



Setting the Pace

innovate • collaborate • transform



A Message from the Founding Dean



Clemson’s College of Education has experienced another phenomenal and record-breaking year of growth, engagement and enhanced impact as we continue our trajectory as the state’s most innovative and best-in-class leader in systematically improving education.

It is for this reason that we have collaboratively developed a new Bachelor of Science degree in Human Capital Education and Development. This first-of-its-kind program has welcomed its first students this fall, who will enjoy a curriculum that integrates the scientific fields of learning sciences, systems improvement science and human resource development.

Another indication of the success of our efforts to serve the educational needs of our citizens is the growth in our undergraduate and graduate enrollment, degrees awarded, grants and philanthropic support. Over the past five years, our College has experienced record-breaking growth in all these categories, as you will see in the data on this page.

I always enjoy assembling material for this report because it allows us to showcase the remarkable accomplishments of our

alumni and the generosity of our friends and partners whom you will read about in a section dedicated to their engagement and commitment to our work.

Finally, this letter will be my last to kick off an annual report. I have had the opportunity to serve as the dean of the College of Education for eight years. I am not being hyperbolic when I say that leading this College has been the pinnacle of my career and the best job I have ever had. I have certainly been blessed with best-in-class faculty, students, staff and colleagues. By the time this is in your hands, I will have transitioned to serve as Provost Distinguished Professor of Educational Innovation and remain on the College faculty. I am excited to see where this College goes from here.

Thank you for the opportunity to share this report detailing the incredible work of the Clemson University College of Education.

Go Tigers!

George J. Petersen, Ph.D.
Professor and Founding Dean

A Message from the Acting Dean



The College of Education continues to be inspired by the will of Thomas Green Clemson and our land-grant mission. We understand that education is at the heart of economic prosperity and work force development in South Carolina. During the tenure of former Dean Petersen, we have

developed and implemented innovative programs, centers and partnerships designed to address the complex realities and challenges of P-20 education and the educational needs of our citizens.

It has been my pleasure to watch our former dean lead the College of Education to become a driver of positive change and lasting impact across South Carolina, and I can assure you that this work will continue uninterrupted.

The complex, multi-faceted problems facing the field of education and communities in our state require innovative solutions. Our College has answered that call, becoming synonymous with innovation through programs such as Teacher Residency and our new Human Capital Education and Development undergraduate program.

Our faculty and staff also realize that big ideas can never succeed without collaboration, so we will continue to nurture the alumni, district and organizational partnerships that have blossomed over the years. The section devoted to “collaboration” in this report is the largest for a reason: our College and the work we do would amount to nothing without it.

The desired result from all the work that we do is transformation through our teaching, research and service. I get daily reminders of the work being done in our College, from faculty engaging with students on Clemson’s campus to researchers lending their expertise to partner districts or organizations across the country, and there is so much more to come.

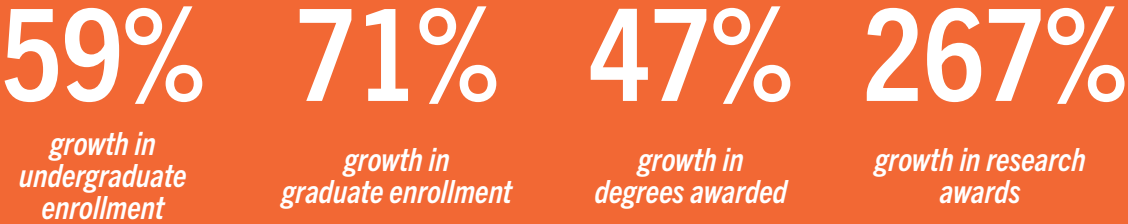
The annual report in front of you is proof of the transformative work and our College’s positive trajectory. Think of it also as a promise that this work will continue and, in many ways, is only getting started.

Go Tigers!

