



UNIVERSITY OF  
SOUTH CAROLINA.

# COLLEGE OF EDUCATION

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## STRATEGIC PLAN 2001-2006

**February 15, 2001**  
*Revised March 2, 2001*  
**Les Sternberg, Dean**

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University of South Carolina

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Although the accomplishments of faculty and staff of the College of Education during the 2000-2001 academic year speak for themselves, this past year can be best described as one of planning toward significant change. Much of this has been precipitated by the feeling of faculty and staff that it is time for the College to reconsider its overall focus, especially as it relates to the vision and mission of the University. This move by faculty and staff coincides with the hiring of a new, permanent Dean of the College as well as with the appointment of two permanent Associate Deans. With this new administrative team in place, there was an expectation that a new vision for the College would be tendered. To that end, the Dean, who is the responsible agent regarding the crafting of that vision, met with departmental faculty and staff as well as with members of external constituent groups to analyze the “lay of the land” regarding what the expectations might be regarding a new vision for the College. That vision statement was formally presented on January 11, 2001 at a University Bicentennial event and disseminated via memorandum to all faculty and staff on that day. Included in that memorandum was a request that all faculty and staff share this vision as the primary guidepost for their future work.

The formal futures planning effort for the College has been spearheaded by a College ad hoc “think tank” committee comprising faculty, staff, students, and a representative from the State Department of Education. The committee was charged by the Dean to review previously-prepared college planning documents, including its current strategic plan; to review the college’s mission statement for its appropriateness; to draft, if deemed necessary, a new College mission that would clearly portray the College of Education at the University of South Carolina as unique and distinctive; to develop a succinct list of core values that would guide faculty and student behavior and accomplishments; and to determine specific strategic initiatives for the College that would ensure that designated College activities within those initiatives would be relevant and produce significant impact. The committee determined that a change in mission statement was warranted and subsequently crafted a new college mission that is presently being reviewed by faculty and staff of the College. The committee also drafted a number of core values that are under review by faculty and staff. A specification of strategic initiatives is forthcoming. It is anticipated that a “mid-year” replacement/correction of the current strategic plan will be conducted. This will provide an opportunity for all parties to be apprised of the College’s future plans and to put into place a College operational plan that will include the specification of activities to be accomplished, responsible agents, timelines for completion, and benchmarks for assessment.

The 2000-2001 academic year for the College of Education was again marked by significant goals attainment, especially those related to enhancements in **extramural funding, internal management of unit operations, and collaborations with on-campus and off-campus constituent groups**. All of these accomplishments were seen as either directly or indirectly impacting the University’s primary goal of achieving AAU status.

It has now been four years since the College moved to graduate-only initial preparation for teachers in all certification areas except art, music, and physical education. This move was completed for a number of reasons, not the least of which is the belief that this type of program will lead to the development of better-prepared teachers. In addition, this preparation model is one that follows “best practice” designs that are advocated by such nationally recognized groups as the Holmes Partnership and the National Commission on Teaching and America’s Future.

The College set ten broad goals that included activities ranging from increased grant, publication, research and technological activity to an emphasis on P-12 involvement and educational reform. The goals are listed on the following pages. The goals represent the strategic initiatives that the College will emphasize over the next five years, albeit modifications will likely be made based upon “think tank” input.

### **Extramural Funding**

In 2000-2001, faculty in the College of Education worked hard to again secure national attention and significant extramural funding. In 1996, the College had 100 full-time faculty (81 in tenure track positions). In 2000, that number fell to 81 full-time faculty (19% decrease) with only 70 of those in tenure-track positions. Faculty continue, however, to produce outstanding work in their field and with P-12 students, faculty and administration. The number of grant proposals increased from 45 to 60, and current grant awards increased \$2.8 million over last year. Total requested funds increased slightly from \$7.4 million in 1999-00 to \$8 million in 2000-01. Indirect cost recovery

funds represented the largest increase of an estimated total of \$59,048 in FY 2000, to a projected total of \$131,052 in FY 2001. The College made a significant increase in this area in a short time, as the cost recovery funds for FY 99 were approximately \$700. During this academic year faculty members produced 10 books, 21 book chapters, and 118 articles in refereed journals. In particular, articles published increased 46% compared to last year.

An objective of the College administration is to be entrepreneurial by raising funds through external sources such as development, collaboration with other on-campus and off-campus units, private donations, and grant overhead. Upon submission of this report, the College raised roughly \$500,000 towards the College goal of \$1.5 million, representing a 35% increase over last year.

### **Internal Management of Unit Operations**

The College developed a Policies and Procedures Manual and has developed and implemented a Technology Team. The Team is made up of key technology personnel in the College and the Associate Dean for Administration, Research, and Technology. Some of their work resulted in the completely restructured and redesigned College web page. A Policies and Procedures manual was written and has been approved by the university's internal auditor and was initially approved by the Provost's Office. A complete administrative team was hired that include two permanent Associate Deans, and for the first time in 4 years, a new permanent Dean. The College will pay off at least \$30,000 of its debt this year.

Graduate student stipends have increased, dependent upon position in the College, between 10% and 20%. The number of graduate positions receiving financial support last year was 228.

Facility improvements were made to upgrade the professional look and function in several areas of Wardlaw Hall. Basic renovations included the Student Affairs Office, Dean's Suite, Accreditation Office, Development Office, and several departmental upgrades.

Distance education courses increased by 27% last year and proved to be a strong part of the College's teaching, academic, and financial progress. The Graduate School reported that the entire expansion of Extended Graduate Campus enrollments was due to faculty efforts in the College's Department of Instruction and Teacher Education.

### **Collaborations with On-Campus and Off-Campus Constituent Groups**

The College's PDS Network gained national perspective through its work in shaping NCATE's PDS Draft Standards and hosting the first PDS national conference. The USC PDS Network also planned and co-hosted the State Department of Education's PDS Leadership Academy. It continues to be a strong voice in PDS development, even as the network investigates changes in its model.

The College continued its involvement in national and state reform and recruitment efforts such as the South Carolina Network for Educational Renewal (SCNER), the South Carolina Reading Initiative, Troops to Teachers, the Teacher Cadet Program, proposals for a "Teaching Teachers to use Technology" Grant, and Title II Teacher Quality Partnership. The College enjoyed a successful year in each of these efforts and was glad to welcome former Governor Richard Riley as a Distinguished University Professor to work with the SCNER.

This year's strategic plan builds on past goals and further seeks to increase the national visibility and reputation of the College, improve distance education, prepare fully for State Program Review and Accreditation (NCATE & State visit in 2003), work toward increasing the full University emphasis on K-12 involvement and educational reform, and generate significant tuition revenue to counteract revenue declines.

### **Resource Requirements**

Although the College has continued to produce significant increases in grant revenue and indirect cost recovery over the last several years, a serious need exists for continued faculty support and support for P-12 initiatives, community and business involvement, and physical improvements.

# Annual Report 2000-2001



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College of Education

After four years of being without a permanent dean, the College was successful in recruiting Dr. Les Sternberg into that position. Dr. Sternberg, who had been Dean of the College of Education and Human Development at Bowling Green State University for the prior six years, immediately set out to ascertain the overall “condition” of the USC College of Education, especially as it related to the College’s ability to be a contributing member to the University’s goal of achieving AAU status as well as to address the needs of the College’s various internal and external constituent groups. To that end, Dean Sternberg appointed a “Think-Tank” committee comprising faculty, staff, students, and one member of the State Department of Education to conduct an assessment of this condition. The committee was asked to review various documents including the College’s current strategic plan; to determine the need to develop a new college mission and, if determined that such was necessary, to draft a new mission with accompanying core values that would clearly portray the college as unique and distinctive; to complete an analysis of college functions to ascertain its strengths and weaknesses, and to delineate external opportunities and threats; and to specify strategic initiatives that would be in line with this analysis. In addition, Dean Sternberg began to meet with many faculty, staff and students, and discuss the College’s role and responsibilities with individuals outside of the University. As a result of these meetings and discussions, Dean Sternberg concluded that it was necessary for the College to come together in support of a new vision for its future. The vision was officially presented to the university community on January 11 at a University Bicentennial Celebration event kickoff for “Meet in the Middle.” This initiative was one in which the University stressed the need for members of local communities to volunteer to work with students in middle schools across the State. The new college vision, which clearly supported initiatives of this nature, is as follows:

