

2012

Annual Report 2011-2012

University of South Florida. College of Education

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April 10, 2012

Dear Colleagues:

It is a pleasure to share the 2011/12 Annual Report for the College (COEDU) with you. Each year the Provost asks deans to include a hyperlink in our report to the College Profile data developed by the Office of Decision Support for all colleges in Academic Affairs. The COEDU's Profile data are available [here](#).

Please bring any significant accomplishments that we may have omitted in this report or provide suggested changes to Kim Tucker (tucker@usf.edu).

I am very pleased with the progress the College has made this year. Despite difficult financial circumstances, we have continued to enhance our research portfolio, strengthened graduate and undergraduate programs, added innovative new residency programs, launched new online graduate programs, and are continuing to have a positive impact on education locally, nationally and globally. Special thanks to the faculty and staff for their efforts, and to the chairs, directors, and assistant and associate deans for their commitment, dedication, and leadership.

I am pleased to present this year's accomplishments arranged according to the goals in the USF Strategic Plan.

Goal 1: Research & Innovation National Rankings

- *U.S. News & World Report* ranked the College of Education (COEDU) as 84th in the nation for 2013.
- According to IPEDS (Integrated Postsecondary Education Data System), which is housed at NCES (National Center for Education Statistics) a center of the US Department of Education, the COEDU is the 9th largest public College of Education in the country.
- We are the 18th largest public College of Education in the country in the production of doctoral degrees in education.
- We are the 31st largest public College of Education in the country in the production of master's degrees in education.
- We are the 13th largest public College of Education in the country in the production of bachelor's degrees in education.

Grant Productivity

- During 2010-11 fiscal year, faculty in the COEDU generated over \$12 million in external grants, of which 4.1 million were federal grants.
- During last fiscal year, 64 proposals were submitted by faculty to federal, state and private agencies. Of that number, 23 were submitted to federal agencies. The overall success rate was 40%. The success rate for federal proposals was 13%, for state proposals 90% and 25% for private and other proposals.
- Based on *U.S. News & World Report* rankings, the COEDU ranks 26th in the nation among other graduate schools of Education in generating external funding.
- The Office of Research, Faculty Points of Pride page includes a [detailed list of all grants and contracts obtained by faculty, including those obtained from July 1, 2010-June 30, 2011.](#)

Research & Scholarship

- Faculty in the COEDU are actively engaged in research and scholarship. The Office of Research, Faculty Points of Pride page includes an incomplete list of faculty [publications and presentations for each year from 2007-2010 with 2011 data currently being compiled.](#)
- A new [Faculty Research Profile](#) has been added to the Associate Dean for Research's website this year to highlight each faculty member's areas of expertise, significant publications, and grants and contracts. This resource is intended to promote more interdisciplinary collaboration both within and outside the COEDU.
- Although faculty present at many discipline specific conferences, AERA draws participation from across the faculty. This year 71 faculty and graduate students will deliver 66 presentations. The presentations will be posted under "Points of Pride" on the [Office of the Associate Dean for Research's website.](#)

Research Support

- Under the COEDU Faculty Research Collaborative Grant Program, two teams of researchers received awards to assist them in submitting competitive federal grant proposals. One of the awards involved multi-disciplinary research, which is strongly encouraged from the Office of Research & Innovation. The recipients are:
 - 1st recipient:
 - Patricia Alvarez McHatton, Special Education
 - Daphne Thomas, Special Education
 - Harold Keller, Dean's Office/Psychological & Social Foundations
 - Barbara Shircliffe, Psychological & Social Foundations
 - Deidre Cobb-Roberts, Psychological & Social Foundations
 - Audra Parker, Childhood Education and Literary Studies
 - Tristan Glenn, Special Education
 - 2nd recipient:
 - Tony Tan, Psychological & Social Foundations
 - Robert Dedrick, Educational Measurement & Research

Linda Camras, Psychology, DePaul University
 Robert Moyzis, Biological Chemistry, School of Medicine, University of
 California, Irvine

- Drs. Janet Richards and Julia Ogg continued to offer the series of Faculty Research Discussion Groups to promote the sharing of research among faculty and to provide a forum to support the research interests of faculty. This is a faculty-driven initiative and our Co-Chairs have invited all faculty to help shape the content of these discussion groups that met this year.
- The fiscal & business specialist in the Office of the Associate Dean for Research continues to serve as the liaison between Florida school districts and USF research faculty, so that mutual research and training needs can be met through effective collaboration. Juliette Baron-Decae serves in that capacity. She works closely with Grace Wang and Michael Melanson on various grant functions.
- For the Office of the Associate Dean for Research, an important on-going effort is to close out and deactivate old grants and contracts. Having made excellent strides toward this goal in the past few years, all of the old projects have been closed. Moving forward, the objective is to close all projects within 90 days of the project end date.
- Our Grant Facilitator, who is housed in the Office of the Associate Dean for Research, systematically searches for federal and state grants to identify opportunities that are applicable to faculty and research staff in the COEDU. Reports are generated and/or updated weekly and submitted to the Associate Dean of Research. Requests for Proposals are sent to the Chairs, Associate/Assistant Deans, and various faculty members weekly based on their interest areas to help them keep abreast of grant opportunities.
- The COEDU continued to fund two graduate assistants in the [Consulting Office for Research in Education](#) (CORE) to provide assistance to faculty and advanced graduate students in the planning of research and in the analysis, interpretation, and presentation of data.
- Supplemental funding was provided to tenure earning and tenured faculty by the dean's office to support travel to professional conferences to present their research.
- Associate Dean for Research Office offered the following research collaborative events to advance faculty and research staff work:
 - Hosted a series of [Grant Oversight and Compliance Workshops](#) for faculty and research staff on topics such as: Reconciliation, Understanding F&A, IRB Update and Review, and Functions of the Office of the Associate Dean for Research with the support of the Office of Research & Integrity, Division of Research Integrity & Compliance, Office of Research & Integrity, TRAIN Initiative, Division of Sponsored Research and the University Controllers Office.
 - Participated in [USF's Research One Events](#) through the Office of the Senior VP for Research.
 - The Center for Research, Evaluation, and Assessment in the department of Educational Measurement and Research offered [series of research-related workshops for faculty and graduate students](#).
- The Office of the Associate Dean for Research is a strong supporter of the TRAIN® Initiative sponsored by the Office of Research and Integrity. Two of our employees, Grace Wang and Michael Melanson were recognized during Research One Week at a