Jeff C. Marshall, Ph.D.
Professor and Acting Dean

Setting the Pace

OVER THE PAST FIVE YEARS



- Philanthropic Support: 41% growth over four academic years
- Our teacher residency program has graduated 218 teachers
- Ed.D. in Education Systems Improvement Science enrollment has increased over 500%
- Online rankings: *U.S. News & World Report*’s #1 online Masters in Education

Table of Contents

Honoring Our Founding Dean	4	Acceleration Through Collaboration	
Movement Through Our Innovation		The COE welcomes new faculty.....	12
HCED welcomes first cohort.....	6	Meet our new chairs.....	13
Teacher Residency update.....	7	The Shepherd Hotel opens its doors to LIFE.....	14
		Honoring Faculty and Staff.....	15
Momentum Through Transformation		Distinguished Friend of the College.....	16
Update on select research projects.....	8	Distinguished Partnership.....	17
Center of Excellence LEADERS.....	9	Excelling through generosity of donors, friends.....	18
Undergraduate/graduate advisory board highlights.....	10	Honoring alumni named teachers of the year.....	19
Teaching Fellows/Call Me MiSTER.....	11		



Thanks to former Dean George J. Petersen for his dedication and leadership as he set the Clemson University College of Education on such a remarkable trajectory!



On June 16, 2022, our College honored George Petersen as he prepared to step down as dean and transition to a new role in the College as Provost Distinguished Professor of Educational Innovation. Thanks to all who made this event so meaningful for Petersen and our College.



Clemson University Executive Vice President for Academic Affairs Robert H. Jones (left) presents Petersen with a vase made of wood found on Clemson's campus as a gift honoring Petersen's years of service as dean of the College of Education.



Among those who participated in the "roast" of Petersen were (clockwise from top left) South Carolina Superintendent of Education Molly Spearman, Dean Emeritus Rick Goodstein, Dean Anand Gramopadhye, Dean Emeritus Brett Wright, Dean Emeritus George Askew and Provost Distinguished Professor Roy Jones.





Kris Frady (right) talks to two HCED majors during a workshop held in September 2022.

New undergraduate degree program kicks off first year

The Human Capital Education and Development program welcomes its first cohort of 15 students

The College of Education’s Bachelor of Science in Human Capital Education and Development is a first-of-its-kind program that blends aspects of learning sciences, systems improvement sciences and human resource development.

We were excited to welcome the program’s first cohort of 15 students this fall, which was a mix of major changers, transfer students and non-traditional students. The program will also engage current first year students, sophomores and Bridge students through the program’s introductory course, which is open to all majors as it satisfies a Global Challenges requirement.

The program distinguishes itself from others in the College, and not only because its focus is shifted away from traditional teacher preparation. The interdisciplinary instruction focused on organizational learning and assessment prepares students for diverse occupational settings across a variety of industries.

The field is wide open and growing across multiple disciplines. Leadership behind the program envision graduates working as human resource development professionals in a manufacturing industry, for example, who can develop employees because they “speak the same language” as those workers on the production floor. They are also training the next generation of organizational improvement specialists in health care systems who are highly effective because they have gained a specialized understanding of how hospitals works.



Kelli R. Seawell
Clinical Assistant Professor
Program Coordinator

The program is also excited to welcome Kelli R. Seawell, clinical assistant professor in the Department of Educational and Organizational Leadership Development, who will serve as program coordinator.

Seawell worked in parks, recreation and tourism for 15 years managing aquatic facilities and programs, where she fell in love with human resource development.

Seawell is currently pursuing a Ph.D. in educational leadership from Clemson University and has earned a master’s degree in human resource development from Clemson University.

The state’s first teacher residency program welcomes its fifth cohort

As the College of Education kicks off the 2022-2023 academic year, it also celebrates the fifth year of its teacher residency program, which has continued to prove its transformational nature with each passing year.

Established in 2017, the program is South Carolina’s first university-led teacher residency program.

At its heart is the College’s combined degree option for undergraduate education students. This degree option replaces student teaching in a student’s final undergraduate semester with graduate education classes, and the following year is comprised of a year-round teacher residency with an experienced mentor teacher who continuously gathers data about a resident’s progress to provide targeted support and feedback.

Residents spend the year-round residency in a district school, moving from a collaborative, co-teaching role in the classroom to an increasingly demanding, lead-teaching role. Using a variety of instructional coaching strategies, mentor teachers provide valuable insight into effective teaching methodologies, helping residents develop the knowledge and skills that come from years of experience. The residency experience centers around their learning under the guidance of a mentor teacher.