*The College of Education at the University of South Carolina will distinguish itself as a state and national leader in its efforts to be responsive, engaged, and collaborative in addressing the needs of its students, professions, and community. These characteristics will be the hallmarks of the College’s teaching and learning activities, research mission, and service obligations, as it achieves Excellence Through Focused Involvement.*

The “Think-Tank” Committee drafted a new college mission that was disseminated to all faculty and staff in November, 2000 for feedback. That mission statement is as follows:

*The University of South Carolina College of Education is a dynamic, nurturing learning community that supports the growth of aspiring and practicing educators. The College, through purposeful interaction among faculty and students, emphasizes the active construction and transmission of knowledge, skills, and dispositions to promote educational excellence, equity and opportunity in the 21<sup>st</sup> century. As the flagship College of Education in South Carolina, we honor our responsibility to contribute to high achievement for all learners and the development of an educated populace. Pursuant to this responsibility, we are committed to developing and sharing our expertise and leadership and offering a forum for educational dialogue and advancement. This commitment entails:*

- *Blending theory, research and practice to promote excellence in teaching and learning within and across educational contexts;*
- *Principled, free inquiry from diverse perspectives that promotes quantitative and qualitative scholarship to advance knowledge and educational practice;*

- *Active partnering with government agencies, P-12 schools and teachers, families, professional organizations, and other institutions of higher education; and*
- *A conscious emphasis upon preparing educators with a sincere understanding and appreciation of diversity as we challenge ourselves and others to work for social justice.*

Given the fact that the “Think-Tank” Committee has not had sufficient time to conclude its entire workscope assignments, especially those pertaining to the determination of new strategic directions and initiatives, it was deemed most prudent to use the current strategic goals of the college as the basis for the 2000-2001 Annual Report. However, it is quite likely that the work of the committee will result in a mid-year modification of the college’s strategic plan.

As would be expected, these goals continue to impact directly the quality of education that our students received. Assessment of each goal is presented in this section following a summary of the College’s work toward changes in enrollment, continued support to the Honors College, and work toward tracking graduates.

In terms of student body, overall headcount decreased from 1,423 in 1999 to 1,316 in 2000 (7.52% change) from last year. However, FTE enrollment for all students increased from 931 in 1999 to 1,132 in 2000 (21.56% change). The increase in full-time enrolled students as opposed to the decrease in headcount enrollment may be from students’ choices to return to school at full-time status. Fewer distance education courses and off-site programs over the past few semesters may also be reasons that the College saw fewer headcount students. The College has taken steps to address distance education needs and concerns in the 2001-06 plan.

The College continued to support the Honors College in several ways. The College offered three regular honors courses during 2000-01 taught by Drs. Brown, Carper, and Edens. Dr. Carol Flake also led an honors college section within the larger WOST 112 course. Faculty directed five honors theses including two supervised by Dr. Kellah Edens and one each supervised by Drs. Flake, Dickey, and Reynolds. Faculty also provided support for honors students through guidance of projects, assistance in making connections with schools for research, and serving as readers on theses. Faculty serving in these capacities included Drs. Swick, Rowls, Flake, and Reynolds, and Ms. Hipp. Finally, a number of honors students used resources from the College’s Museum of Education in their research.

Although a college-wide survey has not been distributed in several years, departments within the College have participated in some form of alumni correspondence at least during the past two years and continue to use that data in program improvement measures (See *Attachment – Program Assessment Plans*). The College is in the process of developing a unit-wide assessment system that will include a mechanism to collect data on performance of graduates (See Goal 6.2, Strategic Plan 2001-06). These data will be used for continued program assessment across the College.

## 2000 – 2001 GOALS AND ASSESSMENT

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The college's strategic plan was primarily guided by ten broad goals focusing on:

- 1) **scholarly productivity;**
- 2) **diversity of the collegiate environment;**
- 3) **enhancements in fundraising;**
- 4) **improvements in the Professional Development School (PDS) network;**
- 5) **increased technology integration into the curriculum;**
- 6) **improvements in internal collegiate operations;**
- 7) **enhancements in service activities; and**
- 8) **enhancements in the overall instructional environment.**
- 9) **emphasis on K-12 involvement and educational reform**
- 10) **focus on initiatives to extend the university's educational outreach**

On the following pages, each goal is stated followed by the proposed action and the status of that goal during the 2000-2001 fiscal year.

### 2000 - 2001 GOAL #1

**The College's mission will be consistent with the goals of a major research university. Specific objectives include increasing the number of grant proposals and major grants acquired, increasing the number of publications in significant refereed outlets, and increasing graduate student financial support.**

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**Proposed Action:** The College will increase research, scholarship, and external grants as assessed by publications in major and refereed journals, books, national presentations, external funds awarded, and indirect cost recovery.

**Status: Completed**

The College increased the number of grant proposals from 45 to 60.

Current grant awards increased \$2.8 million over last year.

Total requested funds increased slightly from \$7.4 million in 1999-00 to \$8 million in 2000-01.

Indirect cost recovery funds represented the largest increase of an estimated total of \$59,048 in FY 2000, to a projected total of \$131,052 in FY 2001.

The College made a significant increase in this area in a short time, as the cost recovery funds for FY 99 were approximately \$700.

Faculty produced 10 books, 21 book chapters, and 118 articles in refereed journals. Articles published increased 46% compared to last year.

**Proposed Action:** The College will increase its national visibility through raising the College's ranking in *U.S. News and World Report*. The College should be ranked nationally within the top 50 schools of education, within the next five years.

**Status: Completed**

In 1999 the College ranked 78, but last year marked the second year in a row that the College moved positively to a much higher ranking. In 2000, the College attained the ranking of 56.

**Proposed Action:** The College will increase the "reputation" of the faculty, both internally and externally.

**Status: Completed**

The hiring of 11 new faculty with exceptional publication and grant records strongly supported the College's efforts to increase the "reputation of the faculty." These new faculty produced 75 publications, 218 presentations, and one new faculty brought in a \$55,000 subcontract of a 2-year NSF grant. A distinguished senior faculty member received a three-year U.S. Office of Educational Research and Improvement Grant.

The Honorable Richard Riley, former U.S. Secretary of Education and former SC Governor agreed to a position as Educational Foundation University Distinguished Professor. A majority of Governor Riley's responsibilities at the University will be associated with the College.

**Proposed Action:** The College will increase faculty participation in national leadership positions such as serving on journal editorial boards and holding offices in professional associations by 10%.

**Status: Not fully completed**

The faculty in the College have made significant contributions to the College through their involvement in publications and research work. Although a specific percent increase from last year was not attainable, their efforts in national leadership positions represented 16 editorial positions or members of an editorial board; 119 national presentations; and 82 leadership positions (awards or positions on national boards).

**Proposed Action:** A series of meetings will be held to plan a college-wide research agenda that respects the individual research agendas already present in the College.

**Status: Not fully completed**

The College conducted several meetings regarding a college-wide research agenda with respect to individual research agendas already present. These discussions are a continuing force in shaping the college-wide research needs and will continue into the next fiscal year. The system that emerged begins with the Associate Dean for Administration, Research, and Technology. The Associate Dean sends an email notification to all College faculty alerting them to research funding opportunities. When a faculty member is interested in a particular opportunity, support to obtain those funds is provided by the Associate Dean or by the College's external funding liaison. If more than one faculty member is interested in an opportunity meetings begin to discuss possibilities for collaboration. The proposed PT3 grant is a prime example of how the College's system is working.

## 2000 - 2001 GOAL #2

**To maintain an environment that appreciates, nurtures, and supports diversity in faculty, staff, and students.**

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**Proposed Action:** The College will continue to build a strong, diverse, committed, and energetic faculty.

**Status: Completed & Continually In-progress**

A New Faculty Mentoring and Orientation Program was developed by the Associate Dean for Administration, Research, and Technology. This program provided new faculty the opportunities throughout the year at regular meetings to meet the College's professional and administrative staff and learn about their responsibilities and how their work impacts faculty work. In addition to these regular meetings, each new faculty member was paired with a seasoned faculty member as a mentor. Mentor relationships were also a topic of discussion at these regular meetings

**Proposed Action:** The College will hire nationally competitive faculty with an existing scholarship record as measured by the vitae and information regarding other offers to candidates.

