Carnesale, an AACTE Holmes Scholar. The event was a huge success and there are plans for Parent SuperSaturday to serve as a statewide model for fostering collaboration between schools and families as well as local businesses and faith-based organizations. In addition to the Parent Super Saturday, the Parent Advocacy Group spent the fall semester planning for an upcoming literacy event in partnership with Lexington/Richland Five Adult and Community Education program.

Community Perceptions

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

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

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

Each year, employers of our graduates in their first, second, and third years of teaching complete an employer satisfaction survey and participate in focus groups across the Midlands. In AY 2018-2019,

- Employers felt our graduates were most prepared in the following areas:
  - Collaboration with school-based colleagues & staff
  - Alignment of teaching with state standards
  - Content/subject matter
  - Instructional & pedagogical content knowledge
- Based on their experiences with our graduates, 100% of respondents reported that they would hire more UofSC graduates for induction teaching positions, which is consistent with our 2016-2017 and 2017-2018 graduates.
- Based on open-ended questions, employers found our graduates to be eager to learn, passionate, professional, and strong in content and knowledge areas.

Community Engagement

Through community outreach and preparing outstanding educators, the COE has earned a very positive view from the community and state it serves.

Incentivizing Faculty Engagement

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

Incentivizing faculty to be engaged in the work that is part of the community engagement and collaboration is a goal of the COE Office of Professional Partnerships for 2019-2020. The assistant dean for Professional Partnerships developed a power point presentation about faculty engagement and has presented it to each department and to a group of new faculty.

Several examples of faculty incentives are shared below.

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

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

Collaborations

Internal Collaborations

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

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

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

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

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

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

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

Collaborations

- career education and training
- independent living
- social and community engagement
- personal development

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

External Collaborations

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

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

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

The Center for Educational Partnerships (CEP) has as its mission to provide educational extension services to schools, families and communities in South Carolina that facilitate collaboration among diverse education stakeholders, leverage existing resources and build local capacity to improve student achievement in South Carolina's K-12 schools. The CEP's activities are aligned with the goals set for the CEP by the SC Education Oversight Committee: To make the best possible ideas and resources available to educators, families and communities to ensure every child has the opportunity to succeed in school and beyond; To provide timely training and professional development to educators, families and communities; To establish collaborative educational enterprises with schools and school divisions that support dissemination of proven practices, rigorous field trials of promising models, and development and testing of innovative research-based models in collaboration with other state primary educational partners; and To develop broad-based partnerships with schools, communities, agencies and businesses for educational impact. More information can be found at cep.sc.gov. The following organizations are the founding members of CEP.

- South Carolina School Improvement Council

Collaborations

- South Carolina Writing Improvement Network
- South Carolina Geographic Alliance
- South Carolina Middle Grades Initiative
- South Carolina Education Policy Center

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 third year of implementation, CarolinaTIP boasts a 100% retention rate of teachers and was named the Richard W. Riley WhatWorksSC Award recipient for 2019.

An exciting new collaboration for the COE is the Carolina Collaborative for Alternative Preparation (CarolinaCAP). This program is being built in partnership with the Center for Teaching Quality (CTQ), a national partner with the COE. For more information about CTQ, visit teachingquality.org. Until the summer of 2019, IHEs were not permitted by the state to operate an alternative pathway to teaching. Through Proviso funding, the COE was granted $750,000 for 2019-2020 to build the framework for a unique alternative pathway that marries the rigor and best practice of traditional educator preparation with the innovation of partnering with districts to offer a route to certification that meets their needs. CarolinaCAP, recently approved as a provider by the State Board of Education, is scheduled to being preparing teachers in the Summer of 2020 and can accommodate up to 250 teachers from rural districts across the state.

Collaborations

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 about Collaborations appears as Appendix 8 (bottom).

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

The **Apple Core Initiative**'s mission is to increase diversity among South Carolina's teachers while also tackling the growing teacher shortage. The COE launched the Apple Core Initiative in 2018. This scholarship program recruits high school students from historically underrepresented populations into teacher education programs at the University of South Carolina. The program currently has 19 students - 10 freshmen and 9 sophomores. Eight of the students are also first-generation college students. Apple Core Initiative students participate in regular workshops aimed at easing the transition into college life, creating a sense of community, and overcoming any issues that may stand in the way of their success.

Apple Core Initiative 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" experience, traveling to a different region of the United States to experience and study its culture. In the program's third year, Apple Core Initiative students study 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.

Apple Core Initiative students receive:

- A $2,500 annual scholarship plus a $500 travel reimbursement
- Training for the Praxis Core exam which all education students must pass to become certified teachers
- 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 experiences to help students gain a greater understanding and appreciation for diversity, culture and education in South Carolina and beyond
- Training and engagement in STEM education

Despite funding challenges, we hope to enroll an additional five students during the 2020-2021 academic year.

The **American Association of Colleges for Teacher Education's (AACTE) Holmes Scholars Program** supports students from historically under-represented groups to pursue careers in education. As an AACTE-affiliated institution, the College of Education supports five full-time doctoral students serving 3-year terms as Holmes Scholars.

As the College's signature recruitment initiative for diversifying the professoriate, Holmes Scholars are awarded $28,500 ($27,000 financial supplement + $1500 conference/travel grant) for a 20 hour per week assistantship. Splitting 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.

Equity and Diversity Plan

Additional program benefits include support to attend the AACTE annual meetings, one meeting of the Holmes Scholars Summer Policy Institute, 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.

Expansion of the Holmes Scholars Program is on hold pending further analysis of the College's budget.

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

While much hiring of faculty was suspended during the 2019-2020 academic year, a College of Education faculty search guide, which offers complimentary guidance to the University policies/guidelines document, was developed. Targeted for implementation during the 2020-2010 academic year, the document addresses the five major components that make our search/hiring process, providing guidance for considerations related to diversity, inclusion, and equity. It also contains additional resources such as language reflecting the College's commitments to diversity for incorporating into job descriptions, job description criteria related to working with diverse students, websites on implicit bias, and interview questions that better assess candidates' stances on inclusive excellence.

Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

- See "Student Retention" section
- See ACI and Holmes Program descriptions 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

The **3D (Dinner and Dialogue on Diversity) Forums** are a series of forums designed to

Equity and Diversity Plan

provide a place and space for students to discuss and have dialogue around topics of diversity, equity, and inclusion. These forums occur bi-monthly and all are open to the UofSC community and outside community members. During the 2019-2020 academic year, a total of 4 3D Forums were held. Forum topics including dealing with stress, family engagement, African Americans and the 2020 vote, and an education and pop-culture movie.

An initiative of the UofSC Office of the Provost, **Leadership Week** is intended to promote student leadership across the university. This past February, the College sponsored "Leadership Week" engagements that included a student organization open house (Let's Mingle Monday) and a education and pop culture movie night, and a speed networking event. The Speed Networking event brought graduate students together with professors in the College of Education whom they might not otherwise have contact with because they do not teach in the students' academic program. It served as a powerful means by which the students learned about faculty's areas of experience/interest and potential ways in which the students might get connected those faculty and their work in the future. It also provided a means for graduate students to introduce themselves to one another and build important networks for support.

The **CoE Student Ambassador** program consist of ten or more students who are selected to serve a one-year term as an ambassador for the College. In this role, they assist in a variety of capacities at College-sponsored events, programs, and activities, as well as participate in a book study (meetings occur once a month) focusing on leadership development. During the 2019-2020 academic year, twelve students served as ambassadors under the direction of Margo Jackson and Niki Schmura who now serves as Assistant Coordinator with the Student Ambassadors program. During the 2020-2021 academic year, Student Ambassadors who graduated will be replaced and we will continue to focus on experiences that will contribute to the ambassadors' leadership development and promote community service.

The College's largest fall event, **The Gathering Table**, is intended to connect students, faculty, staff and current teachers in the field. This dinner, which occurs every October, allows our students the opportunity to have dialogue with current educators and hear from local state and national teachers of the year, such as this year's SC Teacher of the Year, Chandra Jefferson. Teachers share about their experiences and realities in the classroom with eager students, faculty, staff, and other guests. During the 2019-2020 academic year, the responsibility for organizing The Gathering Table was assumed by the College of Education Event Planner in collaboration with the Office of Diversity, Equity, and Inclusion who hosted the event.

Let's Chat Over Lunch is a lunch-time dialogue series provides an opportunity for COE students to meet members of the leadership team in the College and share their experiences in the college's programs. Up to ten students are randomly selected and invited to participate in the luncheon each month In addition to the Dean hosting this engagement, we have invited additional individuals who can serve as resources from within the college to join us including one of the College's student leaders, the Associate Deans, representatives from our Student Services offices (Gamecock EdQuarters), and representatives from various program areas. We have invited targeted student groups we are trying to reach for designated dates.

