

College of Education Blueprint for Academic Excellence 2014 - 2015

I. Executive Summary

A. Contribution to the Academic Dashboard

Much of our work focuses on contributing to the Academic Dashboard. We have reviewed our potential for growth. We have developed much of the online program for Palmetto College. We recruit honors-college-caliber students with the Teaching Fellows Program, to address both growth and SAT average. We have ascertained student satisfaction with advisement, yet continue to implement strategies to enhance retention and graduation rate. With the growth of our faculty, we have brought the student-faculty ratio to 14 to 1. Research expenditures have stayed steady in the past two years, and we have invested in our research centers to increase external funding. Faculty research productivity is consistent with a “very high research activity” university. Our doctoral degree contribution to the University remains proportionally high.

Here are some specific statistics related to the Academic Dashboard. **Undergraduate enrollment** increased by 10 percentage points in the past year. The **average SAT score** of entering freshmen increased by 6 points, the **freshman-sophomore retention rate** increased by 6 percentage points, and the **six-year graduation rate** increased by 10 percentage points. The **student-faculty ratio** is now 14 to 1. **Research expenditures** held steady at \$1.0 million. **Faculty research productivity** per faculty member during the past year was 1.9 peer-reviewed articles, 3.2 presentations, 0.1 books, 0.6 chapters, 0.1 awards, 0.8 funding proposals, and 0.6 funding awards. The College awards a proportionately large number of **doctoral degrees**.

B. Contribution to Key Performance Parameters

All five college annual and five-year goals are clearly related to the key performance parameters. We naturally place a high emphasis on quality education. This is reflected in our goals for our degree programs, but also in our work with school districts and education agencies, relating directly to the performance parameter of service to the State. We continue to balance the responsibilities of a professional school with our contribution to the research mission of a research university.

Specifically, Goal #1 (strengthening internal and external communication) provides the kind of information that will draw stakeholders to look to the University for educational solutions as we provide service to the State. Goal #2 (leading in technological innovation for teaching, educating teachers, and conducting research in educational arenas) directly supports quality teaching and research recognition. Goal #3 (addressing State needs in education) defines our role in providing service to the State. Goal #4 (maintaining some programs that are nationally recognized) addresses research recognition. Goal #5 (being a diverse and supportive community in teaching and research) address key parameters by enhancing the quality of our teaching, achieving research recognition, and serving the educational needs of a State with a diverse population. Most or all of these goals serve to promote the sustainability of our work, our College, and our University.

II. Meeting Academic Dashboard Targets

1. Total Undergraduate Enrollment. The College of Education undergraduate student headcount enrollment increased by 10%, from 1119 students in fall 2012 to 1228 students in fall 2013. Each of the five undergraduate programs in the College of Education experienced an increase. Additionally, enrollment has increased 12% since 2010. A discussion about program capacity and potential growth is underway in the college. Each department has prepared a report on load and capacity for analysis. The Committee for Initial Teacher Education Programs (CITEP) has reviewed the state teacher supply and demand report to plan for future areas of need.

We have invested in the ongoing development of the online BA in Elementary Education for the USC Palmetto College and have obtained CHE approval to offer this program via distance learning. Eight courses, representing the first year of the program, have been fully developed in online format with eight more currently in development. Our first cohort of 12 students represents 11 South Carolina counties. This is progress toward the program's goal to provide quality teacher preparation to South Carolinians in diverse locations in the State.

We have continued our efforts with the SC Teaching Fellows Program and currently host 132 Teaching Fellows. These are honors-college-caliber undergraduate students who have shown a strong dedication to becoming future teachers and receive funds from the State to pursue teaching. We will continue to support university recruitment activities such as the Admissions' office Open House events, the Counselor Fly-In event, Scholar Socials, and Admitted Student Days. Also, we have designated a person to arrange meetings with our faculty for prospective students and their parents. We will continue these activities in the coming year as we begin to more closely tie targeted enrollment numbers with recruitment activities.

2. Average SAT Score. The average SAT for undergraduates entering a College of Education program as freshmen increased by 6 points, from 1150 in fall 2012 to 1156 in fall 2013. Our participation in activities such as the SC Teaching Fellows helps attract quality students planning to be educators. Additionally, our growing BS in Athletic Training is attracting undergraduates with excellent credentials. We will continue to support the recruitment of quality students through participation in university recruitment efforts, such as the admissions office's Scholar Social events, aimed at high achieving students.

3. Freshman-Sophomore Retention Rate. Our freshmen-to-sophomore retention rate improved to 90.4% for the 2012 Cohort. This is up 6.4% over the previous year. Of particular note, our Education-to-Education rate improved by 8.3% over the previous year.