**Status: Completed & Continually In-progress**

Last year the Dean's Office formulated new hiring criteria for faculty within the College of Education. Those criteria included evidence of a substantial record of experience in scholarly work to include publications, papers, presentations, articles, and grants. Some of the new faculty completed their degrees at prestigious AAU institutions and brought that knowledge and experience to the students at the College. Eleven new tenure-track faculty brought in experience that included 75 publications, 218 presentations, and one new faculty brought in a \$55,000 subcontract of a 2-year NSF grant.

The College enhanced its visibility of its new faculty through renovations in the alcove of Wardlaw at the first floor, main entrance. Here, new faculty members' academic interests, backgrounds, family pictures and outside hobbies were displayed. The College's plan was, and is, to rotate these displays periodically so that all new faculty are highlighted once throughout the year.

**Proposed Action:** The College will monitor faculty diversity in terms of race, culture, ethnicity, and gender.

**Status: Completed**

According to annually-submitted NCATE/AACTE reports, the College has not seen significant growth or loss in diversity among full-time faculty members over last year, except in the area of "Other" minority. Movement over last year represented: Asian/Pacific Islanders 0% increase (1 faculty); Black 0% increase (9 faculty); Other minority 100% increase (3 members). Diversity in terms of gender represented a 5% increase in females and a 9% decrease in males.

### **Additional Action Taken to Meet Goal**

In addition to concentrating on diversity among the faculty, the College has taken steps to build a more diverse student population and committed itself to giving more students an opportunity to prove themselves during college. The Director of the Office of Student Affairs acts as the facilitator of the MAT/IMA Exceptions Committee and supported the committee's practice to strongly consider and admit populations that historically do not score well on standardized tests. These meetings are held four times a year in order to review student qualifications and appeals, with tracking of these students' success falling as responsibility within the specific program areas.

## 2000 - 2001 GOAL #3

### Contribute in effective ways to the University's development campaign.

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**Proposed Action:** The College will increase the amount of development money raised by 15%.

**Status: Completed**

The College raised roughly \$500,000 towards the College goal of \$1.5 million, representing a 35% increase over last year. These funds are measured in face value and only reflect prospects assigned to the College's Director of Development. These do not include gifts to the College of Education that were **not** assigned to the Director of Development. Funds that have come in to the College that were not assigned to the Director of Development total over \$400,000

Two specific development projects are targeted:

**Proposed Action:** The College will target specific developments to include: Investigating sources for funds to support the fifth year of Teaching Fellows' studies.

**Status: Not fully completed**

The Teaching Fellows program admitted its first group of 35 students in Fall 2000 and began targeting possible funding sources in order to assist these students during their fifth year of matriculation. The Development Office identified \$3,500,000 in deferred and cash gifts as possible funds to use in this area.

**Proposed Action:** The College will target specific developments to include: Investigating sources for funds to build a new science education room.

**Status: Completed**

A new science education room found support in funds that were provided in the amount of \$125,000 in foundation money from SCANA and a \$5,000 donation from the Jerry and Anita Zucker Family Endowment Fund. These funds will be used for renovation of a new science education room

### Additional Action Taken to Meet Goal

The College's Department of Physical Education, in conjunction with Ellis Physical Therapy and Southern Othropic Medicine, sponsored a golf tournament to raise money to increase graduate assistant stipends for the athletic training program. The event raised approximately \$3,000 and was co-sponsored by Richland I District schools.

## 2000 - 2001 GOAL #4

**Further develop and improve the Professional Development School (PDS) network with an emphasis on the secondary level, and to involve additional faculty in PDS sites.**

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**Proposed Action:** The PDS network will be re-evaluated as to the impact of each school and additional faculty will be added to those already active.

**Status: Not fully completed**

The Professional Development School Network was involved with many initiatives that involved restructuring the PDS Network; the impact of each PDS; involvement and visibility at the national and state level; and the addition of faculty. Those efforts were organized into three general areas of work:

***Restructuring of PDS Network***

Limited restructuring occurred this past year within the PDS Network. A service learning committee was added to the standing committees on the Coordinating Council. Work was done to ensure more inclusion in the network's efforts in educational renewal - SCEA and Palmetto Teachers Association were invited to participate in the Coordinating Council as well as all other PDS initiatives.

***Impact of the PDS's***

Work and data collected from a PDS retreat in Fall 1999 were collated and aggregated over the last year and given to members of the USC Site Council and the Coordinating Council. The Site Council recommended that the data be given to the PDS Documentation Committee for the purpose of planning the College's PDS work for the next three years and that emerging patterns be shared for further research. College studies by faculty and a national article were a result of that data, as well as the impact it made on "talk back" sessions.

***Involvement and Visibility at the National and State Level***

The College's first national PDS conference was held March 16-18, 2000, at the Adam's Mark Hotel in Columbia, SC. A total of 611 people from 33 states were in attendance. Out of that number, 222 people were from South Carolina with 157 being from the Greater Columbia Area.

The College subcontracted with the state's Title II Grant efforts to offer PDS Leadership Sessions. The grant totaled approximately \$131,000 and allowed the USC PDS Network to plan and co-host the State Department of Education's PDS Leadership Academy. The Academy was held December 11-13, 2000. Approximately 97 people from throughout the state of South Carolina attended. The College had two proposals accepted for funding: Airport High School and Summit Parkway Middle School - totaling \$8,000. Two faculty have been meeting with teams from each school to initiate new efforts with these grants.

The College's PDS Network was represented by teams of public school teachers, principals, and professors at several major conferences and national initiatives that included: the Holmes Partnership Conference in Albuquerque in January 2001 and Cincinnati in January 2000; the AACTE Conference in Chicago in February 2000, the Service Learning in Teacher Education Institute at Clemson University in July 2000, the NEA-TEI's final Symposium in Morristown, NJ, the Goodlad National Network for Educational Renewal, NCATE's Draft PDS Standards, the Teacher Quality Grant, and the SCNER - South Carolina Network for Educational Renewal.

***Bringing in additional faculty***

The College was extremely active in using PDS faculty and involving new faculty in all areas of College and PDS work. Efforts in this area included activities with the PDS Conference; the Teacher Quality Grant, (SCNER) and talk-back sessions; work with national initiatives: Holmes, Goodlad's NNER,

SCNER; NEA-TEI; NCATE PDS the NCATE Standards Project; work with State initiatives: SDE PDS Leadership Academy; SCEA, Palmetto State Teachers Association; showcasing USC – AACTE Conference, Service Learning Conference; Holmes Conference, NEA-TEI Symposia; and Goodlad's NNER Conference.

## 2000 - 2001 GOAL #5

### Improve technology and effectively integrate technology instruction.

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**Proposed Action:** The College will have a state-of-the-art technology capacity, and will fully integrate this in the teaching and service missions throughout its departments, areas and programs.

**Status: Not fully completed**

The College has been able to make technology improvements by way of new, donated, or reallocated equipment and software. Updates and additions for last year included:

Department of Educational Leadership and Policies: 4 computers and 3 Laptops for the African-American Professors' Program; 1 Computer donated by the SC State House for the SC Educational Policy Center; 8 computers, 2 HP Scanners, 3 Scanning/WEB software, 20 WordPerfect licenses, 1 File server, 5 SPSS, 5 Adobe Acrobat, 7 MS Office Pro 2000, and 1 computer reallocated from the Department of Instruction and Teacher Education.

Department of Instruction and Teacher Education: 2 Macromedia WEB development software, 1 Digital camcorder, 1 Sound Mixer, 3 Laptops, 1 Desktop Computer, 1 Computer donated by the SC State House, 1 Digital Camera, 1 3Com Digital Cam, 1 Digital Video editing software, 10 Laptop Computers for wireless solution, and 1 Color Printer from grant funds; 1 Laptop, 3 Desktop Computers, 4 Adobe Acrobat, 1 MS Publisher 2000, 7 MS Office Pro 2000.

Department of Physical Education: 4 computers for faculty and 1 for graduate teaching assistant use, 1 printer to be used by departmental faculty.

Department of Educational Psychology: 15 computers, 5 printers, 1 scanner, approximately \$2,500 used for software and software licenses.

Office of Student Affairs: 1 tabloid printer.