Throughout the fall 2019 semester, the ODEI hosted monthly **Equity & Justice Brown Bag Lunches** during which faculty, staff, and University guests learned more about the Education

Equity and Diversity Plan

Colleges for Justice & Equity Framework for Transformation and Assessment (which was subsequently adopted by the College in January 2020) and discussed its connection to college-wide equity and justice efforts. During each session, participants were asked to offer constructive feedback that contributed to the successful narrowing of Framework priority area options from which the College chose during the Winter Retreat for college-wide implementation.

The purpose of the College of Education's **Winter Retreat** is to provide a collective PD experience during which faculty and staff are engaged in discussions regarding the College's state of affairs and in strategic planning activities. This year's event was held in January 2020 with the purpose of facilitating the College's adoption of the *Education Colleges for Justice & Equity Framework for Transformation and Assessment*, as well as the College's selection of the two framework priority areas to be taken up as college-wide initiatives. The retreat was facilitated by Dr. Kevin Kumashiro, a noted scholar of anti-oppressive education and justice studies in education, and creator of the Framework.

Improve The Sense Of Inclusion Amongst All University Community Members

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 this year directly related to the Framework, called the Academic Council's Collaborative Leadership Development Agenda. With Dr. Bryan (Associate Dean for Diversity, Equity, and Inclusion) as the lead facilitator, AC meetings were used as a means of growing group members' capacity to understand the Framework, to explain the Framework to others, and utilize the Framework in their sphere of influence. Across the year, Council members were asked to analyze the Framework in relation to their day-to-day work and in relation to their unit's mission and purpose. The curriculum model, developed by Dr. Bryan, emphasized the importance of leading "self" (be)for leading "others" in justice-oriented work, encouraged each member to commit to leading one section of the framework in their office/unit/department, and facilitated collaboration among fellow council members to uncover their collective gifts and skillsets related to engaging in just educational and professional practice.

In the past, the Office of Diversity, Equity, and Inclusion has offered multiple D/E/I Professional Development Engagements for faculty and staff to deepen their awareness of, knowledge around, and engagement with diversity, equity, inclusion, and justice-related topics within higher education broadly, and within the field of education specifically. Often, such engagements include participation in webinar "watch parties" for diversity-related topics sponsored by national associations such as the American Council on Education. During the 2019-2020 academic year, these engagements were paused in favor of events associated with our Year of Equity and Justice programming. However, we did host OMSA's Trans-Advocacy Workshop for our College community on September 20, 9:30am which was attended by 10 individuals.

In order to prepare for the College's adoption, and subsequent implementation of, the

Equity and Diversity Plan

Education Colleges for Justice & Equity Framework for Transformation and Assessment, four members of the CoE's Executive Council participate in a **Summer Book Study** facilitated by Drs. Michelle Bryan and Fenice Boyd. The selected text, Toward what justice? Describing diverse dreams of justice in education edited by Eve Tuck and K. Wayne Yang (2018) was debated and discussed over two meetings. During the Spring 2020 semester, the book study was repeated with CoE faculty and staff.

The CoE's "Year of Equity and Justice" will end with a symposium, the **Educational Inquiry for Equity and Justice Symposium**, that seeks to bring together College of Education faculty, staff, graduate students and partners around the notion of inquiry as the pursuit of equity and justice. Conceived of as a mini-conference with presentations (paper, panel, poster, and roundtable) of inquiry/research project conducted by attendees, the symposium will also serve as an opportunity for the various groups/programs/committees who took up a Framework priority (or related questions) during the year to share their success, challenges, and future plans.

During the 2018-2019 academic year, an important collaboration between the College's administration and members of the Diversity Committee led to the UofSC Facilities Department upgrading several heavy exterior and interior doors (that were challenging for faculty, staff, and students with mobility issues to open) with push buttons that operate the doors automatically.
As a result of these efforts, ODEI continues to solicit accessibility-related issues from College stakeholders so that we can garner a comprehensive understanding of the ways in which the Wardlaw building may need alteration to become accessible for all. During the 2019-2020 academic year, with the guidance of a special committee convened by the UofSC Office of Diversity and Inclusion on campus restrooms, we sought and received support to have the recently remodeled, single-stall restroom on the third floor of Wardlaw designated as an "All-Gender" facility.

Concluding Remarks

Quantitative Outcomes

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

- The establishment of the
  - College of Education Office of Research and Innovation, encompassing the Research Institute, the Office of Grants and Contracts, and the Associate Dean for Research and Innovation
  - College of Education Office of Diversity, Equity and Inclusion, and the Associate Dean for Diversity, Equity and Inclusion
- The awarding of an Excellence Initiative (a University of South Carolina funded initiative) to support ALL4SC (Accelerator for Learning and Leadership for South Carolina) to transform communities and focus on PK-16 whole child education
- A growth in the average journal impact factor across faculty peer-reviewed publications from 1.44 (2017) to 2.33
- 5 UofSC Research Centers in the College of Education including:
  - Center for the Education and Equity of African American Students
  - The establishment of Bilingualism Matters @UofSC and the South Carolina
  - Center for Assistive Technology and Educational Outreach

Growth in Departments...Physical Education:

- Ranked 5th out of 63 departments nationally for number of articles per author (5.2)
- Ranked 4th for number of citations per faculty (16.2)
- Ranked 7th (90.6th percentile) for Scholarly Research Index (articles, awards, books, and citations)

Instruction and Teacher Education: Curriculum and Instruction

- Ranked 22nd out of 103 departments nationally for number of dollars per grant ($331K; federal grants)
- Tied for 5th for total number of books published (5)

Education Studies:

- Ranked 21st out of 85 departments nationally for number of articles per faculty (1.7) – but 12th highest number of publications when consider that several departments tied for number of publications
- Ranked 20th for number of citations per faculty (3.6) – but 18th highest number of citations when consider departments that tied for number of citations
- Tied for 6th highest SRI (86th percentile)

Growth in Grant Activity:

- A 33% increase in number of total grant submissions
- A 48% increase in number of College of Education internal research grant submissions

Concluding Remarks

- A doubling of the amount of "spendable" grant money awarded
- A $5 million grant to support the Carolina Family Engagement Center
- A $5 million Teacher Quality grant to support the Carolina Family Engagement Center
- In FY 18-19, submissions totaled 126 proposals for a potential $85,877,813.
  - 84 of those were from external sources for a total of $85,023,492.
  - 35 (41%) have been awarded for a total of $8,178,627 for the current year awards and $26,314,585 for the total project award
- In FY 19-20 YTD, total submission as of September: 31 external proposals for a potential total of $16,314,217.
- There are currently 64 active projects totaling $25,579,932 with direct and indirect cost.
- 1/3 of our faculty are involved in the currently funded research (42 faculty out of 103).

Cool Stuff

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

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

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

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

As we push ourselves in considering who our students are, how they are quite different from students in the past few years and how we prepare them for their future as professionals in education. Generation "Z"—who are now in or coming into our college—are realists, focused on the now, communicate with images, prefer Snapchat and Instagram, are ready to work and

Concluding Remarks

are digital natives. Being digital natives, 95 percent own a smartphone and have an average attention span of just eight seconds. They often view five screens at once including smartphones, TV's, laptops, desktop computers and tablets. They are also facing unprecedented violence, bullying and other stressors in their communities. All of this leads us as a College to consider how we address the needs of our students, maintain our high standards for learning and prepare the best professionals in education. Moving forward, we will create time and spaces to develop opportunities for dialogue around these and other critical issues.