This past year, we made a thorough review of advisement practices with a survey of our undergraduate students. 99% of students were satisfied or very satisfied with their advisement with 92% indicating they were very satisfied. We will continue to survey students and look for areas of possible improvement as quality advisement is critical to student retention.

We continue to provide *Praxis I* (now called *Praxis Core*) exam assistance through an appointed *Praxis Core* coach. This year, the college began using *Northstar*, a *Praxis Core* preparation software system for students. Since its implementation in October 2013, we have had 47

students utilize the system. We will continue to integrate this new system into our process for assisting students with meeting this important program progression requirement.

4. Six-year Graduation Rate. Our six-year graduation rate increased to 79.1% for the 2007 Cohort. This is up 10.2% over the previous year. Similar increases have been made in the 4-year and 5-year graduation rates. A team of professional advisers work with our undergraduates to provide students accurate information regarding program requirements. Additionally, our advising staff assists our undergraduates in developing a clear plan of study to help them reach graduation. We will continue to review feedback from our students as we explore ways to continue the positive momentum of improved graduation rates.

5. Student to Faculty Ratio.

Our student-to-faculty ratio is 14 to 1. We have strategically increased the size of the faculty and implemented initiatives (e.g. college-funded enhancements to the salary compression initiative) to retain these faculty members in an attempt to keep this ratio low, even with increasing undergraduate enrollment. Graduate enrollment has declined, and as we work to reverse this trend, we will continue to watch this ratio and adjust the size of our faculty (particularly the tenured/tenure-track faculty), as needed. The size of the tenured/tenure-track faculty has increased from 64 members in fall 2011, to 77 members in fall 2013.

6. Research Expenditures. Total extramural funding continued to decline, from \$7.4 million in FY2012 to \$6.8 million in FY2013. Research expenditures stayed approximately the same as last year, at \$1.0 million. We have addressed our plans for the past year, including a revision of our internal grants program that now requires mentoring. We have yet to see this strategy result in an increased number of proposals or funding. Plans for next year will focus on professional development for our junior faculty members so that they can be equipped to write stronger funding proposals.

7. Faculty Research Productivity. The tenured/tenure-track faculty of the College published 129 articles (1.9 per faculty member) in peer-reviewed journals, provided 218 presentations (3.2 pfm) at national and international conferences, published 8 books (0.1 pfm), published 41 chapters (0.6) in edited books, and received 7 awards (0.1 pfm) from national or international organizations. Additionally, they submitted 55 funding proposals (0.8 pfm) and received funding on 44 proposals (0.6 pfm).

8. Doctoral Degrees. Of the approximately 280 doctoral graduates at the University in AY2013, the College of Education produced 69 graduates. This is a drop of 3 graduates from the previous blueprint report and is concurrent with an enrollment freeze in one program area as it recalibrates its focus away from practitioner studies and toward pure research preparation for the academy. Our strategies continue to augment quality graduate work in multiple ways. Specifically, having reviewed doctoral curricula and associated research training for doctoral students, program faculty members have: (1) developed on-line courses from several program areas so as to encourage cross disciplinary study and research, (2) broadened choices for course offerings to allow for innovative and authentic programs of study, and (3) begun initial planning for a college-wide EdD that has a curriculum core supported with various discipline strands.

III. College Goals and their Contribution to Key Performance Parameters

The relationship of progress and plans to key parameters are identified in brackets [].

A. 2014 – 2015 Academic Year Goals

Goal #1: Improve internal and external communications and public relations.

Progress. We have increased the capacity of the public relations office and have developed a comprehensive communications plan. We implemented a weekly internal communication, as well as an external presence via Facebook. We also developed an electronic mailbox for input. We have seen an increase of college news in University and external venues. We have begun expanding and aligning the content of our printed press kit with new college messaging statements. [Communicates our teaching, scholarship, and service productivity, and in so doing contributes to the sustainability of our mission.]

Plans. [All of these present College teaching, research, and service to enhance sustainability.]

- Complete a major overhaul of the College web
- Release the first issue of a new bi-annual research report, transition @Wardlaw to a quarterly electronic communication, implement a new annual report to disseminate to key audiences, and create and disseminate the first issue of a new magazine, *Impact*
- Complete a library of content for our press kit and implement a bi-annual survey that is sent to key stakeholders

Goal #2: Integrate technology into all aspects of the College, to include academic, administrative, communications, and assessment functions.