Dean's Office: 7 Computers, 2 Laptops, 3 Printers.

Many faculty in the College began to use the course management program adopted by the University, *Blackboard (CourseInfo)*, to include a web-assisted component in their coursework. Of those who chose to begin using *Blackboard*, many utilize the Discussion Board feature of the program to enhance communication within the class.

The Office of Student Affairs (OSA) continued to support the use of technology in students' application processes and academic programs through several continued efforts with students and The Graduate School.

Through the work of a Professor in the Department of Instruction and Teacher Education, over 100 of the South Carolina Reading Initiative Teachers were able to take a course with the use of pre-taped video delivery and local facilitators.

**Proposed Action:** The College will increase the number of courses taught by distance education by 20%.

**Status: Completed & Continually In-Progress**

Distance education courses increased by 27% last year and proved to be a strong part of the College's teaching, academic, and financial progress. Distance education efforts in the College saw almost three times an increase in students, almost double an increase in credit hours produced, and a 9% increase in dollars generated.

**Proposed Action:** The College will upgrade the software and equipment in the Educational Technology Center.

**Status: Completed**

The College's Educational Technology Center (ETC) leased two computers, one for the presentation station in the ETC Classroom and the other located in the ETC Computer Lab with a graphic scanner. The College had \$37,732.10 in leases for computer technology across departments and other areas. The College purchased instructional software for the classes that regularly meet in the ETC. Additional licenses for statistics software were also purchased. Two computers; 2 scanners and 1 color printer (available for College-wide use); 1 printer, 1 File Server\*; 10 Laptop computers for wireless solutions (in-class use) were purchased. Reallocations provided 5 MacIntosh computers from the Dept. of ITE, 9 Windows PC computers by the SC State House, 3 Windows PC computers from the Dean's Budget Office.

*\*The New SERVER purchased for ETC will serve as an application/file server. This addition to ETC will allow them to effectively control licensing issues by installing application software (i.e. SAS, SPSS, MS Office, etc) on the server rather than on individual computers.*

**Proposed Action:** The College will improve and maintain the College website.

**Status: Completed**

The College's website was completely restructured and redesigned last year.

**Proposed Action:** The College will make full use of technology in preparation for the NCATE review.

**Status: Completed**

The College proposed an electronics document room to be used during the State Program Review and Accreditation visit. An Accreditation webpage and periodic electronic updates were developed to keep the College (and others interested) updated on the accreditation process. A timeline for action was developed. The Associate Dean for Academic Affairs identified and confirmed six faculty members in the College to direct the six major standard reporting requirements.

**Additional Action Taken to Meet Goal**

The College's Department of Educational Leadership and Policies (EDLP) continued to offer six courses via distance education and made additions and updates to courses that included a CD/Internet format; a video-taped course; and a technology-based course using Blackboard. The K-12 Ed. Adm. Program faculty approved a plan to offer all the MEd courses in their K-12 masters via Distance Ed.

The College's Department of Educational Psychology (EDPY) offered 5 distance education courses last year and is in the process of revising Human Growth and Development to be offered as a distance education course.

The College's Department of Instruction and Teacher Education (ITE) offered at least one course every semester via distance education to support teachers preparing for National Board Certification.

As a member of the SC Troops to Teachers Coalition, the College worked with Clemson, The Citadel, and SC State to develop distance education courses for retiring military personnel who want to become certified to teach.

## 2000 - 2001 Goal #6

**Improve College organization and management, including governance, operations, collegiality and fiscal operations.**

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**Proposed Action:** The College will continue to focus on fiscal and administrative oversight that reflects best management practices by developing a College Policies and Procedures Manual.

**Status: Completed**

In keeping with best practices and good management, a draft version of the College's Policies and Procedures Manual was developed, and submitted for and received approval by the University's internal auditing office. Upon a final internal College review of the document and inclusion of the College's new mission statement and goals, however, this draft will become final by the end of the 2000-2001 year. A plan for continuous review and revision was also developed so that this manual remains a current source of information in the College.

**Proposed Action:** A new Associate Dean for Academic Affairs will be selected.

**Status: Completed**

The College appointed two permanent Associate Deans to complete the administrative team in the Dean's Office. Irma Van Scoy (Assoc. Prof., Dept. of Instruction and Teacher Education) was appointed as the Associate Dean for Academic and Student Affairs and Chris Ebert (Interim Associate Dean) was appointed as the permanent Associate Dean for Administration, Research, and Technology.

**Proposed Action:** A new chair for the Department of Educational Psychology will be selected.

**Status: Completed**

Michael Seaman (Assoc. Prof, Educational Research) was appointed as the new Department Chair of Educational Psychology.

**Proposed Action:** The College will conduct external reviews of two departments in 2000-2001 and two additional departments the next academic year.

**Status: Not fully completed**

In order to maintain an effective working, learning, and teaching environment, the College recognized the need for reviews of programs and internal planning processes. Although an external review of only one department (Physical Education) was possible due to interim leadership and financial constraints, the Counselor Education program did undergo an extensive review by its respective national accrediting agency.

**Proposed Action:** The College will hold a two-day strategic planning retreat.

**Status: Not fully completed**

In terms of internal planning, the new Dean established a College "Think Tank" comprised of faculty, staff, students, and a representative from the State Department of Education. Their charge was to develop a mission statement for the College. Once adopted by the College, this mission statement, vision, and accompanying documentation will drive the strategic planning efforts for the coming years. Although a specific planning retreat was not conducted, the College was engaged in self-reflection and will produce updated documents to this effect by mid-Spring 2001.

**Proposed Action:** To facilitate faculty planning and resource allocation, the certification fee for the MAT in Elementary and Early Childhood Education will be collected upon admission to the program rather than upon exit. The (non-refundable) fee will be referred to as "commitment fee" to reflect the intention of students to pursue the program of study.

**Status: Completed**

Effective September 1, 2000, all students admitted to the M.A.T. Degree program in Early Childhood or Elementary Education were required to pay a non-refundable, non-transferrable Commitment Fee of \$120.00 by February 1, 2001. The Commitment Fee acknowledged the student's intention to begin the program of study during 2001-2002 and covered(s) all South Carolina fees related to teacher certification in their area. This fee replaced the \$120.00 Certification Fee previously assessed during the internship (student teaching) semester. If a student neglects to pay the fee by Feb. 1st, he/she will be declined admission to the program

## **2000 - 2001 Goal #7**

**The College will focus heavily on service activities to the University, State, schools, and business community. This will include increased involvement and commitment to College and University committees and effective student advisement and student involvement, and involvement with the business community and private industry.**

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**Proposed Action:** The College will both increase its pool of highly-qualified applicants to all doctoral programs and provide closer monitoring of the progress of current doctoral students. This will be assessed through applicant statistics and program selectivity.

**Status: Completed**

The College received 99 applications for admission to the doctoral programs for Fall 2000, representing a 10% increase over Fall 1999. In Fall 1999, the College accepted 40% of applicants for admission, and in Fall 2000 the College only accepted 28% for admission. Of those accepted for Fall 2000, 75% enrolled in classes.

**Proposed Action:** All departments will develop plans for recruitment, for generation of external funds for graduate student support, and for the selective use of funds for the most highly-qualified applicants.

**Status: Not fully completed**

An Associate Professor in the College's Department of Educational Leadership and Policies has consistently worked with colleges around the state to solicit funds for support to the College's graduate students in Student Personnel Services and Higher Education Administration. This opportunity also enables the College's students to be showcased throughout the state.

The College's Department of Instruction and Teacher Education offered increased stipends to graduate assistants due to an increase in departmental grant funds and offered additional opportunities for research assistantships.

The Office of Student Affairs (OSA) played an active role this year in outreach, student assistance, and quality assurance. Staff in the OSA were a visible part of recruitment and outreach efforts such as state career fairs, university functions for new students, in-class presentations, and summer orientation "Drop-ins." Outreach efforts by the OSA included active and visible roles in the Teaching Fellows Program and the Teacher Cadet Program. The OSA assumed new roles of responsibility with the Teacher Cadet Program by taking over the Teacher Cadet Speaker's Bureau which resulted in 132 contact hours (SACS reporting: 13.2 institutional CEU's). The Coordinator for Initial Programs, Certification, & Information Management in the OSA visited and presented at all 16 Teacher Cadet partner high school classes, resulting in approximately 202 contact hours (SACS reporting: 20.2 institutional CEU's).