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

Appendix 3. Research & Scholarly Activity

College of Education
Summary of Awards

SAM ACTIVITY	FY2015	FY2016	FY2017	FY2018	FY2019	% Change Avg. (15-18) & 2019
Division Award Totals	*9,092,826*	*6,989,067*	*8,270,955*	*7,008,116*	*7,911,600*	*0.9*
Unit Totals						
Education Leadership & Policies	51,000	74,653	63,699	0	61,374	29.7
Educational Studies	1,339,953	2,763,204	2,024,670	1,507,182	3,053,392	60.0
Instruction & Teacher Education	5,692,763	1,085,496	3,340,627	4,073,674	572,166	(83.9)
Office of Program Evaluation	1,008,717	1,060,122	1,601,269	800,482	1,053,829	(5.7)
Physical Education	581,890	765,951	60,751	79,428	81,651	(78.1)
All Others	418,503	1,239,641	1,179,939	547,350	3,089,188	265.0
Source						
Federal	7,501,224	5,360,082	6,963,698	5,378,997	5,802,860	(7.9)
Private	1,031,514	764,116	161,406	212,353	224,641	(58.6)
State/Local	560,088	864,869	1,145,851	1,416,766	1,884,099	89.0
Proposals						
Submissions	112	70	51	57	68	(6.2)
Dollars Requested	11,157,043	8,603,812	11,596,126	14,042,583	16,408,163	44.6
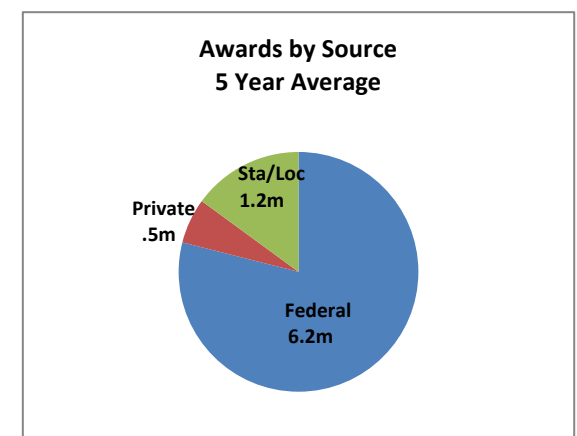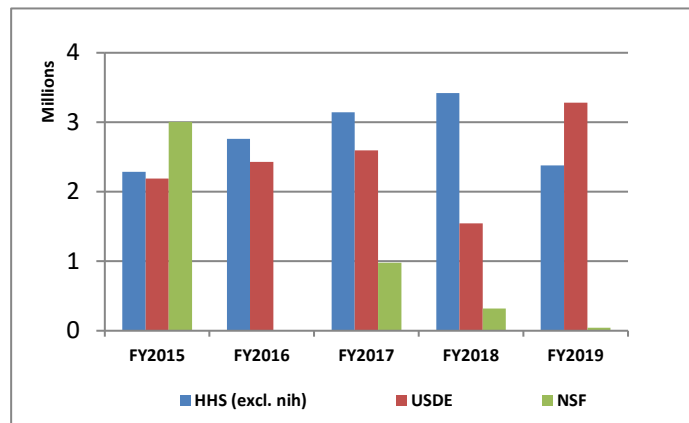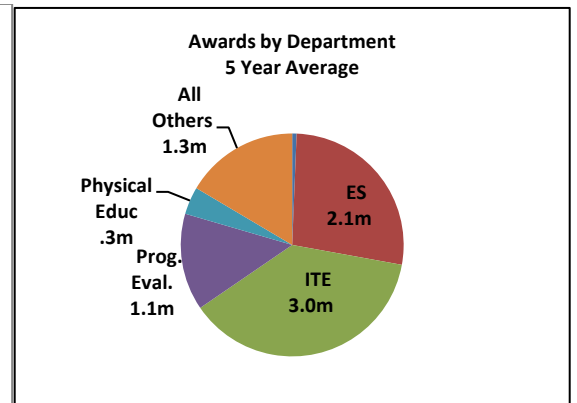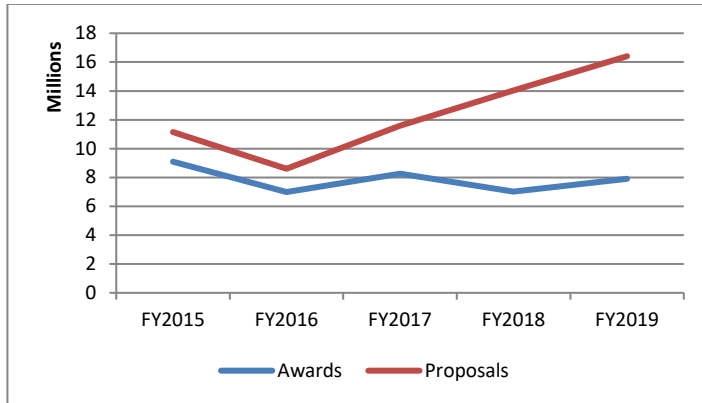
Appendix 4. Faculty Information

COE Projects Since 7.1.2019			
	External	**Total**	
Total Number of Proposals Submitted	71	71	
Total Dollar Amount of External Grants Submitted	$22,470,351	$22,470,351	
Number of External Grants Awarded	47	47	
Total Dollar Amount of External Grants Awarded	$11,671,831.00 (Annualized)	$ 22,128,120.00	Total Award (Doesn't include projects external to COE)

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

FY 2019	% Change Average
11,671,831	48.87%
415,500	11.69%
1,289,386	2623.79%
1,986,526	4.07%
1,824,842	-48.57%
499,422	-55.31%
5,656,155	568.29%
9,165,637	
671,505	
1,834,689	
71	
$22,470,351	

	Account Nu	USCeRA Aw	Departmen	PI Name	PIs	Co-PIs	Award Title
1	10009321	26706		Ylimaki, Rose			Free and Equal: The Promise
2	10009902	27368		Brian, Ali			Research Center for Child W
3	10009355	26731		Brian, Ali		David Stod	SKIPping with PALS: Support
4	10009154	26533		Stribing, Alexandra			Perception Influences on Chi
5	10009559	26925		Googe, Heather			Building a Statewide System
6	10009176	26558		Googe, Heather			South Carolina Preschool De
7	10009596	26982		McDonald, Melissa			Management & Administrati
8	10009322	26687		Rao, Vasanthi			Management & Administrati
9	10009645	27052		Rao, Vasanthi			Child Care Data Collection ar
10	10009654	27062		Anderson, Christian		Ken Gaines	Freedom's Lawmakers: B
11	10009712	27094		Stevick, Doyle			Anne Frank Carolina: Exhibit
12	10009945	27412		Tran, Henry		Spencer Pla	Investigating the Barriers to
13	10009036	26411	15230-GL2(	Tran, Henry	Douglas Smith		RRI Survey Study
14	10009485	26866		Brown, William		Fred Greer	Evaluation Plan for FY 2019-
15	10009204	26579		DiStefano, Christine		Fred Greer,	Investigating Psychometric F
16	10009648	27057		Limberg-Ohrt, Dodie		Jonathan O	Project IMPACT: Improving t
17	10009467	26843		Marshall, Kathleen			Project CREATE 2019-20
18	10009662	27072		Plotner, Tony		Chelsea Stir	Carolina LIFE-CAP
19	10009469	26845		Wolfe, Katie			DDSN-USC Online Training D
20	10009018	26393	15240-GJ05	Wolfe, Katie			Behavior Analyst Certificatio
21	10009092	26469		Baum, Angela			Home C2OOKING: Creative (
22	10009203	26578		Baum, Angela			Improve the Quality of Child
23	10010003	27581		Baum, Angela			Improve the Quality of Child
24	10008971	26343	15250-GL4(	Boutte, Gloria		Toby Jenkir	Carolina African American
25	10009072	26449	15250-KL08	Boutte, Gloria			African Diaspora Literacy: Tr
26	10009721	27130		Boutte, Gloria		Terrance W	The Asa Yoruba Project
27	10009708	27118		Curcio, Rachelle		Melissa Bak	Research Renewal Within ar
28	10009718	27127		Hodges, Thomas		Cindy Van E	South Carolina Center for Re
29	10009609	27019		Jenkins-Henry, Toby			Septima Clark Youth Exhibiti
30	10009686	27096		Muller, Meir			EDUC 635: Anne and Emmet
31	10009206	26583		Reed, Jennifer			2019 Equity in Education Co
32	10009911	27374		Roy, George		Matthew Ir	Center of Excellence for the
33	10009035	26410	15250-GL4.	Roy, George		Matthew Ir	Center of Excellence for the
34	10009636	27042		Roy, George		Melissa Bak	University of South Carolina
35	10009830	27261		Wang, Yang		Ismahan Ar	Exploring the Reading Proce
36	10009691	27101		Wang, Yang		Ismahan Ar	Exploring College English Lea
37	10009177	26557		Williams, Toni			Girls Go for I.T. Week 1 -- Sc
38	10009162	26541		Williams, Toni			Girls Go for I.T. Week 2 -- Sto
39	10009796	27225		Monrad, Diane		Mihaela En	Evaluation of Florence Count
40	10009552	26973		Hudson, Tom			SC Education Policy Fellowsh
41	10009021	26396	15280-FJ03	Utter, Karen		Tammiee D	Carolina Family Engagement
42	10009484	26865		D'Amico, Leigh			Community Block Grants Pro
43	10009175	26556		Dickenson, Leigh	D'Amico,Heather		South Carolina Preschool De
44	10009870	27313		Dickenson, Tammiee		Leigh D'Am	Research Services on the AB
45	10009585	26926		Lewis, Ashlee			The North Inlet - Winyah Bay
46	10009656	27064		Lewis, Ashlee			Standards-Based Arts Assess