The teacher residency program sees its graduates emerge after five years with both a bachelor’s and master’s degree in education as well as an extended, year-long student teaching experience, but development isn’t limited to teacher residents. Mentor teachers are prepared with graduate coursework in instructional coaching, and their professional growth and retention also is a top priority for the program.

42%

Percentage of **teachers** in 2020-2021 reported by the Center for Educator Recruitment, Retention and Advancement who left their SC school district with five or fewer years of experience.

90%

Percentage of **teacher residents** from cohort 1 who are still employed as teachers today.

BY THE NUMBERS: TEACHER RESIDENCY

- 218 – Total number of residents
- 177 – Total number of trained mentor teachers
- # 161% growth in participants from cohorts 1-5

Based on employment data obtained from 148 of 158 teacher residents from cohorts 1-4, 80% of graduates are currently serving as teachers in South Carolina public schools



Teacher residents and mentor teachers pose for a photo with the Tiger during a teacher residency celebration ceremony.

Reshaping professional development

AI-powered professional development yielding positive results

Clemson University’s Teacher Learning Progression (CU-TLP) is transforming professional development by offering individualized pathways to earn graduate credit through the College of Education. CU-TLP is funded in part through a federal Supporting Effective Educator Development grant program.

The project’s goals are to improve STEM teacher effectiveness and retention as well as student achievement in South Carolina’s high-needs middle schools. An AI-powered algorithm based on teachers’ backgrounds, experience and teaching certifications generates recommendations for

professional development pathway options, which consist of four specializations in master’s education, three endorsements and seven concentrations in microcredentials.

Since 2021, over \$1.5 million has been invested in teachers to support their classrooms and their graduate courses through CU-TLP. Data indicates that the positive experiences in their coursework are directly translating to new practices in their classrooms.

The majority of participants are teachers, but administrators, curriculum coordinators, media specialists and instructional/STEAM coaches and interventionists are also involved.

CU-TLP by the numbers

19 DISTRICTS
56 SCHOOLS
276 PARTICIPANTS

1,245 hours of graduate course credit taken
2,043 hours of graduate course credit anticipated
\$622,500 tuition funds expended
\$1,021,500 additional tuition funds anticipated

Approaching English language learners

College of Education faculty awarded \$2.1 million to research best practices

The U.S. Department of Education has awarded faculty in the College of Education a \$2.1 million grant to research the best approach for teachers working with English learners.

The researchers will spend the next five years working with school districts in the South Carolina Midlands to discover effective approaches that educators in English and English for Speakers of Other Languages can use to improve their teaching practices, student outcomes and parent/caregiver involvement in student learning.

Two cohorts of 25 teachers will participate in the research project while earning a Master of Education in Literacy that includes an ESOL certification from Clemson University. The grant will cover all tuition, application fees and test fees associated with the degree program.

Researchers said the project will equip teachers with tools to better do their job while also giving them the advanced graduate education that will help retain them in the field of education. The research will provide these tools in the short term and test a more effective way to include caregivers in education, all while providing a road map that other districts and states can follow to achieve better results.



Rebecca Kaminski (left) and Emily Howell serve as principal investigator and co-principal investigator on the project, respectively.

“Our goal is to prepare teachers to be ready to work with all students in the state – whether English is their second language or not – while focusing on the support they receive at home, which has been an unfortunately overlooked component in the past.”

- Rebecca Kaminski

A center of excellence for LEADERS



Coaches and leaders discuss strategies for increasing teacher retention during the June 10, 2022 kickoff event for the center of excellence.

The South Carolina Commission on Higher Education has awarded Clemson University a three-year grant to create a center of excellence to positively affect rural and high-poverty schools which have higher-than-average teacher turnover.

The Leading Educational Administrator Development for Excellent Rural Schools (LEADERS) Center of Excellence aims to develop current and future leaders and equip them with the means to improve processes in their schools.

According to Hans Klar, the center’s director and chair of the Clemson University Department of Educational and Organizational Leadership Development, the center seeks to ultimately create conditions in schools where teachers stay and thrive, improving student outcomes.

“Year over year, we hope to equip educators who are proven problem solvers with the means to improve their leadership abilities and, more importantly, coach others to solve problems,” Klar said. “It’s all about educators building the capacity to address their own challenges and the challenges their schools face, and then sharing what works with others.”