The College's OSA hosted the annual Teacher Cadet Conference, involving over 340 participants including students, parents, Teacher Cadet teachers, USC faculty and staff, and member of the community. The conference resulted in approximately 2,380 total contact hours (SACS reporting: 238.0 institutional CEU's).

A current College database system of students was improved in order to aid students with accurate and updated information about their files.

All programs in the College reviewed and revised (as needed) their standards for program admission to ensure that criteria and standards are clear, that they assess students on multiple measures, and that they accurately reflect the faculty's priority for the recruitment and admission of highly-qualified candidates.

**Proposed Action:** Each department will designate a graduate director who will be provided a stipend of 7.5% of 9-month salary to serve in this (rotating) position for two years.

**Status: Not fully completed**

The College's Department of Instruction and Teacher Education has developed a job description for a graduate director. A graduate director was not identified in the College's Department of Educational Leadership and Policy. The Chair in the Department of Educational Psychology (EDPY) presented a proposal to support a Graduate Director in the Department, but the proposal was not accepted. The Chair serves as the Graduate Director in the EDPY Department. The Department of Physical Education has always had and used a Graduate Director in that Department for their programs. The faculty member charged with this responsibility, however, has never received a reduction in teaching load, nor has that person received monetary support.

**Proposed Action:** College funds will be used to hire an "ombudsperson" to help students address their academic concerns.

**Status: Completed**

Upon hiring a permanent Associate Dean for Academic and Student Affairs, the College put in place a recognizable ombudsperson for potential student academic concerns. The College is fortunate to also have several other outlets that assisted students with academic concerns. Those outlets includes the MAT/IMA Exceptions Committee, the Undergraduate Exceptions Committee, the Director of the Office of Student Affairs, and the Coordinator for Admissions and Advisement for Advanced Programs.

**Proposed Action:** The Associate Dean for Academic Affairs will be charged with providing a database on all graduate students.

**Status: Completed**

Under the new permanent Associate Dean for Academic and Student Affairs, the College's graduate database was a vital part of data and record-keeping over the last year. The Office of Student Affairs has maintained the database and is currently in the process of fine-tuning it for continued use in university and survey requests.

**Additional Action Taken to Meet Goal**

The College's Department of Instruction and Teacher Education faculty on the Leadership Team of the South Carolina Reading Initiative supported a statewide project that influenced the quality of reading instruction in 40 school districts across the state. Over 1,100 teachers in this program took classes through Extended Graduate Campus Programs.

The College continued to strengthen its relationship and outreach with local school systems. Last year (and the three years prior) the Executive Director for School University Partnerships/PDS Network and a Clinical Faculty member in the Department of Instruction and Teacher Education trained all of the supervisors, coaching teachers, and administrators in the TEAM/ADEPT System who work with the College's preservice teachers. Training was also offered to other educators in our neighboring school districts as a service to the area. During 2000, over 70 contact hours were clocked in TEAM/ADEPT Training, and 20 plus hours in orientations.

**2000 - 2001 GOAL #8**

**To bring support spaces, classrooms, and the Wardlaw building environmentally up to date and aesthetically appealing for learning.**

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**Proposed Action:** The College will upgrade the counseling laboratory as recommended in last year's accreditation visit.

**Status: Completed**

In response to recommendations from an accreditation visit, the counseling laboratory was renovated to include more state-of-the art equipment and better teaching and learning opportunities. Videotaping capability was implemented in 8 rooms, and audio capability was made available in 4 rooms. Each counseling and observation room was equipped with telephones for communication between the clinical supervisor and the student being observed.

**Proposed Action:** The College will replace carpet in the educational psychology/research suite.

**Status: Completed**

The carpet was replaced in the educational psychology/research/foundation suite on the first floor.

**Additional Action Taken to Meet Goal**

The College's Office of Student Affairs (OSA) was updated to embody a more professional working and learning atmosphere. Improvements included painting and updating the general office area. The Dean's Suite, Accreditation Office and Development Office were also updated with new carpet, paint, and refurbished furniture. The Accreditation and Development Offices were permanently relocated to more spacious and professional office space.

The College implemented some overall changes in Wardlaw that will enhance the learning environment and support student, faculty and staff needs. Major wiring was reworked in one classroom, a new educational science room was placed in the design stage, several monitors and VCR's were placed in classrooms throughout the building, the entrance to the building was redone, new carpeting was put down in one major classroom, and renovations were made in the Instruction and Teacher Education Department to include painting and major moves.

The College continued to develop classroom space through its Professional Development School (PDS) partnerships. Five classes were taught in PDS's. These experiences ensure access to P-12 students, teachers, and current materials, while providing space for on-going displays and projects not possible in university classrooms.

Teacher quality grant funds were used to upgrade materials in one elementary science classroom which houses four MAT courses. MAT students were directly involved in the experience as part of their learning activities.

## **2000 - 2001 GOAL #9**

**The College will work with the university administration to increase the emphasis placed on K-12 involvement and educational reform. A key goal will be to make this a university priority, and clearly underscored at the highest levels.**

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*No proposed actions under Goal #9 were stated by the College last year.*

### **Action Taken to Meet Goal**

With encouragement and guidance from the Educational Outreach Committee and in cooperation with the University's Bicentennial Celebration, the College was responsible for kicking off the "Meet in the Middle" program. January 11, 2001 marked the initial announcement of this state-wide program that encouraged university involvement at the level of tutors, speakers, or other hands-on activities in middle schools across the state.

The College's Office of Student Affairs (OSA) charged ahead this year in outreach efforts in P-12 school sites by taking on new roles in the Teacher Cadet Program. Outlined as part of action taken in Goal #7, the OSA visited all 16 Teacher Cadet partner high schools and continued its visible presence in P-12 education by again hosting the Teacher Cadet Conference and taking charge of the Teacher Cadet Speaker's Bureau.

The College revisited its organizational model in relation to its place in the Professional Education Unit (PEU). The revision of the PEU included input from all parties on key points such as: the conceptual framework for all education programs; the development of performance-based assessments and a unit-wide assessment plan; and the development of appropriate roles for university faculty in P-12 education.

The Professional Development Schools (PDS) Network continued to support involvement of university faculty in P-12 schools through the awarding of mini-grants to teams of school- and university-based faculty (see Goal #4). These were made possible through resources from the USC Title II Teacher Quality Partnership Grant.

The College also led statewide developments efforts in school-university partnerships through its leadership in the state's Professional Development Schools Academy (see Goal #4). The Department of Instruction and Teacher Education offered the PDS Leadership Workshop in December and will provide leadership to the state's institutions of higher education in developing their local PDS networks. This work was financially supported by a contract from State Title II funds.

The College was involved with the South Carolina Reading Initiative Project, the newly-funded Office of Educational Research and Improvement Project (US Department of Education), Title II Teacher Quality Partnership, and proposal for a "Teaching Teachers to use Technology" Grant. All of these efforts represented externally-supported efforts that increased the College's involvement with P-12 schools.

The College took an active role in the University's Bicentennial Celebration activities through outreach projects. For example, "Carolina Shout" was a day-long education conference that celebrated the role of teachers through sessions with several well-known figures in education and personal input from business and student leaders in the area.

Upon policy approval by the Board of Trustees on offering contract courses, the College's Department of Education Leadership and Policy will move more actively in serving more sectors of the state through distance education classes and contracted faculty.

Three faculty in the College's Department of Physical Education (PE) continued to lead the South Carolina Assessment Project (SCAP). This project was funded by the SC Department of Education through the SC Alliance for Health, Physical education, Recreation, and Dance to conduct all statewide assessment of school P-12 physical education programs in South Carolina. The project involves curricular reform of secondary physical education, establishment of statewide standards and assessment materials, and conducting assessment of all school programs.

The Colleges' Department of Educational Psychology continued to work with an externally-funded project, Project ANSER (Addressing the Needs and Supports for Educational Reform for Students with Disabilities), devoted to researching barriers to P-12 school reform and disseminating information to facilitate reform.

## 2000 - 2001 GOAL #10

**The College will heavily focus on distance education and other off-site initiatives to extend the university's educational outreach.**

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**Proposed Action:** The College will assess movement on this goal by tracking the number of distance education courses offered and enrollments.