Progress. To date, we have developed 60% of the required courses for the Palmetto College BA in Elementary Education. This effort has involved members of the faculty in both the Colleges of Education and Arts and Sciences. Building on its #5 ranking for online programs, the College has fully developed online programs leading to the following degrees: MEd in Teaching, MEd in Education Administration, and the EdD in Curriculum and Instruction [to promote teaching excellence and provide service to the State]. We have developed administrative calendars to track recurring duties and are continuing work on a database for human resource and course data, integrating with Banner as it becomes available [to sustain our mission in an efficient and fiscally sound manner]. In spring 2013, the Dean gave the faculty a vote on a proposal to adopt a commercial resource for tracking productivity, but the faculty voted against this proposal.

Plans.

- Continue participation in University-led online program and course development initiatives [to enhance teaching excellence and increase program sustainability]
- Continue to integrate college functions with new Banner systems and build databases to supplement Banner systems and move all college data to a virtual server hosted by University Technology Services [to sustain our mission]
- Develop and implement a data security plan, consistent with new university guidelines [to sustain our mission]

Goal #3: Continue to enhance administrative structures and processes to improve college operations and minimize redundancy.

Progress. We have reenergized faculty governance through dialogues that have clarified the roles and processes of faculty committees. Our *Weekly Update* now includes specific requests and deadlines for college committees. We also provide administrative support to all college committees. The committee structure has become more relevant for addressing the faculty tripartite mission of teaching, research, and service in the College and in a wider venue [to address teaching, research, and service]. Additionally, we continue to reorganize staff talent across the college in a way that will maximize service to students, faculty, and others [to sustain our mission in a fiscally sound manner].

Plans.

- Continue to evaluate and systematically determine those administrative functions that can be departmentalized and those that can be centralized [to be more efficient in sustaining our mission]
- Provide our non-academic staff with more professional development and training opportunities in order to retool for a 21st century work place [to be more efficient in sustaining our mission]

Goal #4: Develop systems for implementing and ascertaining the high quality of research programs and a research culture consistent with the Carnegie designation of the University.

Progress. We now list all relevant grant opportunities in a *Weekly Update* to the faculty. We have revised two college research grants programs and placed review in the hands of our Faculty Welfare Committee, which in turn created rubrics for consistent review. Our communications plan now includes target dates for both an in-print and online bi-annual research report that will contain research briefs [to promote scholarship]. We have not yet created College-level research dashboard items or collected program-level research data, so these will stay on our plans for the coming year.

Plans.

- Develop College-level research dashboard items (e.g. faculty publications; student publications; research expenditures) [to promote research reputation]
- Collect program-level data on research productivity and develop plans for strengthening programs, as needed [to promote research productivity and reputation]
- Develop and offer in-house professional development sessions for proposal preparation, drawing on University expertise in this area [to promote research productivity and reputation]

Goal #5: Promote a college culture that supports diversity of personnel, students, curriculum, pedagogy, and partnerships.

Progress. We now require a criterion-applicant matrix in hiring recommendations [to enhance teaching, research, and service through diverse populations]. The Diversity Committee sponsors colloquia conferences [to strengthen teaching and research]. Departments have assigned a

diversity representative to performance review committees [to support teaching, research, and service]. The College is working to make sure that there is diversity among its school partnerships in order to provide diverse field experiences for students and faculty [to provide teaching excellence]. The College continues to explore the potential for relationships with international partners to enhance both research and pedagogy and/or to facilitate student/faculty exchanges [to promote teaching excellence and scholarship].

Plans. [All of these are to enhance teaching, research, and service to the State.]

- Determine how academic program curricula address the understanding of diversity and develop plans for strengthening this aspect of the curriculum
- Collect data on personnel and student diversity and plan to address areas of need
- Catalog local, state, and international partnerships and develop plans for strengthening existing partnerships and forming new partnerships, as needed
- Explore partnerships with alternative teaching models to offer our expertise where needed in training the best teachers and principals in K-12 settings

B. Five Year Goals

Goal #1: The College will regularly and effectively communicate to both internal and external audiences regarding instructional programs, research, community service, and operations.

We hope to build stronger communication mechanisms within the College to promote our work [enhance teaching, research, and service] and to better communicate what we do and accomplish to external audiences [promote reputation and sustainability].

Goal #2: The College will be the state leader among colleges of education in utilizing technological innovations to improve instruction, research, and operational functions. This pushes us to adopt technological advances whenever these advances can lead to higher quality instruction, research, and more efficient operations [to promote teaching excellence, research quality, and sustainability].

Goal #3: The College will routinely consider new initiatives and address emerging State needs in a manner that capitalizes on strengths throughout the College community. This requires us to transform into a responsive and agile College that can take the lead in addressing State education issues with the full participation of our College community [to serve the State].

Goal #4: Programs within the College will be nationally recognized as consistent with those of a top-tier research university. This establishes our priorities not only as a professional school that provides the strongest teachers and educational leaders in the State, but also as a full player in a research university with some nationally recognized programs [to promote scholarship and research reputation].