The districts involved in the project all come from the Western Piedmont Education Consortium, an association of school districts in upper Western South Carolina who work collaboratively to accomplish specific goals. Participating schools have been identified as rural, underperforming on some measure, or high-poverty schools with greater-than-average teacher turnover levels.

The center has already formed a steering committee of district representatives, which will recruit and select 20 practicing or recently retired principals and district leaders to serve as leadership coaches. During the summer of the project’s first year, the coaches will enroll in a three-credit graduate course on coaching for school improvement and attend an educational leadership summit.

Coaches will then be paired with 20 school leaders from participating schools. During the 2022-2023 academic year, the pairs will engage in professional development while implementing data-driven improvement efforts in their schools.

During the following academic year, this cycle will repeat, and another school leader will join the coach-leader pairing, forming a triad to address and build upon school improvement efforts. Leaders will also return to schools trained to tackle questions or problems in schools in a way that improves quality continuously in a data-driven way over time.



LEADERS Center of Excellence participants and Clemson team members at the June 10, 2022 kickoff event, which occurred at the Educational Leadership Summit.

Student Advisory Boards

College of Education student advisory boards help guide our College on multiple fronts. Without their perspective and feedback, we would not be able to offer – and improve – the student experience for which we have become known. Learn more about both our undergraduate and graduate advisory boards and the student leaders that guide the boards' work.

Undergraduate Student Advisory Board

The mission of the College of Education Undergraduate Student Advisory Board (USAB) is to advance the College of Education by promoting the welfare of the student body, enhancing relationships between students and faculty, and serving as ambassadors of the College of Education.



Jillian Broyles, USAB President
Secondary Education and History Major

"The undergraduate student advisory board creates a bond between faculty, staff and students in the College, but it also connects us to the community. We believe that facilitating friendships and making connections in and beyond the College helps students in their future careers as educators to gain skills and support. USAB is the most rewarding organization that I am a part of, and I am confident that I am not alone in making that statement!"

Graduate Student Advisory Board

The mission of the College of Education Graduate Student Advisory Board (GSAB) is to promote the welfare of the graduate student body, enhance relationships between students and faculty, and serve as ambassadors for the College of Education.



Jennifer Bateman
GSAB Co-Chair
Doctoral Student
Graduate Research Assistant
Department of Teaching and Learning

"The GSAB gives voice to all the different graduate programs in the College. The dean's office is committed to making graduate school a positive experience and is supportive of initiatives from the GSAB board. It's a great way to support the online, Hy-Flex and in person programs the College offers."



Susan Purser
GSAB Co-Chair
Master's Student
Ed.S., Educational Leadership

"The graduate student advisory board is a network of graduate students and faculty committed to ensuring an impactful educational experience for COE students. By collaborating on College-wide initiatives such as mentoring, networking and academic support measures, the GSAB is able to create a system of support for our student body."

Teaching Fellows

The Center for Educator Recruitment, Retention and Advancement's Teaching Fellows program affords students up to \$6,000 per year for four years from the South Carolina General Assembly in forgivable student loans. The College of Education became a participating Teaching Fellows institution in Fall 2020.

During the 2021-2022 academic year, fellows continued to engage in a living-learning community, which allowed them to hear from guest speakers, engage in extracurricular learning activities and perform outreach on campus and in the surrounding community.



Teaching Fellows hear from guests speakers on recycling materials for classroom use (top), attend a team-building camp (middle), and hold an ice cream social for Clemson LIFE students (bottom).

MiSTERs explore education from SC to Cairo



Caleb Brown

Caleb Brown is a Rock Hill, SC native, a junior history and secondary education major and a student in the Call Me MiSTER® program, but over the course of a multi-week study abroad experience in Egypt, Brown also served as a documentarian and traveling reporter for the program. Using the College of Education's social media accounts, Brown reported on the group's progress and lessons learned along the way.

Call Me MiSTER works to increase the pool of available teachers from a broader, more diverse background particularly among the state's lowest performing elementary schools. During the study abroad experience, Brown and other MiSTERs began to realize what it means to be a global citizen.