**Status: Not fully completed**

Faculty in the College's Department of Educational Leadership and Policy's K-12 Education Administration Program approved a plan to offer all the MEd courses in their K-12 masters via Distance Ed, upon final approval from the University and the Commission on Higher Educations.

The College's Department of Instruction and Teacher Education offered at least one course each semester via distance education and involved 3 faculty who did not have previous distance education experience with these efforts.

The GRADUS newsletter from The Graduate School accredited the entire expansion of Extended Graduate Campus enrollments to faculty efforts in the College's Department of Instruction and Teacher Education.

**Proposed Action:** There will be a concerted effort to raise revenue both through these initiatives and by efforts to make the "teaching profession" minor an attractive option for more undergraduate students.

**Status: Not fully completed**

The College's Office of Student Affairs (OSA) was instrumental in increasing off-site initiatives in order to extend the university's educational outreach. The OSA enabled approximately 150 teachers involved with the Governor's Reading Initiative to register and complete applications to the College. The OSA continued its efforts in assisting students through the application and registration process with the Graduate School for off-site courses and College degree programs.

The College recognized the importance of "growing it's own" in terms of recruiting current USC students to minor in teaching. In securing permanent administrative personnel, however, the College redirected its efforts in this area of educational outreach by strengthening its internal components so that future outreach - on campus and off - will be a guided, structured project.

**Proposed Action:** The College will increase revenue by beginning a program wherein high school students enrolled in the Teacher Cadet program will sign up for college credit.

**Status: Completed**

Fall 2000 marked the beginning of a new program open to teacher cadet classes at the College's 16 partner high schools. High school teacher cadet students earned credit for the first time by enrolling in two classes, EDTE J101 and EDTE J101P at their own high school campus. Fifty nine students registered for credit in Fall 2000. Enrollment in these courses has made a positive impact on the amount of revenue seen by the College.

# Strategic Plan 2001-2006



## **COLLEGE GOALS FOR STRATEGIC PLAN 2001 - 2006**

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While the College officially moves into a new millennium, it brings along great challenges and opportunities – the first of which is the excitement of a new, permanent Dean and two Associate Deans. Upon completion of the work of the Dean's designated Think Tank, a new mission and vision will emerge to carry the College, its faculty, staff and students into new places of educating professionals. That work is scheduled for completion by mid semester, Spring 2001. Until then, the College will focus on the ten goals that guided the 1999-2000 and 2000-2001 strategic plans. Projected activities targeted per goal for FY 2001-2002 are delineated below. Once the mission and vision are complete, a revised Strategic Plan will be submitted for approval.

### **2001 – 2006 GOAL #1**

**The College's mission will be consistent with the goals of a major research university. Specific objectives include increasing the number of grant proposals and major grants acquired, increasing the number of publications in significant refereed outlets, and increasing graduate student financial support.**

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**Proposed Action 1.1:** The College will place total college quality assurance at the forefront in gathering and disseminating data internal and external to the university. Encompassed within this attention to accuracy and reflective information will fall accreditation requirements, accountability measures, national survey data, state and federal reporting requirements, and public perception.

**Proposed Action 1.2:** The College will conduct a review of current curriculum resources and work with the USC Libraries and the Professional Development School Network to coordinate and assure that curriculum resources required for quality programs and national accreditation are readily available to students.

**Proposed Action 1.3:** The College will work to increase faculty support and professional development through additional grant dollars.

**Proposed Action 1.4:** The College will work to redesign the number of graduate assistants and the financial support packages offered to them so that the College is able to compete for more students in Masters and Doctoral programs. Some additional funds will be raised through increased external funding efforts.

**Proposed Action 1.5:** The College will begin discussion of collaborative efforts with other colleges to form a Research Fair to showcase graduate student work, while assisting in relationship-building among the College's students and those from across the university.

**Proposed Action 1.6:** The College will create opportunities for graduate students to apply for financial assistance in attending and presenting at local, regional, and national conferences.

**Proposed Action 1.7:** The College will continue to offer basic statistical research support to graduate students through the use of statistical software and general assistance as they design and implement educational research projects.

**Proposed Action 1.8:** The College will develop a proposal for an Office for Educational Evaluation that will be designed to procure evaluation contracts to support faculty and graduate assistants' research.

## **2001 – 2006 Goal #2**

**To maintain an environment that appreciates, nurtures, and supports diversity in faculty, staff, and students.**

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**Proposed Action 2.1:** The College will continue to design, implement, assess and evaluate faculty and student curriculum and experiences so as to provide attention to diversity throughout the College.

**Proposed Action 2.2:** The College will investigate a plan to develop and implement an affirmative action hiring plan for faculty and staff as part of the Policies and Procedures Manual.

**Proposed Action 2.3:** The College's Office of Student Affairs (OSA) will continue to support the MAT/IMA Exceptions Committee's practice of giving more students an opportunity to prove themselves during college through conditional admittances. These types of admissions will continue to be tracked by some of the specific program areas into which the student enters.

**Proposed Action 2.4:** The College will continue to actively lead and participate in the Teacher Cadet program and other recruitment initiatives to seek and encourage students from diverse backgrounds to apply to initial and advanced certification programs in the College of Education.

**Proposed Action 2.5:** Specific plans will be developed to track pre-service students' clinical experiences to ensure that every student has significant experience in settings serving students from diverse backgrounds, including at-risk populations.

## **2001 – 2006 GOAL #3**

**Contribute in effective ways to the University's development campaign.**

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**Proposed Action 3.1:** The College's Department of Physical Education will again co-host a golf tournament to raise money to increase graduate assistant stipends for the athletic training program.

**Proposed Action 3.2:** So that the College's development campaign is able to grow and sustain adequate support funds and personnel, the Director of Development will concentrate efforts in three main areas over the next year – 1) Development Fund Dollars, 2) Marketing and Public Relations, and 3) Alumni Relations.

#### *Development Fund Dollars*

As part of a \$1 million goal, the College will seek commitment for an endowed professorship in Instructional Technology, close 20 gifts, make 35 asks, and make a minimum of 240 personal calls.

The College will continue to target funds in support of the fifth year of studies for the Teaching Fellows. The College will encourage additional gifts through partnership with university efforts such as the Bicentennial and the Meet in the Middle program.

The College will work more aggressively with prospects and activities at the University and outside of South Carolina to strengthen the development campaign.

The College will secure a full-time administrative assistant in the Development Office.

The College will double the amount of members in the Dean's Circle (donor of \$1,000) to fourteen.

Over the next five fiscal years, the College will move toward employing an additional Development Officer.

The College will work closely with newly-appointed national figures on fund-raising projects with respectable status in the development community such as the Charles Stewart Mott Foundation, etc.

#### *Marketing/Public Relations*

The College will work to increase the community and state visibility of the Dean

The College will continue to cultivate relationships with other colleges at the university and community members to encourage interest in P-12 education.

The College will work towards getting at least one article from the Dean printed in the Op-Ed section of *The State*.

The College will encourage involvement with the *Speaking of Schools* radio program, by working toward an appearance on that show by the Dean.

The College will encourage and assist in facilitating the President's Office to become more visibly involved with P-12 education through community events and public speaking opportunities

The College will investigate the possibility of a "Closer look at our Graduates" day when newly-certified teachers talk about experiences with USC internships and practica.

#### *Alumni Relations*

The College will host at least 3 events titled, "Night with the Dean" in selected cities for the alumni in that area.

The College will create a newsletter that reflects more professional design, layout and content.

The College will make Homecoming more professional through the use of higher quality brochures, well-known speakers, and awarding outstanding service/scholar awards that evening.