47 10009705   27115   Lewis, Ashlee   Tammiee D ABC Project Research Partne

Proposal Number	Sponsoring	Awardee D	Awardee D	Lead PI Hor	Lead PI Hor	Billing Refe	Task Order	PO Number
15230-19-4	National En	152300	Educ. Lead	152000	Education - Dean's Office			
13580-19-5	National In:	152100	Physical Ed	152100	Physical Education			
152100-19-	USC Educat	152100	Physical Ed	152100	Physical Education			
15210-19-5	North Ame	152100	Physical Ed	152100	Physical Education			
152200-20-	SC Departm	152200	Child Devel	152200	Child Development Res. Center			
152900-19-	SC Departm	152200	Child Devel	152200	Child Development Res. Center			
152200-20-	SC Departm	152200	Child Devel	152200	Child Development Res. Center			
152200-19-	SC Departm	152200	Child Devel	152200	Child Development Res. Center			
152200-20-	SC Departm	152200	Child Devel	152200	Child Development Res. Center			
15230-19-5	National En	152300	Educ. Lead	152300	Educ. Leadership & Policies			
152300-20-	USC Educat	152300	Educ. Lead	152300	Educ. Leadership & Policies			
152300-20-	National Sc	152300	Educ. Lead	152300	Educ. Leadership & Policies			
15230-19-5	SC Educatic	152300	Educ. Lead	152300	Educ. Leadership & Policies			
152400-20-	SC Educatic	152400	Educationa	152400	Educational Studies			
15240-19-4	Institute of	152400	Educationa	152400	Educational Studies			
152400-20-	U.S. Depart	152400	Educationa	152400	Educational Studies			
152400-20-	SC Departm	152400	Educationa	152400	Educational Studies			
152400-20-	SC Vocatior	152400	Educationa	152400	Educational Studies			
152400-20-	SC Departm	152400	Educationa	152400	Educational Studies			
15240-19-5	SC Departm	152400	Educationa	152400	Educational Studies			
15250-19-5	Northern Ill	152500	Instruction	152500	Instruction	7R25GM129216-02		
152500-19-	SC Departm	152500	Instruction	152500	Instruction & Teacher Educ.			
152500-20-	SC Departm	152500	Instruction	152500	Instruction & Teacher Educ.			
15250-19-4	SC Departm	152500	Instruction	152500	Instruction & Teacher Educ.			
15250-19-4	The Spence	152500	Instruction	152500	Instruction & Teacher Educ.			
152500-19-	US Departn	152500	Instruction	152500	Instruction & Teacher Educ.			
152500-19-	The Spence	152500	Instruction	152500	Instruction & Teacher Educ.			
152000-20-	SC Commis:	152000	Education -	152500	Instruction & Teacher Educ.			
15250-19-5	City of Colu	152500	Instruction	152500	Instruction & Teacher Educ.			
152500-20-	Academic E	152500	Instruction	152500	Instruction & Teacher Educ.			
15250-19-5	City of Colu	152500	Instruction	152500	Instruction & Teacher Educ.			
152500-20-	SC Commis:	152500	Instruction	152500	Instruction & Teacher Educ.			
15250-19-5	SC Commis:	152500	Instruction	152500	Instruction & Teacher Educ.			
152500-19-	US Departn	152500	Instruction	152500	Instruction & Teacher Educ.			
152500-20-	Center for I	152500	Instruction	152500	Instruction & Teacher Educ.			
15250-19-5	The Center	152500	Instruction	152500	Instruction & Teacher Educ.			
21610-19-5	National Ce	152500	Instruction	152500	Instruction & Teacher Educ.			
21610-19-5	National Ce	152500	Instruction	152500	Instruction & Teacher Educ.			
152700-20-	Florence Cc	152700	SC Educatic	152700	SC Educational Policy Center			
152800-20-	SC-EPFP Ad	152800	SC School I	152800	SC School Improvement Council		20190909	
15280-19-4	Office of In	152800	SC School I	152800	SC School Improvement Council			
152900-20-	SC Educatic	152900	Research, E	152900	Research, Eval., & Measurement			
152900-19-	SC Departm	152900	Research, E	152900	Research, Eval., & Measurement			
152900-20-	South Carol	152900	Research, E	152900	Research, Eval., & Measurement			
216000-19-	Office for C	216000	Baruch Inst	152900	Research, Eval., & Measurement			
152900-20-	SC Departm	152900	Research, E	152900	Research, Eval., & Measurement			

152900-20- Winthrop L   152900   Research, E   152900   Research, Eval., & Measurement

Total Sponsor	Annualized	Total Direct	Total IDC	USC IDC %	SCRF IDC %	Budget Beg
$ 280,000.00	$280,000.00	$265,378.00	#########	13.00%	0.00%	4/1/19
$515,500.00	$223,500.00	$150,000.00	#########	49.00%	0.00%	3/15/20
$ 565,000.00	$190,000.00	$565,000.00	$0.00	0.00%	0.00%	7/1/19
$ 2,000.00	$2,000.00	$2,000.00	$0.00	0.00%	0.00%	6/1/19
$ 1,040,829.00	$1,040,829.00	$982,428.00	#########	8.00%	0.00%	10/1/19
$ 340,000.00	$340,000.00	$331,704.00	#########	8.00%	0.00%	1/1/19
$ 2,281,605.00	$2,281,605.00	$2,134,838.00	#########	8.00%	0.00%	10/1/19
$ 502,224.00	$502,224.00	$469,113.00	#########	8.00%	0.00%	7/1/19
$ 532,912.00	$532,912.00	$495,289.00	#########	8.00%	0.00%	10/1/19
$ 173,012.00	$173,012.00	$150,543.00	#########	26.00%	0.00%	10/1/19
$ 375,000.00	$375,000.00	$375,000.00	$0.00	0.00%	0.00%	11/25/19
$ 400,000.00	$400,000.00	$275,856.00	#########	49.00%	0.00%	5/1/20
$ 61,374.00	$61,374.00	$61,374.00	$0.00	0.00%	0.00%	1/1/19
$ 100,000.00	$100,000.00	$100,000.00	$0.00	0.00%	0.00%	7/1/19
$1,399,325.00	$347,387.00	$213,946.00	#########	46.50%	0.00%	7/1/19
$1,102,217.00	$123,305.00	$100,697.00	#########	8.00%	0.00%	11/1/19
$ 375,554.00	$375,554.00	$347,735.00	#########	8.00%	0.00%	8/1/19
$ 316,500.00	$316,500.00	$316,500.00	$0.00	0.00%	0.00%	10/31/19
$ 65,552.00	$65,552.00	$65,552.00	$0.00	0.00%	0.00%	8/1/19
$ 658,228.00	$658,228.00	$658,228.00	$0.00	0.00%	0.00%	5/1/19
$ 36,132.00	$36,132.00	$33,456.00	#########	8.00%	0.00%	8/1/18
$ 281,321.00	$281,321.00	$264,960.00	#########	8.00%	0.00%	4/25/19
$ 343,727.00	$343,727.00	$323,221.00	#########	8.00%	0.00%	4/25/20
$ 59,755.00	$59,755.00	$59,755.00	$0.00	0.00%	0.00%	12/3/18
$ 49,757.00	$49,757.00	$49,757.00	$0.00	0.00%	0.00%	3/1/19
$ 100,000.00	$100,000.00	$100,000.00	$0.00	0.00%	0.00%	9/2/19
$ 50,000.00	$50,000.00	$50,000.00	$0.00	0.00%	0.00%	11/1/19
$ 112,500.00	$112,500.00	$62,500.00	$0.00	0.00%	0.00%	7/1/19
$ 10,000.00	$10,000.00	$10,000.00	$0.00	0.00%	0.00%	1/1/19
$ 2,500.00	$2,500.00	$2,500.00	$0.00	0.00%	0.00%	8/1/19
$ 3,000.00	$3,000.00	$3,000.00	$0.00	0.00%	0.00%	1/1/19
$ 112,500.00	$112,500.00	$112,500.00	$0.00	0.00%	0.00%	7/1/19
$ 112,500.00	$112,500.00	$112,500.00	$0.00	0.00%	0.00%	7/1/18
$ 4,612,301.00	$547,732.00	$508,937.00	#########	8.00%	0.00%	10/1/19
$ 748.00	$748.00	$748.00	$0.00	0.00%	0.00%	1/1/20
$ 1,500.00	$1,500.00	$1,500.00	$0.00	0.00%	0.00%	6/1/19
$ 585.00	$585.00	$532.00	$53.00	10.00%	0.00%	6/15/19
$ 585.00	$585.00	$532.00	$53.00	10.00%	0.00%	6/15/19
$ 20,000.00	$20,000.00	$20,000.00	$0.00	0.00%	0.00%	1/1/20
$ 10,000.00	$10,000.00	$10,000.00	$0.00	0.00%	0.00%	7/1/19
$ 4,622,455.00	$928,585.00	$1,206,487.00	#########	26.00%	0.00%	10/1/18
$ 82,780.00	$82,780.00	$82,780.00	$0.00	0.00%	0.00%	7/1/19
$ 162,666.00	$162,666.00	$150,617.00	#########	8.00%	0.00%	1/1/19
$ 131,976.00	$131,976.00	$122,200.00	#########	8.00%	0.00%	2/1/20
$ 12,000.00	$12,000.00	$12,000.00	$0.00	0.00%	0.00%	7/1/19
$ 80,000.00	$80,000.00	$80,000.00	$0.00	0.00%	0.00%	11/1/19