"The small blinders of South Carolina have been ripped off and a wide world has opened up," Brown said. "I have garnered a great respect for cultures and identities that are different from my own in a way that celebrates and embraces diversity and not simply tolerates it."

The College of Education welcomes 10 new faculty members in 2022-2023



Front row (left to right): Sheliah Durham, Tina Randall, Lindsey W. Rowe and Sonja Ardoin. Back row (left to right): Richard D. Yeargin III, Julie Lorah, Kelli R. Seawell and Brandi Nicole Hinnant-Crawford. Not pictured: Rachel Kaminski Sanders and Otis Pickett.

Department of Education and Human Development	Julie Lorah Assistant Professor	Lindsey W. Rowe Assistant Professor
	Tina Randall Clinical Assistant Professor	Rachel Kaminski Sanders Lecturer
Department of Educational and Organizational Leadership Development	Sonja Ardoin Associate Professor	Kelli R. Seawell Clinical Assistant Professor
	Brandi Nicole Hinnant-Crawford Associate Professor	Richard D. Yeargin III Lecturer
Department of Teaching and Learning	Sheliah Durham Lecturer	Otis W. Pickett Sr. University Historian Clinical Assistant Professor

Fleming appointed chair of teaching and learning department

A member of the Clemson faculty since 2006, David S. Fleming has served in such roles as Program Coordinator, Associate Dean, Interim Associate Provost and Dean of the Graduate School, among others. Prior to his work at Clemson, Fleming was a faculty member at the University of Florida, a high school teacher in Hampton, South Carolina, and an elementary school teacher in Columbia, South Carolina.

“The Department of Teaching and Learning features exceptional faculty and staff that serve to address state and national educational needs directly. Our programs include burgeoning teachers, practicing teachers and future teacher educators. Our students get to work directly with scholars in various disciplines that develop and deliver innovative knowledge informed by research and grounded in practice.”



David S. Fleming
Professor and Chair
Department of Teaching and Learning

Klar appointed chair of educational and organizational leadership department

Hans Klar has served as a faculty member and coordinator of the educational leadership programs at Clemson University since 2010. He received his Ph.D. in Educational Leadership at the University of Wisconsin-Madison. Prior to commencing doctoral studies, Klar served in a variety of teaching and educational leadership positions in Australia, China and Japan, including associate dean for English programs at the Sydney Institute of Language and Commerce at Shanghai University.

“Without a doubt, our department’s greatest strength is its faculty and staff, who continuously seek out new ways to improve the quality of our programs. Our faculty members are intensely student centered; they excel in passing their extensive professional and academic experiences along to their students.”



Hans W. Klar
Professor and Chair
Department of Educational and Organizational Leadership Development

The Shepherd Hotel opens its doors to LIFE



Clockwise from top left: Erica Walters addresses the crowd celebrating the Shepherd Hotel opening; Rich Davies (left) and LIFE alum Andrew Whaley; Dabo Swinney talks to the crowd about the value of the Clemson LIFE program; the staff of Delish Sisters (many of whom are LIFE students) pose for a photo; LIFE students, staff and alumni celebrate on the lobby's staircase at the end of the event.

Faculty, staff, students and alumni of the ClemsonLIFE program helped to open the doors of the new Shepherd Hotel in downtown Clemson in early September.

The Shepherd Hotel is a 67-room boutique hotel in the heart of downtown Clemson that will extend authentic hospitality to guests through an upscale experience.

The hotel and the first-floor restaurant, The Delish Sisters, are making employment of individuals with intellectual disabilities a core part of their mission and expect to employ over 40 individuals with intellectual disabilities in collaboration with ClemsonLIFE and local partners.

ClemsonLIFE (Learning Is For Everyone) is a post-secondary education program with the specific purpose of helping young adults with intellectual disabilities obtain the life skills necessary to gain employment and live independently.

Preparing LIFE students for jobs after graduation is vital to the program's success, and LIFE has relied on partnerships both on and off campus over the course of its history to make employment attainable for this population of students. ClemsonLIFE students and alumni will use the hotel and its Delish Sisters Restaurant as both a training ground and long-term employment opportunity.

Our College is thrilled to welcome a new partner in this work to the Clemson community.