Goal #5: 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 goes beyond acceptance of diversity, instead embracing diversity within our College, but also promoting educational practices that are stronger because of diversity [to promote teaching excellence, research, and service to the State].

IV. Appendices

A. Resources Needed

Goal #4: Programs within the College will be nationally recognized as consistent with those of a top-tier research university.

Type of Resource: Funding/recruitment package that is competitive for full-time graduate students (especially doctoral students)

Our student population largely consists of part-time students who are professional educators. Although there are benefits to this type of student population, we seek to build a research culture with many collaborations among faculty members and full-time graduate (particularly doctoral) students. Grants and contracts address this to a limited extent, but do not provide us the ability to engage in competitive recruiting. Several of our programs have a national stature that can draw high-caliber applications, but we often fall short of successfully recruiting from this pool.

Goal #2: The College will be the state leader among colleges of education in utilizing technological innovations to improve instruction, research, and operational functions.

Type of Resource: An electronic assessment system to track students and graduates

The College needs an assessment system that will track both students and graduates in order to provide outcome-based data for our Professional Education Unit. Such a system would also aid in accreditation efforts and collecting strong evidence regarding the effectiveness of our programs for public relations and recruiting purposes. We are currently evaluating available systems in order to determine which meet our specific program requirements and needs.

B. Benchmarking Information

Top Ten Colleges of Education

These are the institutions most frequently cited in the most recent poll of our college faculty.

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

Peer Colleges of Education

These are the institutions most frequently cited in the most recent poll of our college faculty.

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

C. Top Strengths and Important Accomplishments

Strengths continue to include a **diverse and well-trained faculty** from top-tier research universities, **faculty engagement in schools** to benefit both the faculty member and the school, while addressing every key performance parameter, and **the Professional Development School Network** that guides much of our work in schools.

Some Important Accomplishments

Increased Trust with External Stakeholders by participating in external education initiatives throughout the state.

Increased Faculty Governance to provide stronger participation of the faculty in decision-making, particularly when addressing core issues and external needs.

Recognized for innovation and listed as a top-20 college for online programs in *U.S. News and World Report*.

Addressed the most urgent compression issues in the College to bring our faculty salaries more in line with that of our peer institutions, committing over \$240,000 in recurring funds.

Successfully recruited top candidates in our faculty searches over the last two years, thus enhancing a high quality faculty and scholarship potential on par with peer aspirants.

Created a better balance in the proportion of tenured/tenure-track and non-tenure-track faculty members.

Successfully recruited a top scholar to serve as Chairperson of the Educational Leadership and Policies, also bringing to the College the nationally respected *Journal of School Public Relations*.

Retooled the Child Development Research Center to be an active interdisciplinary research center focusing on early childhood issues.

Remodeled and equipped academic classrooms and built an athletic training laboratory in the Blatt PE Center so as to enhance the already strong reputation of the Athletic Training Program.

Doubled the size of the Athletic Training Program faculty to address the needs in this area. Athletic training is one of the top ten professions in the Midlands.

Exceeded the capital campaign fundraising goal by reaching 120% of the set goal.

Hired a new Director of Communications and developed a communications plan to address internal communications and to externally share our impact on the community and profession.

Created the Center for Educational Partnership with annual funding of \$795,000 in response to the State's request to coordinate and manage SC Education Improvement Act programs.

D. Weaknesses and Plans for Addressing Weaknesses

Student Services Costs for Clinical Experiences (Professional Education Unit). There are multiple expenses and fees associated with a high-quality clinical model for teacher education and related certification programs. Plan: We are in the process of evaluating the cost and associated revenue of clinical, internship, and practicum placement in schools in order to recommend a reasonable program fee that is directly associated with program costs.

Lack of Resources for Transformation. Though our strategic planning is sensitive to both internal and external priorities, we frequently find ourselves stymied by the lack of personnel, space, and money to address these needs. Plan: Rather than address all the priorities that we could and should deal with, we are forced to settle on a select few.

Technology Deficits. The existing technological infrastructure is a barrier to our progress. An example is the difficulty in retrieving program-level data that are at the core of our strategic planning for addressing dashboard items. Plan: As in the past, we will have to do the best we can with shadow systems. These sap resources and never reach levels that would be optimal to our work.

Characteristics of Doctoral Student Population. Much of our doctoral student population is part-time, in part because of our inability to recruit full-time students. Our resources are insufficient for major recruiting efforts. Plan: Devote more funding to doctoral programs and ask departments to develop recruitment plans with multi-year funding for strong applicants.