$ 30,000.00	$30,000.00	$30,000.00	$0.00	0.00%	0.00%	11/18/19
$ 22,128,120.00	$11,671,831.00					

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

11/30/20   11/14/19 USC

	Proposal #	Grant/Cont	Project Sou	Project Pur	Status	Title	Lead PI Nar	Lead PI Hor	Lead PI Hor
1	152000-20-	Contract	State - (STA	Service	Sponsor Aw	South Caro	Hodges, Th	Instruction	College of E
2	152000-20-	Grant	Private, Fou	Service	SAM Appro	The Voices	Hale, Jon	Educationa	College of E
3	152100-20-	Grant	Federal - (F	Research	Sponsor De	Exploring th	Brian, Ali	Physical Ed	College of E
4	152200-20-	Contract	Federal - (F	Training	Sponsor Aw	Building a S	Googe, Hea	Child Devel	College of E
5	152200-20-	Contract	Federal - (F	Service	Sponsor Aw	Manageme	McDonald,	Child Devel	College of E
6	152200-20-	Contract	Federal - (F	Service	Sponsor Aw	Child Care I	Rao, Vasant	Child Devel	College of E
7	152200-20-	Grant	Federal - (F	Research	SAM Appro	Advanceme	Irvin, Matth	Educationa	College of E
8	152200-20-	Grant	Federal - (F	Research	SAM Appro	BCSER: IRM	Irvin, Matth	Educationa	College of E
9	152300-20-	Grant	Private, Fou	Research	SAM Appro	Reconnecti	Ylimaki, Ros	Education -	College of E
10	152300-20-	Grant	Private, Fou	Service	SAM Appro	"Free ar	Ylimaki, Ros	Education -	College of E
11	152300-20-	Grant	Federal - (F	Research	Sponsor Aw	Investigatir	Tran, Henry	Educ. Leade	College of E
12	152300-20-	Grant	Private, Fou	Research	SAM Appro	Best Places	Tran, Henry	Educ. Leade	College of E
13	152300-20-	Grant	Federal - (F	Training	SAM Appro	SC Beyond	Jenkins-Her	Instruction	College of E
14	152300-20-	Grant	Private, Fou	Research	SAM Appro	Leveraging	Tran, Henry	Educ. Leade	College of E
15	152300-20-	Grant	Private, Fou	Service	SAM Appro	Revisioning	Jenkins-Her	Instruction	College of E
16	152300-20-	Grant	Private, Fou	Research	SAM Appro	Influence o	Yao, Christi	Educ. Leade	College of E
17	152300-20-	Grant	Private, Fou	Research	SAM Appro	Higher Edu	Anderson, (	Educ. Leade	College of E
18	152300-20-	Grant	Private, Fou	Research	SAM Appro	An Analysis	Martinez, D	Educ. Leade	College of E
19	152300-20-	Grant	Private, Fou	Research	SAM Appro	From 'Ca	Yao, Christi	Educ. Leade	College of E
20	152300-20-	Grant	Private, Fou	Research	SAM Appro	The Role of	Cunninghar	Educ. Leade	College of E
21	152400-20-	Grant	Private, Fou	Research	SAM Appro	Developing	Trevors, Gr	Educationa	College of E
22	152400-20-	Grant	Federal - (F	Research	Sponsor De	Project ASC	Plotner, Tor	Educationa	College of E
23	152400-20-	Grant	Federal - (F	Research	Sponsor Aw	Project IMF	Limberg-Oh	Educationa	College of E
24	152400-20-	Grant	State - (STA	Service	Sponsor Aw	DDSN-USC	Wolfe, Kati	Educationa	College of E
25	152400-20-	Contract	State - (STA	Research	Sponsor Aw	Evaluation	Brown, Will	Educationa	College of E
26	152400-20-	Contract	Federal - (F	Training	Sponsor Aw	Project CRE	Marshall, K	Educationa	College of E
27	152400-20-	Grant	Federal - (F	Research	SAM Appro	Behavioral	DiStefano, (	Educationa	College of E
28	152400-20-	Contract	State - (STA	Service	Sponsor Aw	Carolina LIF	Plotner, Tor	Educationa	College of E
29	152400-20-	Grant	Private, Fou	Research	SAM Appro	Addressing	Dawes, Mo	Educationa	College of E
30	152400-20-	Grant	Private, Fou	Research	SAM Appro	A Freedom	Hale, Jon	Educationa	College of E
31	152400-20-	Grant	Private, Fou	Research	SAM Appro	Developing	Trevors, Gr	Educationa	College of E
32	152400-20-	Contract	Federal - (F	Research	SAM Appro	Determinar	Carlson, Rya	Educationa	College of E
33	152400-20-	Grant	Private, Fou	Research	SAM Appro	Building Ea	Ascetta, Ka	Educationa	College of E
34	152400-20-53448		State - (STA	Service	SAM Appro	South Caro	Stinnett, Ch	Educationa	College of E
35	152400-20-	Grant	Federal - (F	Research	SAM Appro	Statistical p	Liu, Xiaofer	Educationa	College of E
36	152400-20-	Grant	Private, Fou	Research	SAM Appro	An Evaluati	McCammor	Educationa	College of E
37	152400-20-	Grant	Federal - (F	Service	SAM Appro	The Freedo	Hale, Jon	Educationa	College of E
38	152400-20-	Grant	Private, Fou	Research	SAM Appro	A Pattern o	Hale, Jon	Educationa	College of E
39	152400-20-	Grant	Federal - (F	Research	SAM Appro	RAPID: Dev	Trevors, Gr	Educationa	College of E
40	152400-20-	Grant	Federal - (F	Training	SAM Appro	Project ASC	Plotner, Tor	Educationa	College of E
41	152400-20-	Grant	Private, Fou	Research	SAM Appro	School Cou	Limberg-Oh	Educationa	College of E
42	152500-20-	Grant	Private, Fou	Research	SAM Appro	Plant Scien	Thompson,	Instruction	College of E
43	152500-20-	Grant	Private, Fou	Research	Sponsor Aw	Exploring th	Wang, Yang	Instruction	College of E
44	152500-20-	Grant	Private, Fou	Research	Sponsor Aw	EDUC 635:	Muller, Me	Instruction	College of E
45	152500-20-	Grant	Federal - (F	Training	SAM Appro	Supporting	Ciphrah, Re	Education -	College of E
46	152500-20-	Grant	State - (STA	Service	SAM Appro	Young, Gift	Jenkins-Her	Instruction	College of E