## 2001 – 2006 GOAL #4

**Further develop and improve the Professional Development School (PDS) network with an emphasis on the secondary level, and to involve additional faculty in PDS sites.**

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**Proposed Action 4.1:** Continue the refinement of PDS Network efforts and roles for school- and university-based faculty by:

- Investigating issues of membership and expansion including renewed commitments for existing sites, consideration of adding business partners and new P-12 sites, and new organizational structures such as varied tiers of membership.
- Analyzing of data through grant, conference, and committee work.
- Developing and implementing an educational program for increased consistency and school-university collaboration in the supervision of interns.
- Developing a plan which incorporates a greater variety of roles for school- and university-based faculty related to school-university collaboration including ways to incorporate and share responsibilities for a greater number of professional education programs in PDSs (e.g., music, art, and physical education; special education; counselor education; and educational leadership).
- Inviting PDS faculty to join the Corps of Mentor Teachers (supported by the Title II Grant).
- Formalizing written agreements with schools, superintendents, and possibly school boards.
- Emphasizing on different tiers or levels of professional development schools as congruent with the NCATE PDS Draft Standards; budgetary recommendations; roles, responsibilities, and accountability of all stakeholders.
- Involving more faculty from both COE and Arts and Sciences in meaningful ways for program areas and specializations.
- Investigating ways to involve PDS faculty in College PDS outreach efforts.
- Evaluating the status and impact of each partner school and the Network writ-large.

**Proposed Action 4.2:** Mini-grants will be implemented, supporting research in PDSs by teams of school- and university-based faculty.

**Proposed Action 4.3:** Statewide leadership for the establishment of PDSs will continue through USC's leadership in the SC PDS Leadership Academy.

**Proposed Action 4.4:** An externally-funded research collaboration will be initiated with the College, Professional Development Sites (PDS), and the state chapter of the NEA. The state study will focus on identifying the benefits of a PDS network for student achievement and teacher quality.

**Proposed Action 4.5:** The College will continue its work in the SLATE Project (Service Learning in Teacher Education) in PDS's.

## 2001 – 2006 GOAL #5

**Improve technology and effectively integrate technology instruction.**

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**Proposed Action 5.1:** The College of Education will design a Plan for Integrating Technology in Instruction and seek resources to provide better support in this area. Major areas of focus will be the equipment and support personnel needed to integrate technology into College of Education classes, to

provide access to modern computer labs and training rooms, and to provide opportunities to integrate technology lessons into field based-experiences.

**Proposed Action 5.2:** The College will begin to develop an electronic documents room for use in accreditation, record-keeping, and assessment. The “e-document room” will include College-wide information related to accreditation and state review efforts, as well as general information on the College mission, organizational structure, policies, faculty (e.g., vitae); and procedural records (e.g., meeting minutes).

**Proposed Action 5.3:** The College will develop and investigate a plan to acquire at least 5 computers and/or laptops to be used by the Accreditation and Program Review Team during their Spring 2003 visit to the College.

**Proposed Action 5.4:** The College’s Department of Educational Psychology will work collaboratively with USC –Aiken to design a new Master’s degree program to replace the existing degree program in Instructional Technology.

**Proposed Action 5.5:** The College’s Department of Instruction and Teacher Education will pilot requirements for MAT and MT students to complete electronic portfolios.

**Proposed Action 5.6:** The College’s Department of Instruction and Teacher Education (ITE) Department will have 75% of the ITE courses using *Blackboard*.

**Proposed Action 5.7:** The College’s Department of Physical Education will continue to use technology to create CD’s for students and teachers regarding new assessment techniques in P-12 physical education programs.

**Proposed Action 5.8:** The College’s Office of Student Affairs (OSA) will develop a plan for web access to OSA forms and other university (Graduate School and Registrar’s Office) forms. The plan will also include prioritizing forms, identifying appropriate links, and working with other colleges, schools, departments, and programs, as appropriate.

## **2001 – 2006 GOAL #6**

**To improve College organization and management, including governance, operations, collegiality and fiscal operations.**

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**Proposed Action 6.1:** The College will explore a college-wide study of current internal organization for the purpose of improving it and implementing appropriate and applicable policy statements into the Policy and Procedures Manual. Areas to be more clearly delineated include the following:

- Development of consistent procedures throughout the College in communications and policies related to the Graduate School such as procedures related to students (e.g., admissions, programs of study, and graduation checks) and the initiation of courses and programs through Extended Graduate Campus Programs.
- A policy related to the number and roles of Graduate Directors/Coordinators in the College of Education
- Specific procedural guidelines for faculty to follow concerning course and program changes

**Proposed Action 6.2:** A college-wide assessment system will be developed for continuous self-evaluation; data maintenance; state and national program review; and student assessment at admissions, mid, graduate, and post-graduate points of matriculation.

**Proposed Action 6.3:** The College's relationship with other components of the Professional Education Unit will be further refined including the role of the Intercollegiate Education Governance Committee and the Professional Development School Governing Board.

**Proposed Action 6.4:** The College will investigate the possibility of a College of Education Student Advisory Board, with applicable members, responsibilities, meetings, etc.

## 2001 – 2006 GOAL #7

**The College will focus heavily on service activities to the University, state, schools, and business community. This will include increased involvement and commitment to College and University committees and effective student advisement and student involvement, and involvement with the business community and private industry.**

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**Proposed Action 7.1:** The College will continue to provide training to all supervisors, coaching teachers, professional counselors, media specialists, speech pathologists, administrators, and other educators in neighboring school districts in the TEAM/ADEPT System (as mandated by the State Department of Education) who work with the College's preservice teachers.

**Proposed Action 7.2:** The College will ensure that at least two more persons in the College are trained as a TEAM/ADEPT trainer. Trainers will be responsible for the state-required student orientations each semester. Training should be conducted in pairs and on a rotating basis throughout the year.

**Proposed Action 7.3:** The College will develop a proposal for an Office of Educational Evaluation to address the growing state need for external evaluation of educational programs.

**Proposed Action 7.4:** The College's Department of Instruction and Teacher Education will take a leadership role in community, business, government and certification efforts through collaboration with other institutions, College- and university-wide program initiatives, and state activities.

**Proposed Action 7.5:** The College's Department of Educational Psychology will provide technical support to the State Department of Education for the development and scoring of South Carolina student assessments and will collaborate with the South Carolina Educational Oversight Committee in conducting research on the effectiveness of state-funded education initiatives.

**Proposed Action 7.6:** The College's Office of Student Affairs (OSA) will continue its visible role in recruitment and outreach efforts such as state career fairs, university functions for new students, in-class presentations, and summer orientation "Drop-ins." Work with faculty and students will continue to include four university-wide advisement sessions for undergraduate students interested in teacher education.

**Proposed Action 7.7:** The College will review faculty and staff responsibilities in the Teacher Cadet Program in order to work most effectively and efficiently with area high schools in recruiting quality teacher education candidates.

**Proposed Action 7.8:** The OSA will continue usage, updating, and fine-tuning of the Filemaker Pro database so as to easily compile information for annual reports and requests such as AACTE/NCATE, *U.S. News and World Report*, Wintergreen Orchard, Peterson's, and various Commission on Higher Education requests.

## 2001 – 2006 GOAL #8

**To bring support spaces, classrooms, and the Wardlaw building environmentally up to date and aesthetically appealing for learning.**

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**Proposed Action 8.1:** The College will renovate an area (possibly the current canteen) to be more appealing and useful for students, particularly graduate students and those commuting to campus. The area will be designed collaboratively with student representatives.

**Proposed Action 8.2:** The College will continue to work with PDSs to design and create exemplary learning environments for pre-service students on-site in schools.

## 2001 – 2006 GOAL #9

**The College will work with the university administration to increase the emphasis placed on P-12 involvement and educational reform. A key goal will be to make this a university priority, and clearly underscored at the highest levels.**

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**Proposed Action 9.1:** In support of the Board of Trustees goal for USC to improve P-12 education the College will:

- Work with other members of the Professional Education Unit to develop a plan for and institute a university coordinating and development office for P-12 school-university partnerships and initiatives.
- Strengthen and broaden the training given to teaching supervisors' training through the PDS Network.
- *Use the governance structures of the Professional Education Unit to promote and coordinate university-wide involvement in P-12 schools.*
- *Continue to work with the South Carolina Assessment Project that encompasses curricular reform of secondary physical education; establishment of statewide standards and assessment materials; and conducting assessment of all school programs.*
- Work with other institutions of higher education to promote school-university partnerships statewide.
- Involve P-12 teacher at various levels for valuable input and projects.
- Investigate initiatives that also involve P-16 reform and renewal and not only P-12.
- Continue the work of the School Context Teams (supported by Title II Grant) to involve USC Arts and Sciences faculty in secondary schools where USC Interns are placed.

**Proposed Action 9.2:** The College will enhance communication and understanding between P-12 personnel and the Office of Clinical Experiences by developing and using field packets.