Mismatch of Faculty Expertise and Duties. Though we cite the various types of faculty members as a strength, in some cases there is a mismatch between faculty expertise and work load. Plan: We have begun to better define the role of each faculty member so that work placements are consistent with type and rank expectations. This requires a shift in assignments and a shift in the balance of various types of faculty members in some departments.

Lack of Agility in Addressing External Needs. Our faculty governance structure is becoming stronger. What is still missing is an agile governance structure that brings together the wide variety of expertise in our College in order to systematically address educational priorities in the State. Plan: We will continue to encourage the evolution of faculty governance, in part by presenting not only internal issues, but external issues that must be addressed.

Lack of Concept Planning for Summer Programs. Summer enrollment in a college of education should be high if we are serving educators who have partial-year contracts. Our summer enrollment is well short of potential. Plan: We will ask department chairs to sequence programs so that students can address a large portion of study toward a master's degree in the summer.

Lack of Vision in Conference Office for Alternative Revenue. Planning education-related conferences has the potential to provide higher revenue than we have realized in recent years. Plan: Look for additional streams of revenue, provide webinars and professional development sessions, and explore relationships with the University Conference Office.

E. Unit Statistical Profile

1) Number of Entering Freshmen and their average SAT or ACT scores

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Entering Freshmen	158	164	177	170
Entering Freshmen ACT	25	24	25	25
Entering Freshmen SAT	1120	1139	1150	1156

Number of entering freshmen is based on admissions figures. Average SAT and ACT scores are based on the highest score used for admission decisions for either test for entering freshmen.

2) Freshmen retention rate

Starting in:	Ending in:	% 2010 Cohort Retained in 2011	% 2011 Cohort Retained in 2012	% 2012 Cohort Retained in 2013
Education	Education	73.9%	68.5%	76.8%
Education	Another school at USC	15.9%	15.4%	13.6%
TOTAL		89.8%	84%	90.4%

Freshmen retention rates reflect the percentage of the freshmen cohort that was retained the Fall term of the following year in the College of Education and the percentage that remained at the University in another program outside the College of Education.

3) Sophomore retention rate

Starting in:	Ending in:	% 2009 Cohort Retained in 2011	% 2010 Cohort Retained in 2012	%2011 Cohort Retained in 2013
Education	Education	79.6%	80.1%	82.6%
Education	Another school at USC	14.5%	11.8%	9.5%
TOTAL		94.1%	91.9%	92.4%

Sophomore retention rates are based on the percentage of the freshmen cohort that was retained over the fall term of the sophomore year. This percentage is then used as the base number to calculate the percentage of the remaining cohort members who were retained over the fall of the junior year in the College of Education and the percentage that remained at the University in another program outside the College of Education.

4) Enrollment

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Level	# FTE Enrollment	# FTE Enrollment	# FTE Enrollment	#FTE Enrollment
Undergraduate	856	796	868	910
Masters	527	460	433	387
Specialist	No Data	No Data	No Data	No Data
Certificate	No Data	No Data	No Data	No Data
First Professional	0	0	0	0
Doctoral	222	192	189	159
Total	1,595	1,448	1,490	1,456

FTE Enrollment is calculated by dividing the total number of credits delivered in the College of Education by the specified divisor for student enrollment levels. Divisors for FTE calculations: Undergraduate- 15 hours, Masters- 12 hours, Doctoral- 9 hours

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Level	# Headcount Enrollment	# Headcount Enrollment	# Headcount Enrollment	# Headcount Enrollment
Undergraduate	1,095	1034	1119	1228
Masters	541	469	462	385
Specialist	127	165	139	70
Certificate	34	17	19	17
First Professional	0	0	0	0
Doctoral	385	380	347	308
Total	2,182	2,065	2,086	2,008

Headcount represents the total number of students enrolled based on major.

5) Number of Entering Graduate Students with average GRE, MCATE, LSAT scores

All CoE – w/o MAT	Fall 2010 (n=100)	Fall 2011 (n=122)	Fall 2012 (n=112)	Fall 2013 (n=104)
First Professional	-	-	-	
MAT	-	-	-	
GRE Verbal	-	-	-	
GRE Quantitative	-	-	-	
GRE Analytical	-	-	-	

MAT	Fall 2010 (n=53)	Fall 2011 (n=38)	Fall 2012 (n=32)	Fall 2013 (n=)
First Professional	-	-	-	
MAT	-	-	-	
GRE Verbal	-	-	-	
GRE Quantitative	-	-	-	
GRE Analytical	-	-	-	

The Office of Institutional Research and Assessment determined that the data should not be included based on missing data and a change in the GRE score format.