47	152500-20-	Grant	Federal - (F	Research	SAM Appro	Enacting a (	Boyd, Fenic	Instruction	College of E
48	152500-20-	Grant	Private, Fou	Service	SAM Appro	Revisioning	Jenkins-Her	Instruction	College of E
49	152500-20-	Grant	Private, Fou	Research	SAM Appro	Teachers Cl	Karsli Calan	Instruction	College of E
50	152500-20-	Grant	Private, Fou	Research	SAM Appro	Do I trust tl	Wynter-hoy	Instruction	College of E
51	152500-20-	Grant	Private, Fou	Service	SAM Appro	Creating Di	Bauer, Eury	Instruction	College of E
52	152500-20-	Contract	Private, Fou	Research	SAM Appro	Developing	Curcio, Rac	Instruction	College of E
53	152500-20-	Grant	Federal - (F	Research	SAM Appro	Collaborativ	Yee, Sean	Mathemati	College of A
54	152500-20-	Grant	State - (STA	Service	Sponsor Aw	Center of E	Roy, Georg(	Instruction	College of E
55	152500-20-	Contract	Federal - (F	Training	Sponsor Aw	To Improve	Baum, Ange	Instruction	College of E
56	152500-20-	Grant	Private, Fou	Training	SAM Appro	Administrat	Bauer, Eury	Instruction	College of E
57	152500-20-	Grant	Private, Fou	Research	SAM Appro	Preparatio	Baker, Meli	Instruction	College of E
58	152500-20-	Grant	Private, Fou	Research	SAM Appro	Re-Imaginir	Compton-Ll	Instruction	College of E
59	152500-20-	Grant	Private, Fou	Research	SAM Appro	Freedom D	Wynter-hoy	Instruction	College of E
60	152500-20-	Grant	Private, Fou	Research	SAM Appro	Developing	Spence, Lu(	Instruction	College of E
61	152700-20-	Contract	State - (STA	Service	Sponsor Aw	Evaluation (	Monrad, Di	SC Educatic	College of E
62	152800-20-	Contract	Private, Fou	Training	Sponsor Aw	SC Educatic	Hudson, To	SC School Ii	College of E
63	152800-20-	Grant	Private, Fou	Service	SAM Appro	Family Fina	Beaty, Julia	SC School Ii	College of E
64	152900-20-	Contract	State - (STA	Research	Sponsor Aw	Community	D'Amico, Le	Research, E	College of E
65	152900-20-	Contract	State - (STA	Service	Sponsor Aw	Standards-I	Lewis, Ashl(	Research, E	College of E
66	152900-20-	Contract	State - (STA	Service	Sponsor Aw	ABC Projec	Lewis, Ashl(	Research, E	College of E
67	152900-20-	Grant	State - (STA	Research	Sponsor Aw	Research S(	Dickenson,	Research, E	College of E
68	155100-20-	Grant	Federal - (F	Research	Sponsor De	IGE Progran	Matthews,	Chemical Ei	College of E
69	155200-20-	Grant	Federal - (F	Research	SAM Appro	Track II: Br	Gholizadeh	Civil & Envi	College of E
70	155400-20-	Grant	Federal - (F	Research	SAM Appro	AMSTEM-C	Harik, Ram	Mechanical	College of E
71	155600-20-	Grant	Private, Fou	Research	SAM Appro	Correcting '	Wu, Dezhi	IIT - Engine	College of E

PIs	Co-PIs	Key Person	Other Person	Sponsoring	Amount First Year	Indirect Cost First Year
Education	Van Buren,	Kunz, Gina,	Hikmet, Ne	South Caro	$112,500.00	$0.00
Education			Donaldson,	The Spence	$50,000.00	$0.00
Education	Stodden, D	Starrett, Angie		National In:	$260,750.00	$132,909.00
Education				SC Departm	$1,040,829.00	$58,401.00
Education				SC Departm	$2,164,058.00	$143,856.00
Education				SC Departm	$504,002.00	$35,482.00
Education	Limberg-Ohrt, Dodie, L	Starrett, Ar		National Sc	$589,382.00	$133,461.00
Education	DiStefano,	Limberg-Ohrt, Dodie, L		National Sc	$335,178.00	$93,783.00
Education				The Spence	$46,325.00	$0.00
Education	Gause, Simone, Platt, Spencer			Gaylord & I	$60,500.00	$0.00
Education	Platt, Spencer		Farkas, Csil	National Sc	$136,540.00	$41,285.00
Education				Spencer Fo	$70,000.00	$0.00
Education	Boutte, Gloria			National En	$119,949.00	$16,704.00
Education	Cunninghar	Lopez-Robe	Hardie, Suz	William T. (	$196,419.00	$25,620.00
Education				The Spence	$49,950.00	$0.00
Education				NASPAâ€"S	$5,000.00	$0.00
Education				The Spence	$50,000.00	$0.00
Education				The Spence	$17,500.00	$0.00
Education				The Spence	$44,410.00	$0.00
Education	Hardie, Suz	Ylimaki, Rose		The Spence	$35,573.00	$0.00
Education				The Spence	$47,453.00	$0.00
Education	Holt, Ashley, Stinnett, Chelsea, Wo			U.S. Depart	$213,451.00	$19,854.00
Education	Ohrt, Jonathan, Wolfe, Katie, Yell, I			U.S. Depart	$108,030.00	$8,002.00
Education				SC Departm	$65,552.00	$0.00
Education	Greer, Fred	DiStefano, Christine, Lit		SC Educatic	$100,000.00	$0.00
Education				SC Departm	$375,554.00	$27,818.00
Education	Greer, Fred, Shi, Dexin			Institute of	$331,779.00	$103,089.00
Education	Stinnett, Chelsea			South Carol	$316,500.00	$0.00
Education	Trevors, Greg			The Spence	$20,500.00	$0.00
Education				The Spence	$50,000.00	$0.00
Education			Wu, Dezhi, Duffy, Melis	Prisma Hea	$20,000.00	$0.00
Education				Virginia Cor	$15,477.00	$0.00
Education	Ross, Robbie			Duke Endov	$113,024.00	$0.00
Education				SC Develop	$53,895.00	$19,014.00
Education				National Sc	$83,256.00	$24,091.00
Education				Organizatic	$2,000.00	$0.00
Education	Donaldson, Bobby			National En	$74,911.00	$10,794.00
Education	Boutte, Gloria			The Spence	$50,000.00	$0.00
Education				National Sc	$199,614.00	$62,356.00
Education	Stinnett, Chelsea, Wolf		Holt, Ashle	Office of Sp	$234,912.00	$6,426.00
Education				Florida Atla	$14,722.00	$0.00
Education	Fu, Zhengqing			The Spence	$50,000.00	$0.00
Education	Arslan-Ari, Ismahan			Center for I	$748.00	$0.00
Education				Academic E	$2,500.00	$0.00
Education	Harbour, Kr	Thompson, Stephen		National Sc	$74,974.00	$15,693.00
Education	Boutte, Gloria		Donaldson,	South Carol	$59,706.00	$0.00

Department	Investigators	Sponsor	Amount	Amount 2
Education	Ciphrah, Regina	National Sc	$162,581.00	$26,125.00
Education		The Spence	$49,967.00	$0.00
Education		Spencer Fo	$70,000.00	$0.00
Education		Spencer Fo	$70,000.00	$0.00
Education	Sanchez, Lenny, Wang, Yang	The Spence	$49,998.00	$0.00
Education		The Spence	$23,203.00	$3,027.00
Arts and Sciences		National Sc	$78,118.00	$25,690.00
Education	Irvin, Matthew, Limber, Lotter, Chri	SC Commiss	$112,500.00	$0.00
Education		Beverly Hur	$343,727.00	$20,506.00
Education	Brown, Kara, Sanchez, Lenny, Wang	The Spence	$50,000.00	$0.00
Education		The Spence	$50,000.00	$0.00
Education	Curcio, Rachelle, Currin Baker, Meli	The Spence	$50,000.00	$0.00
Education	Boutte, Gloria, Braden, Eliza, Long,	The Spence	$50,000.00	$0.00
Education		The Spence	$19,613.00	$0.00
Education	Ene, Mihaela, Leighton, Elizabeth	Florence Co	$20,000.00	$0.00
Education		SC-EPFP Ad	$10,000.00	$0.00
Education	Kunz, Gina, Lewis, Ashlee	United Way	$99,999.00	$0.00
Education		SC Educatic	$82,780.00	$0.00
Education	Zhang, Xiac	SC Departm	$80,000.00	$0.00
Education	Dickenson, Tammiee	Winthrop U	$30,000.00	$0.00
Education	D'Amico, Leigh	South Carol	$131,976.00	$9,776.00
Engineering	Kunz, Gina	National Sc	$174,839.00	$117,342.00
Engineering	Carlson, Ryan, Lyons, Jed	National Sc	$223,924.00	$106,125.00
Engineering	Bayoumi, Abdel, Berry, Barnett, Irv	DOD	$989,936.00	$302,182.00
Engineering	Duffy, Melissa, Trevors, Greg	Gates Foun	$100,000.00	$0.00