College Honors Outstanding Faculty and Staff

College faculty, staff and programs received accolades for exemplary work during the Annual Awards Celebration held on September 16.

The following faculty members earned Awards of Excellence for their work in teaching, research, service and advising:

- » **Award of Excellence in Teaching:** Amanda Rumsey, assistant professor in the counselor education program. Finalists also included Rachel Wagner and Julianne Wenner.
- » **Award of Excellence in Research:** Joe B. Ryan and Luke Rapa earned awards for senior and junior researcher, respectively.
- » **Award of Excellence in Equity-Focused Service:** Roy Jones, provost distinguished professor and executive director of the Call Me MiSTER® program.
- » **Award of Excellence in Service:** Kristen Duncan, assistant professor in the Department of Teaching and Learning.
- » **Award of Excellence in Doctoral Advising:** Daniella Hall Sutherland, assistant professor in the Department of Educational and Organizational Leadership Development.

The Human Capital Education and Development program received the **Insight Award of Excellence**, which acknowledges projects, programs and innovations that have significant impact on the mission of the College and University. The program is the first of its kind to blend aspects of learning sciences, systems improvement sciences and human resource development. The program exemplifies the innovative approach to undergraduate offerings within the College.

The College also introduced a new category honoring contributions to **Diversity, Equity and Inclusion Research**. Those earning honorary distinction in this first year included **Kristen Duncan and Sarah Stokowski**.

The College recognized three staff members for contributions to the College and its mission:

- » **Exceptional Performance and Outstanding Service Award:** Teresa M. Kelley, business manager and administrative assistant.
- » **Outstanding New Employee Award:** Laura Eicher, director of the College of Education Teacher Residency Program.
- » **Outstanding Team Player Award:** Melinda Fischer, grants administrator and manager.



Top photo: Kris Frady (center) accepts the Insight Award of Excellence Award on behalf of the Human Capital Education and Development program from Jeff Marshall and Michelle Cook. Left photo: Eddie and Trish Edwards. Right photo: Jeff Marshall and Kathleen Swinney. Bottom photo: Presenters and award winners pose for a group photo at the conclusion of the awards celebration.

Trish and Eddie Edwards: Distinguished Friends of the College of Education

The Distinguished Friend of the College Award is presented to an individual or organization that has demonstrated strong commitment to many of the College of Education's initiatives, research endeavors and programs.

We are honored to present this year's award to James "Eddie" Edwards '74 and Patricia "Trish" Creighton Edwards '75. The Edwards have stood out since the College's creation for their support and guidance in the direction of our so much of our work.

Although Eddie Edwards earned his Clemson degree in political science, he has spent the past 30 years growing his family-owned construction company, Edcon, into one of the largest contractors for schools and athletics facilities in South Carolina. The couple's two sons, Josh and Chase, work in the business. While her husband and sons have been out building schools, Trish Edwards has spent her career inside them, carrying on the family tradition as an educator. Not surprisingly, their daughter, Emily Edwards Berry, is also a Clemson graduate and teacher. She is set to finish her graduate studies at Clemson this year.

The Edwards recently established the James M. and Patricia C. Edwards Endowment for Education in memory of their mothers, Margaret Dawes Edwards and Patricia Kenney Creighton, who devoted their lives to teaching.

Margaret "Margie" Dawes Edwards, from Johnston, South Carolina, served her community as a math educator. She considered teaching to be a profession of the very highest calling, affording unlimited opportunity to serve others. Patricia "Pat" Kenney Creighton, from Charleston, South Carolina, shared her love of teaching that made everyone feel special, greatly impacting the lives of students she taught from Virginia to Aiken, Florence and Charleston, South Carolina. The family's \$500,000 gift will support Clemson's teacher residency program, a combined degree program across disciplines.

We sincerely thank the Edwards for their commitment and engagement with Clemson University and our College.

Trish and Eddie Edwards



Dabo's All In Team Foundation honored with Distinguished Partnership Award

Partnerships are a vital part of the work and service our College conducts on a daily basis. They provide mentoring, supervision, opportunity and funding to students, faculty, programs and initiatives. The College of Education Distinguished Partnership Award allows the College to recognize a partnership that has provided sustained or innovative support.