6) Degrees Awarded by Level

Level	# Fall 2012	# Spring 2013	# Summer 2013
Undergraduate	30	156	12
Masters	58	200	40
Specialist	4	29	0
Certificate	0	2	6
First Professional	0	0	0
Doctoral	20	21	18
Total	112	408	76

This table includes the total number of degrees awarded from the College of Education by level and semester.

7) Four-, Five-, & Six-Year Graduation Rates

Starting in:	Ending in:	2005 Cohort			2005 Cohort			2007 Cohort		
		4-yr grad	5-yr grad	6-yr grad	4-yr grad	5-yr grad	6-yr grad	4-yr grad	5-yr grad	6-yr grad
Education	Education	48.7	54.7	54.7	44.7	50.0	50.0	52.8	57.6	58.3
Education	Another school at USC	6.0	14.0	15.3	12.1	18.2	18.9	11.8	19.4	20.8
TOTAL		54.7	68.7	70.0	56.8	68.2	68.9	64.6	77.0	79.1

Graduation rates are calculated according to US Department of Education guidelines. Rates are based on bachelor-seeking cohort students receiving baccalaureate degrees. The four year graduation rate represents the percentage of students in the cohort that completed degrees within four years. The five year graduation rate represents the percentage of students in the cohort that completed degrees within five years, but also includes those who completed degrees within four years. The six year graduation rate includes the percentage of students in the cohort that completed degrees within four, five, or six years.

8) Total Credit Hours

Level	# Fall 2012	# Spring 2013	# Summer 2013
Undergraduate	13,022	14,141	702
Masters	5,192	5,824	3,269
First Professional	0	0	0
Doctoral	1,703	1,664	606
Total	19,917	21,629	4,577

This table includes the total number of credit hours delivered by the College of Education by level and semester, regardless of major.

9) Percent of credit hours, by undergraduate major, taught by faculty with highest terminal degree

Fall 2012	
Undergraduate Major	%Credit Hrs
Athletic Training, B.S.	48.26%
Early Childhood Education, B.A.	28.77%
Elementary Education, B.A.	26.76%
Middle Level Education, English, B.A.	57.01%
Middle Level Education, English, B.S.	55.07%
Middle Level Education, Mathematics, B.A.	42.36%
Middle Level Education, Mathematics, B.S.	45.94%
Middle Level Education, Science, B.A. or B.S.	69.22%
Middle Level Education, Social Studies, B.A. or B.S.	64.44%
Physical Education, Teaching Certification, B.S.P.E.	39.32%

Spring 2013	
Undergraduate Major	%Credit Hrs
Athletic Training, B.S.	50.71%
Early Childhood Education, B.A.	26.69%
Elementary Education, B.A.	29.53%
Middle Level Education, English, B.A.	47.67%
Middle Level Education, English, B.S.	46.38%
Middle Level Education, Mathematics, B.A.	35.36%
Middle Level Education, Mathematics, B.S.	33.77%
Middle Level Education, Science, B.A. or B.S.	62.15%
Middle Level Education, Social Studies, B.A. or B.S.	63.10%
Physical Education, Teaching Certification, B.S.P.E.	34.82%

Fall 2013	
Undergraduate Major	%Credit Hrs
Athletic Training, B.S.	47.44%
Early Childhood Education, B.A.	28.06%
Elementary Education, B.A.	19.87%
Middle Level Education, English, B.A.	50.79%
Middle Level Education, English, B.S.	49.72%
Middle Level Education, Mathematics, B.A.	28.91%
Middle Level Education, Mathematics, B.S.	30.73%
Middle Level Education, Science, B.A. or B.S.	62.66%
Middle Level Education, Social Studies, B.A. or B.S.	45.64%
Physical Education, Teaching Certification, B.S.P.E.	30.88%

SACS requires 25% percent of credit hours to be taught by faculty with a terminal degree. The table represents those percentages based on primary instructor of record for credit hours for major required courses for undergraduate academic programs in the College of Education.

10) Percent Credit Hours by Undergraduate Major, Taught by Full-time Faculty

Fall 2012

Major	%Credit Hrs
Athletic Training, B.S.	51.87%
Early Childhood Education, B.A.	46.33%
Elementary Education, B.A.	57.27%
Middle Level Education, English, B.A.	65.57%
Middle Level Education, English, B.S.	59.23%
Middle Level Education, Mathematics, B.A.	52.80%
Middle Level Education, Mathematics, B.S.	59.65%
Middle Level Education, Science, B.A. or B.S.	80.25%
Middle Level Education, Social Studies, B.A. or B.S.	55.95%
Physical Education, Teaching Certification, B.S.P.E.	49.49%