Total Project Amount	Start Date	End Date	Project Years
$112,500	7/1/19	8/31/20	1
$50,000	5/1/20	5/31/21	1
$406,282	4/1/20	3/31/22	2
$1,040,829	10/1/19	9/30/20	1
$2,164,057	10/1/19	9/30/20	1
$504,002	10/1/19	9/30/20	1
$2,116,261	6/1/20	5/31/24	4
$1,000,000	1/1/21	12/31/23	3
$49,475	1/1/20	12/31/21	2
$121,000	1/1/20	12/31/21	2
$351,954	5/1/20	4/30/23	3
$70,000	7/1/20	6/30/21	1
$119,949	10/1/20	12/31/21	2
$1,000,000	3/9/21	3/8/25	4
$49,950	5/1/20	8/31/21	2
$5,000	8/1/20	7/31/21	1
$50,000	8/1/20	8/31/22	3
$50,000	7/15/20	6/14/23	3
$44,410	8/1/20	12/31/21	2
$49,920	8/1/20	7/31/22	2
$49,953	1/1/20	3/31/21	2
$1,157,000	1/1/20	12/31/25	5
$1,102,217	11/1/19	10/31/24	5
$65,552	8/1/19	5/15/20	1
$100,000	7/1/19	6/30/20	1
$375,554	8/1/19	8/30/20	1
$1,290,731	7/1/20	6/30/24	4
$316,500	10/31/19	10/30/20	1
$49,559	7/1/20	6/30/22	2
$50,000	8/1/20	7/31/21	1
$20,000	4/1/20	3/31/21	1
$31,066	3/31/20	3/30/22	2
$249,612	8/1/20	7/31/23	3
$53,895	7/1/20	6/30/21	1
$249,401	8/1/20	7/31/23	3
$2,000	7/1/20	12/31/21	2
$74,911	10/1/20	12/31/21	2
$50,000	10/1/20	9/30/21	1
$199,614	4/1/20	3/31/21	1
$1,185,352	1/1/21	12/31/25	5
$14,722	8/1/20	7/31/21	1
$50,000	3/1/20	9/30/21	1
$748	1/1/20	12/31/20	1
$2,500	8/1/19	7/31/20	1
$74,971	6/1/20	8/31/21	2
$59,706	12/9/19	7/26/20	1

$299,990	6/1/20	5/31/22	2
$49,968	5/1/20	8/31/21	2
$70,000	7/1/20	6/30/21	1
$70,000	7/1/20	6/30/21	1
$49,998	2/1/21	3/31/22	2
$119,974	1/1/21	6/30/25	5
$180,000	8/1/20	7/31/23	3
$112,500	7/1/19	8/31/20	2
$343,727	4/25/20	4/24/21	1
$50,000	4/1/21	6/30/22	2
$50,000	6/1/20	12/31/21	2
$50,000	6/1/20	8/31/22	3
$50,000	7/1/20	6/30/21	1
$50,000	9/1/20	8/31/23	3
$20,000	1/1/20	6/30/20	1
$10,000	7/1/19	6/30/20	1
$99,999	7/1/20	6/30/21	1
$82,780	7/1/19	6/30/20	1
$80,000	11/1/19	3/30/20	1
$30,000	11/18/19	11/30/20	1
$131,976	2/1/20	4/3/20	1
$497,414	7/1/20	6/30/23	3
$640,872	6/1/20	5/31/25	3
$3,000,000	9/1/20	8/31/23	3
$100,000	1/1/20	12/31/20	1
$22,470,351			

Appendix 5. Academic Analytics Report

Faculty Self-Reported Publications for 2019

- **75 in print** publications in 2019
- **190 in press** publications
- Average journal impact factor for 2019 articles = **1.629**
- Average journal impact factor for in press articles = **2.038**

2019 Scholarship Highlights by Department

Instruction and Teacher Education
Category: Curriculum and Instruction
Ranked 22nd out of 103 departments nationally for number of dollars per grant ($331K; federal grants)
Tied for 5th for total number of books published (5)

Educational Studies
Category: Education, General
Tied for 6th (86th percentile) highest Scholarly Research Index (articles, awards, books and citations)

Educational Leadership and Policies
Category: Educational Leadership and Administration
75 percent of faculty published in peer-reviewed journals, including top tier outlets for the field
Faculty collaborated with more than 10 other universities nationally on books and peer-reviewed articles

Physical Education
Category: Health, Physical Education, Recreation
Ranked 5th out of 63 departments nationally for number of articles per author (5.2)
Ranked 4th for number of citations per faculty (16.2)

2019 Scholarship Productivity Across the 8 College of Education PhD Programs

- Total Publications (n=102) = **121** (M=1.16; SD=2.17)
  - Total Pubs from Dissertation Work = **6**
- Total First/Solo Authored National/International Research Presentations (n=102) = **115** (M=1.16; SD=1.97)
- Total First/Solo Authored State/Regional Research Presentations (n=102) = **88** (M=0.88; SD=1.74)
- Total First/Solo Authored Local Research Presentations (n=102) = **52** (M=0.53; SD=1.26)
- Total Grant Applications as PI (n=99) = **39** (M=0.40; SD=1.01)
- Total Grant Awards as PI (n=99) = **15** (M=0.15; SD=0.51)

Appendix 8. Collaborations

Additional College of Education Internal Partnerships The CoE's "Year of Equity and Justice" will end with a symposium, Educational Inquiry for Equity & Justice Symposium, sponsored by the College's three offices (Diversity, Equity, & Inclusion; Research and Innovation; and Academic Affairs) that seeks to bring together College of Education faculty, staff, graduate students and partners around the notion of inquiry as the pursuit of equity and justice. Conceived of as a mini-conference with presentations (paper, panel, poster, and roundtable) of inquiry/research project conducted by attendees, the symposium will also serve as an opportunity for the various groups/programs/committees who took up a Framework priority (or related questions) during the year to share their success, challenges, and future plans. The ODEI was proud to sponsor the university's first ever Critical Race Theory Summer Institute (CRTSI) last June. The 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 2020 planning team, which includes faculty from three of the College's four departments as well as faculty associated with the College's Center for Innovation in Higher Education, have begun meeting to plan for this year's institute. Among their goals for 2020 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. The institute opened with a welcome gathering and "visionary leader" session focused on CRT research and praxis followed by two days of concurrent introductory and advanced workshops. Workshops included critical race history, theories, and methodologies and concluded with goal setting/planning for research and praxis. Additional College of Education External Partnerships Facilitated and hosted by the CoE's ODEI, Dreaming Beyond Graduation was a partnership initiative with Richland One School District. Co-sponsored by UofSC's Office of International Student Services, Office of Admissions, and Office of Diversity and Inclusion, the purpose of the event was to introduce R1 ESOL high school students to the University of South Carolina with a targeted recruitment program that included a guided campus tour, an admissions talk, and a lunch-time motivational program which introduced the students to successful professionals - business owners, technicians, and UofSC alumni – who began their education as English language learners. In all 111 students (and 12 chaperones) from five area high schools gain access to pertinent information about the University, as well as college-readiness, and were encouraged to pursue higher education after high school graduation.

EXTERNAL RESEARCH PARNTERSHIPS

Title	PARTNER
University of South Carolina Science and Mathematics Teachers Initiative Phase 2 (USC-SMTI P2): Continuing to Improve Teacher Preparation & Retention	Central Carolina Technical College
Management & Administration of the Child Care Resource and Referral Network 2019-2020	Palmetto Shared Services Alliance

Building a Statewide System for Inclusion 2019-20	Beginnings South Carolina
Building a Statewide System for Inclusion 2019-20	University of Florida
Carolina Family Engagement Center (CFEC)	Abraham Wandersman Services LLC
Carolina Family Engagement Center (CFEC)	Family Connection of South Carolina
Home C2OOKING: Creative Culinary Opportunities Offering Kids Inquiry-Based Nutritional Genius	University of Nebraska - Lincoln
A Psychometric Investigation of Universal Screening for Social-Emotional Development in Preschool Using Parent and Teacher Informants	University of California at Santa Barbara
Free and Equal: The Promise of Reconstruction in America	Night Kitchen Interactive
Youth Violence and Victimization: Predicting Responses to Peer Aggression	North Carolina State University
South Carolina Preschool Development Grant Birth through Five	Mad Monkey, INC
Management & Administration of the Child Care Resource and Referral Network Extension	Mad Monkey, INC
Building a Statewide System for Inclusion 2018-19	Family Connection of South Carolina
Building a Statewide System for Inclusion 2018-19	Beginnings South Carolina
Building a Statewide System for Inclusion 2018-19	University of Florida

A Psychometric Investigation of Universal Screening for Social-Emotional Development in Preschool Using Parent and Teacher Informants	University of Oregon
Management & Administration of the Child Care Resource and Referral Network 2018-2019	Mad Monkey, Inc.
Management & Administration of the Child Care Resource and Referral Network 2018-2019	University of Florida
Building a Statewide System for Inclusion 2017-18	Beginnings SC
Determining the Prevalence of Suspension and Expulsion Practices in Child Care Settings in South Carolina	University of Florida
Building a Statewide System for Inclusion 2017-18	Family Connection South Carolina
Building a Statewide System for Inclusion 2017-18	University of Florida
Management & Administration of the Child Care Resource and Referral Network 2017-2018	Mad Monkey, Inc.
Community Block Grants Program Evaluation	Clemson University
Management & Administration of the Child Care Resource and Referral Network 2017-2018	University of Florida
Child Care Accessibility Index: Leveraging SC Child Care Administrative Data to Inform State CCDBG Subsidy Policies	University of Florida
Building a Statewide System for Inclusion 2015-16	University of Florida
Building a Statewide System for Inclusion 2015-16	Family Connections
Building a Statewide System for Inclusion 2015-16	Greenville Hospital System