This year, we are happy to honor a foundation that has clear roots in both the University and Clemson community. The mission of Dabo's All In Team Foundation® is to raise awareness of critical education and health issues in order to change the lives of people across South Carolina, so it is no surprise that our College, Dabo and Kathleen Swinney, and the foundation have worked in tandem for several years now.

The foundation has supported no less than three of our College's marquee programs:

Call Me MISTER® - the foundation makes an annual donation to the Call Me MISTER program through funds generated at its annual fundraising events and from general donations. Over the years, the foundation has given over \$400,000 to Call Me MISTER to help grow and support the program.

Clemson LIFE™ - Dabo and Kathleen Swinney count former University of Alabama Head Coach Gene Stallings as a major influence on their lives. The Swinneys were equally touched by Stallings' son, John Mark, who was born with Down syndrome. In honor of John Mark, the foundation

supports the Clemson LIFE Program. To date, the foundation has donated over \$400,000 to Clemson LIFE through activities, fundraisers and donations received throughout the year.

Clemson University Early Literacy Center - The foundation has joined forces with College faculty and Scholastic since 2016 for the Tigers Read! Initiative, which aims to prevent the decline in reading skills many students experience during summer months. To date, support from the All In Foundation has allowed the Tigers Read! Initiative to send nearly 82,000 books home to children across South Carolina.

DABO'S ALL IN TEAM FOUNDATION BOARD OF DIRECTORS

Rich Davies, President

Fred Gilmer, Vice President, Treasurer



Dr. Robin Wilson, Secretary

William C. Swinney, Board Chair

Kathleen Swinney, Vice Chair

CJ Spiller

William A. Luce



The College of Education excels thanks to the generosity of donors, alumni and friends

The Clemson University College of Education has its finger on the pulse of education issues in our state and the nation. We communicate regularly with school superintendents and state leadership about the most critical needs in South Carolina. By expanding our enrollment capacity and educating the teachers our state desperately needs, we are effectively addressing the most critical needs facing education today.

The support of generous donors, alumni and friends of the College is critical to furthering our mission to ensure that new, quality educators are prepared for the classroom and highly trained educators are retained as leaders in their schools. That support also helps guarantee the recruitment of talented faculty from across the globe to our College.

We are happy to showcase the level of support our College has received over the past year, and we invite our Clemson Family and friends to learn more about how they might best support our ongoing mission through bold investments in our students, staff and faculty.

2021-2022 College of Education Giving Breakdown

Grand Total (cash + pledges)	➤ \$4.3 million
Gift Total (cash)	➤ \$1.4 million
Total Cash to Endowment	➤ \$651,306
Number of individual donors	➤ 581

Alumni, faculty, staff, partners and friends celebrated educators across South Carolina at the College of Education tailgate held before the Clemson-Furman football game on Sept. 10, 2022. Many South Carolina Teachers of the Year – including those Clemson alumni listed below – stopped by our tailgate for lunch and to celebrate Extra Yard for Teachers, a College Football Playoff Foundation program. Extra Yard for Teachers elevates the teaching profession by inspiring and empowering teachers through the implementation of programs in four focus areas: resources, recognition, recruitment and professional development.

Alumni Throughout South Carolina Earn Teacher of the Year Honors

Ten alumni from Clemson University were named Teachers of the Year in their South Carolina school districts during the 2021-2022 academic year.

- » **Zachary Arms '17**, Liberty High School, School District of Pickens County
 - » **Angela Dunn '90**, Mt. Lebanon Elementary, Anderson School District 4
 - » **Amanda Freeman '98, '20**, Lewisville High School, Chester County School District
 - » **Samantha Hoffman '12**, Alston Middle School, Dorchester County School District Two
 - » **Deion Jamison '17**, Legacy Early College, SC Public Charter School District
- » **Ola Martin '04**, South Aiken High School, Aiken County Public School District
 - » **Alonzo McDonald '09**, Manning High School, Clarendon County School District Two
 - » **Jennifer Metts**, Oak Pointe Elementary School, Lexington/Richland School District 5
 - » **Kem Owens '04**, Ware Shoals Primary School, Greenwood 51 (Ware Shoals School District)
 - » **Heather Poore '02**, James F. Byrnes High School, Spartanburg County School District 5



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