**Proposed Action 9.3:** The College will work on developing a plan for recruiting undergraduate & professional program students to assist with the many faculty-initiated university-to-school partnerships going on at USC that can, if used, provide USC future teachers opportunities for professional development.

**Proposed Action 9.4:** The College will work with the University Committee on Tenure and Promotion and central administration to promote a better understanding AND acknowledgement of the importance of

such service. Also as part of this work, the College will move to have this service better recognized in the tenure and promotion process.

**Proposed Action 9.5:** The College will serve as one of the state's Teaching Fellows regional interview sites for new Teaching Fellows students.

## **2001 – 2006 Goal #10**

**The College will focus heavily on distance education and other off-site initiatives to extend the university's educational outreach.**

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**Proposed Action 10.1:** The College of Education will continue working with Extended Graduate Campus Programs of the Graduate School to identify and meet distance education needs.

**Proposed Action 10.2:** The Department of Educational Leadership and Policies will explore how to re-institute offering the higher education certificate plan at various technical colleges around the State.

**Proposed Action 10.3:** The College's Department of Educational Psychology and USC Aiken will develop a new Master's degree in Educational Technology (to replace the existing degree program in Instructional Technology). This will increase the distance education courses at both sites, as well as strengthen the communication between the College and the USC Aiken campus.

**Proposed Action 10.4:** The College's Department of Instruction and Teacher Education will continue its involvement in statewide projects and certification efforts such the South Carolina Reading Initiative and courses that support NBPTS certification applicants via distance education.

**Proposed Action 10.5:** The College will implement a distance education pilot program of Troops to Teachers in collaboration with The Citadel, South Carolina State College, and Clemson University.

**Proposed Action 10.6:** The College's Office of Student Affairs will commit to continued work with the faculty and students involved in the Governor's Reading Initiative Program and those students registering for off-site courses and degree programs.

# Resource Requirements 2001-2002

## **RESOURCE REQUIREMENTS 2001 - 2002**

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### **FACULTY NEEDS**

In order for the College of Education to pursue its vision of being responsive, engaged, and collaborative and to fulfill its mission of addressing the needs of its varied constituent groups, an appropriate faculty base must be maintained. During the 2000-2001 academic year, six replacement/rebuilding requests for faculty were approved. However, due to uncertainties regarding the state budget, an institutional hiring freeze was instituted. It is absolutely essential that these positions be reauthorized as soon as possible. It is just as crucial that additional replacement positions be approved and that new positions, requiring additional appropriations rather than reallocations of internal-to-college funds, be approved as well. This is especially the case regarding our teacher education programs and other college programs that stand to achieve state and national prominence if granted additional resources. Many of these program areas continue to become more clinically-based and require an intensity of faculty involvement that cannot be met with our current cadre of faculty. These faculty needs are listed below:

#### **Approved replacement positions**

- Early Childhood Education – Probationary-Track
- Educational Administration – Probationary-Track
- Physical Education – Probationary-Track
- Special Education – Probationary-Track
- Special Education – Probationary-Track
- Counselor Education – Probationary-Track

#### **Additional Replacement Positions**

- Elementary Social Studies – Probationary-Track
- Director of the M.A.T. Program - Clinical Faculty
- Educational Administration – Probationary-Track
- Higher Education – Probationary-Track (Two)

#### **New Positions**

- Athletic Training – Clinical Faculty
- Language and Literacy – Senior Faculty
- Language and Literacy – Clinical Faculty
- Elementary Education – Clinical Faculty

The College has also experienced two faculty resignations that became effective January 2001. Requests have been submitted for reinstatement of these positions to the College, one in the Community and Occupational Programs area (COPE) and the other as a reallocation from the Counselor Education area to the Instructional Technology area.

Total New Faculty Needs requested (less fringe benefits): **\$205,000** (recurring)

### **FACULTY SUPPORT**

In addition to needing additional faculty in the College, there are several items of importance to ensure success of faculty, especially in terms of specific productivity measures.

Additional funds are needed in the College's Department of Educational Leadership and Policies to support untenured faculty's research (\$2,000 each/ 5 positions) and in the Department of Instruction and Teacher Education (\$2000.00 each/ 7 positions). Total funds requested \$24,000 (continuing until tenure is attained).

Part-time clinical faculty are needed in the College's Department of Educational Leadership and Policy to assist with both distance education cohorts and with classes offered face-to-face at remote sites (approximately \$2,500 per clinical course 6 positions). Total funds requested \$15,000 (recurring).

Part-time clinical faculty are needed by the Department of Instruction and Teacher Education to assist with both distance education cohorts and with supervision of clinical experiences. Total funds requested: \$75,000 (recurring).

Total Faculty Support requested: **\$114,000** (recurring)

## **OUTREACH AND MARKETING**

The quality of the College's alumni newsletter should be improved dramatically to impact development and student recruitment. A College alumni database should be created and additional personnel should be hired to assist in these efforts. The newsletter, database, and new person would become the responsibility of the Director of Development. Total funds requested: \$35,000 (recurring).

The College should devote efforts in developing better electronic communication with graduates for follow-up surveys and fund-raising. A graduate assistant could perform these duties and work closely with the Director of Development in order to coordinate these tasks. Through these efforts, the College could give its alumni a choice of a hard-copy or an electronic newsletter, as many professional groups do. Total funds requested: \$8,000 (recurring)

The College needs a full-time assistant to the Director of Development. Besides the College of Pharmacy, the College of Education is the only Development office that does not have an assistant. This need is also part of the Central Development office's strategic plan. Total funds requested: \$25,000 (recurring).

Total Outreach and Marketing requested: **\$68,000** (recurring)

## **STUDENT SUPPORT**

The Summer Research Fellowship for graduate students should be reinstated (\$2,500 recurring)

Total Student Support requested: **\$2,500** (recurring)

## **FACILITIES SUPPORT**

The College needs deferred maintenance monies so that renovations to Wardlaw 030 can be made. Once these renovations are complete, the SCANA Science Classroom can be created. Total funds requested: \$10,000 (non-recurring cost).

Because the Development office is the public face of the College of Education, a larger, more professional looking office is sorely needed. Total funds requested: \$1,000 (non-recurring cost).

The College's Office of Student Affairs is in need of upgrades in the general office area as follows:

- Centralized reception area with shelving
- Work stations
- New counter for central area
- New chairs for staff
- Painting. Total funds requested: \$20,000 (non-recurring cost)

Repairs and upgrades, including new paint and carpet, are needed to renew the physical appearance of the 3<sup>rd</sup> floor of Wardlaw and in three class/meeting rooms and offices on the second and third floors of the Department of Instruction and Teacher Education. Total funds requested \$40,000 (non-recurring).

Funds are requested to renovate a space to provide a meeting area for College of Education graduate students (See Goal #8). Total funds requested: \$10,000 (non-recurring).

Total Facilities Support requested: **\$81,000** (non-recurring)

## **TECHNOLOGY SUPPORT**

The College's Department of Instruction and Teacher Education is in need of resources to support students' development of electronic portfolios (e.g., electronic scanner, digital camera, CD Burner) to support plans that require students to do electronic portfolios to document their learning for the College's NCATE Continuing Accreditation Visit. Total funds requested: \$5,000 (non-recurring).

The faculty in the College's Department of Instruction and Teacher Education are concerned about the availability of updated curriculum resources for students (required by NCATE). Total funds requested: \$5,000 (non-recurring). The College should purchase new qualitative software (NVivo) for the analysis of data and the designation of a computer in the Educational Technology Center for use of that software package. Total funds requested: \$5,000 (non-recurring).

The College's Department of Educational Psychology will require new funds in order to provide students in the new technology program with appropriate hardware and software. Total funds requested: \$60,000 (non-recurring).

The College's Department of Educational Leadership and Policies is in need of one presentation projector for use at remote campuses when offering courses there. Total funds requested \$5,000 (non-recurring)

The Office of Student Affairs (OSA) is in need of technological renovations to enhance efficiency. The following improvements should be made:

- Upgrade 8 computers for OSA staff. Total funds requested: \$24,000 (non-recurring)
- Provide monitor filters; high-speed, high-volume printer; new; vertical CPU stands; additional software; installation of already-purchased scanner. Total funds requested \$6,000 (non-recurring)

Total Technology Support requested: **\$105,000** (non-recurring)