Management & Administration of the Child Care Resource and Referral Network 2016-17	University of Florida
Community Block Grants Pilot Program Evaluation	Clemson University
University of South Carolina Science and Mathematics Teachers Initiative (USC-SMTI)	Midlands Technical College
Training and Special Events to Improve the Quality of Child Care for South Carolina Families 2013-14	Bright from the Start Georgia Dept. of Early Care & Learning
Building a Statewide System for Inclusion 2013-14	SC ORS
Management & Administration of the Child Care Resource and Referral Network 2013-2014	United Way of Sumter, Clarendon & Lee Counties
Management & Administration of the Child Care Resource and Referral Network 2013-2014	Trident United Way
Management & Administration of the Child Care Resource and Referral Network 2013-2014	United Way of the Midlands
Management & Administration of the Child Care Resource and Referral Network 2013-2014	United Way of Greenville County
Management & Administration of the Child Care Resource and Referral Network 2013-2014	United Way of Sumter, Clarendon & Lee Counties
Management & Administration of the Child Care Resource and Referral Network 2013-2014	Trident United Way
Management & Administration of the Child Care Resource and Referral Network 2013-2014	United Way of the Midlands
Management & Administration of the Child Care Resource and Referral Network 2013-2014	United Way of Greenville County

Paraprofessionals Preservice Improvement Grant	Greenville Technical College
Paraprofessionals Preservice Improvement Grant	Trident Technical College
Paraprofessionals Preservice Improvement Grant	Midlands Technical College
Improve the Quality of Child Care for South Carolina Families 2013-14	Columbia University
Building a Statewide System for Inclusion 2012-2013	SC Office of Research and Statistics
Training and Special Events to Improve the Quality of Child Care for South Carolina Families 2012-13	Bright from the Start Georgia Dept. of Early Care & Learning
University of South Carolina Science and Mathematics Teachers Initiative (USC-SMTI)	Orangeburg-Calhoun Technical College
Management & Administration of the Child Care Resource & Referral Network 2012-2013	Trident United way
Management & Administration of the Child Care Resource & Referral Network 2012-2013	United Way of Greenville County
Management & Administration of the Child Care Resource & Referral Network 2012-2013	United Way of the Midlands
Improve the Quality of Child Care for South Carolina Families 2012-13	WestEd Center for Child and Family Studies
Developing Community Indicators of School Readiness (SC First Steps)	Clemson University
Building a Statewide System for Inclusion (Ages & Stages Component)	SC State Budget & Control Board Office of Research & Statistics

Training and Special Events to Improve the Quality of Child Care for South Carolina Families 2011-12	WestEd Center for Child and Family Studies
Training and Special Events to Improve the Quality of Child Care for South Carolina Families 2011-12	Bright from the Start: Georgia Department of Early Care & Learning
Management and Administration of the Child Care Resource & Referral Network (2011-2012)	United Way of The Midlands
Management and Administration of the Child Care Resource & Referral Network (2011-2012)	United Way of Sumter, Clarendon and Lee Counties Inc.
Management and Administration of the Child Care Resource & Referral Network (2011-2012)	Trident United Way
Management and Administration of the Child Care Resource & Referral Network (2011-2012)	Trident United Way
Management and Administration of the Child Care Resource & Referral Network (2011-2012)	United Way of Greenville County
Management and Administration of the Child Care Resource & Referral Network (2011-2012)	United Way of Greenville County
Improve the Quality of Child Care for South Carolina Families 2011-12	WestEd Center for Child & Family Studies
ARRA Child Care Quality Enhancement Project	Ohio Child Care Resource & Referral Association

Training and Special Events to Improve the Quality of Child Care for South Carolina Families 2010-11	West Ed Center for Child & Family Studies
Sankofa: Understanding Sierra Leones History, Language, and Culture To Teach Future Generations	Sierra Leone Gullah Heritage Association
South Carolina Program for Infant/Toddler Care - Infant-Toddler Specialist Network (2010-11)	SC Budget & Control Board Office of Research & Statistics
Improve the Quality of Child Care for South Carolina Families 2010-11	WestEd Center for Child and Family Studies
Technical Assistance and Development Project for an Electronic System of Data Collection and Authentic Assessment for Infant and Toddlers (Year 3)	State Budget and Control Board
Improve the Quality of Child Care for South Carolina Families	WestEd Center for Child and Family Studies
Diverse Pathways in Teacher Preparation: A Collaborative Approach for South Carolina 2- and 4-Year Colleges	Center for Education Recruitment, Retention & Advancement (CERRA)
Diverse Pathways in Teacher Preparation: A Collaborative Approach for South Carolina 2- and 4-Year Colleges	Richland County School District One
Diverse Pathways in Teacher Preparation: A Collaborative Approach for South Carolina 2- and 4-Year Colleges	Midlands Technical College

Technical Assistance and Development Project for an Electronic System of Data Collection and Authentic Assessment for Infant and Toddlers (Year 2)	South Carolina State Budget & Control Board Office of Research & Statistics
Improve the Quality of Childcare for South Carolina Families Extension Number Three/Amendment Number Four	West Ed
Training and Special Events to Improve the Quality of Child Care for South Carolina Families	West Ed partners for Quality
Technical Assistance and Development Project for an Electronic System of Data Collection and Authentic Assessment for Infant and Toddlers	SC State Budget and Control Board Office of Research and Statistics
South Carolina Program for Infant/Toddler Care - Infant-Toddler Specialist Network	West Ed
Improve the Quality of Child Care for South Carolina Families	WestEd, Center for Child & Family Studies
High School Teacher Inquiry and Technology Professional Development Program	South Carolina Governor's School for Science and Mathematics
Improve the Quality of Child Care for South Carolina Families - Extension	WestEd
Diverse Pathways in Teacher Preparation: A Collaborative Approach for South Carolina 2- and 4-Year Colleges	Charleston County School District

Diverse Pathways in Teacher Preparation: A Collaborative Approach for South Carolina 2- and 4-Year Colleges	Trident Technical College
Coursework and Training for School Age Staff, Agency/ Organization Staff, Regulatory Staff and Early Childhood Faculty and Mentors	Trident Technical College
Coursework and Training for School Age Staff, Agency/ Organization Staff, Regulatory Staff and Early Childhood Faculty and Mentors	WestEd Center for Child and Family Studies
Diverse Pathways in Teacher Preparation: A Collaborative Approach for South Carolina 2- and 4-Year Colleges	Orangeburg-Calhoun Technical College
Diverse Pathways in Teacher Preparation: A Collaborative Approach for South Carolina 2- and 4-Year Colleges	College of Charleston
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Deborah Cryer, PhD
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	WestEd Center for Child and Family Studies
Partners for the Enhancement of Clinical Experiences	Benedict College
Partners for the Enhancement of Clinical Experiences	Winthrop University
Partners for the Enhancement of Clinical Experiences	Furman University
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Central Carolina Technical College
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Spartanburg Technical College

Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Winthrop University
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	York Technical College
Writing Improvement Network	Chesterfield County School District
Writing Improvement Network	Lexington County School District Two
Standards-Based Arts Assessment in South Carolina	Columbia College
Standards-Based Arts Assessment in South Carolina	Palmetto Center for the Arts
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	SC State University Educational Foundation
Writing Improvement Network	Chesterfield County School District
Writing Improvement Network	Lexington County School District Two
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Winthrop University
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Benedict College
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Central Carolina Technical College
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Northeastern Technical College

Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Denmark Technical College
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Florence-Darlington Technical College
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	West Ed, Center for Child & Family Studies
Writing Improvement Network	Chesterfield County School District
Writing Improvement Network	Lexington School District #2
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Cental Carolina Technical College
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Columbia College
USC-PT3 Consortium to Improve the Technology Education of Pre-Service Teachers	Florence-Darlington Tech. College
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Trident Technical College
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	Benedict College
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	SC State Univ. Ed. Fdn.
Graduate Coursework and Certification for Early Childhood Faculty and Mentors	West Ed, Center for Child & Family Studies
Writing Improvement Network	Dillion County School District One

The South Carolina Research Initiative: Impact on the Reading Skills and Strategies of Children in Grades K-5 and on Teacher's Reading Beliefs and Practices	Ohio State University Res. Fdn.
Writing Improvement Network	Chesterfield County School District
Writing Improvement Network	Lexington County School District Two
Building a Statewide System for Inclusion 2019-20	Family Connection of South Carolina
Free and Equal: The Promise of Reconstruction in America	Walking Cinema
Management & Administration of the Child Care Resource & Referral Network 2012-2013	United Way of Sumter, Clarendon & Lee Counties
Writing Improvement Network	Lexington County School District 2