Spring 2013

Major	%Credit Hrs
Athletic Training, B.S.	63.59%
Early Childhood Education, B.A.	42.40%
Elementary Education, B.A.	59.53%
Middle Level Education, English, B.A.	63.54%
Middle Level Education, English, B.S.	60.24%
Middle Level Education, Mathematics, B.A.	49.46%
Middle Level Education, Mathematics, B.S.	52.51%
Middle Level Education, Science, B.A. or B.S.	71.79%
Middle Level Education, Social Studies, B.A. or B.S.	52.70%
Physical Education, Teaching Certification, B.S.P.E.	45.28%

Fall 2013

Major	% Credit Hrs
Athletic Training, B.S.	66.80%
Early Childhood Education, B.A.	42.10%
Elementary Education, B.A.	56.92%
Middle Level Education, English, B.A.	64.69%
Middle Level Education, English, B.S.	62.10%

Major	% Credit Hrs
Middle Level Education, Mathematics, B.A.	42.98%
Middle Level Education, Mathematics, B.S.	40.14%
Middle Level Education, Science, B.A. or B.S.	79.01%
Middle Level Education, Social Studies, B.A. or B.S.	51.59%
Physical Education, Teaching Certification, B.S.P.E.	54.90%

SACS requires 50% percent of credit hours to be taught by full-time faculty. The table represents those percentages based on primary instructor of record for credit hours for major required courses for undergraduate academic programs in the College of Education.

11) Number of Faculty by Title

Fall 2011

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructor	Lecturer	Adjunct
Professor	18	0	0	1	0	0	0
Assoc. Professor	26	2	0	4	0	0	0
Asst. Professor	20	2	0	6	0	0	0
Other rank	0	0	0	12	1	0	105
Total	64	4	0	23	1	0	105

Fall 2012

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructor	Lecturer	Adjunct
Professor	21	0	0	3	0	0	0
Assoc. Professor	32	1	0	2	0	0	0
Asst. Professor	19	2	0	7	0	0	0
Other rank	0	0	0	12	4	0	110
Total	72	3	0	24	4	0	110

Fall 2013

Faculty Rank	Tenure-track	Research	Visiting	Clinical	Instructor	Lecturer	Adjunct
Professor	20	0	0	3	0	0	0
Assoc. Professor	35	1	0	2	0	0	0
Asst. Professor	22	1	0	9	0	0	0
Other rank	0	0	0	12	2	0	104
Total	77	2	0	26	2	0	104

Tables include the number of faculty by title for the College of Education by fall semester. Faculty reports by departments are not available from University reports.

12) Current Number and Change in Number of Tenure-Track and Tenured Faculty from Underrepresented Minority Groups from FY2012.

Ethnicity	Fall 2012	Fall 2013 Current Number	Change in Number
Hispanic	3	4	+1
American Indian/Alaska Native	1	1	0
Asian	2	2	0
Black or African American	8	9	+1
White	52	56	+4
Two or More Races	1	1	0
NR/Alien	5	0	-5
Unknown	0	2	+2
Total	72	75	+3

This table includes the number of tenure-track and tenured faculty by ethnicity for the College of Education for two semesters and the changes in those numbers.

F. Statistical Research Data

1) Proposals to External Sponsors

Home Department	Total Amt - 1st Year	Total Count	Commercial - (COM)	Federal - (FED)	Local Gov- (LOC)	Other - (OTH)	Non-Profit - (PHI)	State - (STA)
Education	1,370,272	4		2		1		1
Education Leadership & Policies	58,800	2		1		1		
Educational Studies, Department of	1,355,826	12	1	8		3		
Instruction & Teacher Education	4,013,697	34		15	2	15	1	1
Office of Program Evaluation	239,350	7		1	1		2	3
Physical Education	335,879	7		1	2	2	2	
SC Educational Policy Center	144,708	2						2
SC School Improvement Council	9,750	2						2

Total \$'s Requested (1st year) **7,528,282** **70** **\$20,000** **\$5,792,804** **\$199,563** **\$416,600** **\$61,524** **\$1,037,791**

2) Externally Sponsored Awards by Source with Rank and Faculty Status

PI_HM_DEPT_DESC	PI_NA	Rank	Tenure / TT	Total Of TOT_SP	Commercial - (COM)	Federal - (FED)	Local Gov. - (LOC)	Other - (OTH)	Non-Profit - (PHI)	State - (STA)
Education	Field, Bruce	Clinical Assoc. Prof.	No	817						817
Education Leadership & Policies	Bloom, Jennifer	Clinical Professor	No	48,800				48,800		
Educational Studies, Department of	Brown, William	Professor	Tenured	143,697		143,697				
Educational Studies, Department of	Christle, Christine	Assoc. Professor	Tenured	184,170		184,170				
Educational Studies, Department of	Drasgow, Erik	Professor	Tenured	36,138				13,500		22,638
Educational Studies, Department of	Marshall, Kathleen	Assoc. Professor	Tenured	343,428		343,428				
Educational Studies, Department of	Plotner, Tony	Asst. Professor	TT	268,047	20,000	248,047				
Instruction & Teacher Education	Baker, Hannah	Research Associate	No	137,061						137,061
Instruction & Teacher Education	Baum, Angela	Assoc. Professor	Tenured	184,005		184,005				
Instruction & Teacher Education	Boutte, Gloria	Professor	Tenured	57,800				57,800		
Instruction & Teacher Education	Knopf, Herman	Assoc. Professor	Tenured	1,913,415		1,913,415				
Instruction & Teacher Education	Lotter, Christine	Assoc. Professor	Tenured	330,116		330,116				
Instruction & Teacher Education	Schnake, Kerrie	Clinical Instructor	No	1,196,870		1,196,870				
Instruction & Teacher Education	Spence, Lucy	Assoc. Professor	Tenured	20,000		20,000				
Instruction & Teacher Education	Styslinger, Mary	Assoc. Professor	Tenured	20,000		20,000				
Instruction & Teacher Education	Thompson, Stephen	Assoc. Professor	Tenured	136,763		136,763				
Instruction & Teacher Education	Virtue, David	Assoc. Professor	Tenured	65,911		39,819			26,092	
Instruction & Teacher Education	Vogler, Kenneth	Assoc. Professor	Tenured	219,020		219,020				
Office of Program Evaluation	D'Amico, Leigh	Research Asst. Prof.	No	90,428		28,478	33,200		28,750	
Office of Program Evaluation	Dickenson, Tammiee	Research Assoc. Prof.	No	346,134		160,784				185,350
Office of Program Evaluation	McMillian, Marciea		No	43,400		43,400				
Office of Program Evaluation	Paul, Kristina		No	2,000						2,000
Physical Education	Mensch, James	Clinical Assoc. Prof.	No	340,100			20,000	289,000	31,100	
Physical Education	Torres-McGehee, Toni	Assoc. Professor	Tenured	98,575			74,580	21,500	2,495	
SC Educational Policy Center	Monrad, Diane	Research Assoc. Prof.	No	418,006		308,148				109,858
SC School Improvement Council	Barber, Cassie		No	115,453						115,453

TOTALS

6,760,154 20,000 5,520,160 127,780 430,600 88,437 573,177

3) Externally Sponsored Awards by Source, Tenured/Tenure-Track

PI_HM_DEPT_DESC	PI_NA	Rank	Tenure / TT	Total Of TOT_SP	Commercial - (COM)	Federal - (FED)	Local Gov. - (LOC)	Other - (OTH)	Non-Profit - (PHI)	State - (STA)
Educational Studies, Department of	Brown, William	Professor	Tenured	143,697		143,697				
Educational Studies, Department of	Christle, Christine	Assoc. Professor	Tenured	184,170		184,170				
Educational Studies, Department of	Drasgow, Erik	Professor	Tenured	36,138				13,500		22,638
Educational Studies, Department of	Marshall, Kathleen	Assoc. Professor	Tenured	343,428		343,428				
Educational Studies, Department of	Plotner, Tony	Asst. Professor	TT	268,047	20,000	248,047				
Instruction & Teacher Education	Baum, Angela	Assoc. Professor	Tenured	184,005		184,005				
Instruction & Teacher Education	Boutte, Gloria	Professor	Tenured	57,800				57,800		
Instruction & Teacher Education	Knopf, Herman	Assoc. Professor	Tenured	1,913,415		1,913,415				
Instruction & Teacher Education	Lotter, Christine	Assoc. Professor	Tenured	330,116		330,116				
Instruction & Teacher Education	Spence, Lucy	Assoc. Professor	Tenured	20,000		20,000				
Instruction & Teacher Education	Styslinger, Mary	Assoc. Professor	Tenured	20,000		20,000				
Instruction & Teacher Education	Thompson, Stephen	Assoc. Professor	Tenured	136,763		136,763				
Instruction & Teacher Education	Virtue, David	Assoc. Professor	Tenured	65,911		39,819			26,092	
Instruction & Teacher Education	Vogler, Kenneth	Assoc. Professor	Tenured	219,020		219,020				
Physical Education	Torres-McGehee, Toni	Assoc. Professor	Tenured	98,575			74,580	21,500	2,495	

TOTALS

4,021,085 20,000 3,782,480 74,580 92,800 28,587 22,638

4) Technology Commercialization

College	Invention Disclosures	Provisional patent applications	Non-Provisional patent applications	Issued patents
Education	1	0	0	0