luncheon for the 2011 TRAIN® Award Nominees. They were two of the nine 2011 TRAIN® Award Nominees, with [Grace Wang selected as one of the three 2011 recipients.](#)

Goal 2: Promoting Excellence in Graduate & Undergraduate Programs

The COEDU shares USF's goal of promoting excellence in graduate and undergraduate programs, and is making special efforts to foster student success. The COEDU has numerous initiatives underway to help students succeed academically and to achieve their professional and personal goals. I am proud of the accomplishments of the faculty and staff in promoting excellent programs and fostering student success. The following is an incomplete list of accomplishments.

- The COEDU is nationally accredited by NCATE and the Florida Department of Education (FLDOE) approves all programs leading to certification.
- School Psychology is accredited by the American Psychological Association and National Association of School Psychology.
- Counseling is accredited by the Council for Accreditation and Related Educational Programs.

Additional Curricular Modifications

- Undergraduate Programs Committee – 13 course proposals were reviewed and approved.
- Undergraduate Programs Committee – 3 changes to existing undergraduate programs were reviewed and approved.
- Graduate Programs Committee – 27 course proposals were reviewed of which 7 were changes to existing graduate courses and 20 were new graduate courses.
- Graduate Programs Committee – 3 graduate certificate proposals were reviewed. One new graduate certificate was approved and 2 graduate certificate changes were approved.
- Graduate Programs Committee – 29 programs proposals were reviewed. Of the 29 proposals, 12 new MAT concentrations were submitted, reviewed and approved. Of those submitted, 10 were new or concentration changes to the Ph.D. in Curriculum and Instruction.
- Faculty Council – approved the governance document for the department of Special Education.
- A full explanation of UPC and GPC reviews and approvals can be found on the [Faculty Council web page.](#)
- The following B. S. programs were officially terminated: Teaching Individuals with Emotional Disabilities; Teaching Individuals with Mental Retardation; Teaching Individuals with Specific Learning Disabilities; Business Teacher Education; and Trade and Industrial Education. It should be noted that the department of Special Education offers an array of programs preparing individuals to teach students with disabilities. Further, the decision to drop Business Teacher Education at the

undergraduate level was made years ago and allowed the department of Adult, Career, and Work Force Education to focus on graduate level preparation.

- The following M.A. program was officially terminated: Higher Education Administration.

Advising/Student Academic Services – Undergraduate:

- Student Academic Services became housed in one location which allowed for better administration of advising services, cross-training of all advisors, a receptionist to greet students and perform initial intake.
- Restructured Pre-Education advising such that all advisors were trained as generalists (rather than serving a limited population of students), which provided for increased access and availability to students, deeper connectivity initiated by student choice, and (self-reported) increased job satisfaction by advising staff.
- Implemented EScheduler for all students (current and prospective), which allows students access to scheduling an appointment via the web. Advisors have reported an overall increase in student appointments since adding the EScheduler link to our website.
- Implemented a student satisfaction survey of advising which gives advisors important feedback on their performance, allows advisors to participate in USF's Annual Advising Award, and will be used in a formative and summative fashion.
- Collaborated with College of Arts and Sciences advising to develop a plan of action for certifying students in a major in Education and a minor in Arts and Sciences. The plan will alleviate registration issues and may increase the content knowledge of our interns.
- Communicated necessary modifications to Degree Works to increase the accuracy of all major audits aimed at reducing errors in advising.
- Developed Critical Academic Tracking Templates for each major to decrease time to degree and excess credit hours.
- Updated information on our website (including standardizing all student forms) and framed the layout of information for easier use as an advising tool; established a process of using Facebook to communicate with students about upcoming advising sessions, important dates and deadline, and job opportunities, ongoing development of templates for email blasts throughout the term as well as a communications calendar to guide outreach to student on targeted dates.
- Instituted processes to insure the accurate and timely coding of Pre-Education students from the time of admission to the University which will allow for accurate reporting, monitoring, and outreach to our students.
- Revised the Declaration of Major process to include outreach to student for strategic advising which led to an increase in the number of Pre-Education students, revised Academic Regulations Committee forms processing to streamline operations and decrease the amount of time students had to wait from submission to decision, and revised the admissions process to decrease turn-around time and increase the number of transfers admissible with an AA.
- Re-designed orientations to provide for engagement, empowerment, and community building among students; offered FTIC and transfer orientations; collaborated with Office of Orientation in training Orientation Team Leaders on programs in our college.

- Provided ethics workshops for 466 students entering their final internship experience, provided fall and spring group advising sessions and information sessions specifically designed in conjunction with CELS for the new Residency Program.
- Revamped the final internship meeting for 460 students set to graduate; information included a "new teacher" panel, Career Center representative, and district personnel.
- Participated in "Achieve-a-Bull" session to support and advise our "at risk" students.
- Participated in a variety of outreach events such as Stampede for Success (6 events), Great American Teach In, Phone Call Campaign to Welcome Admitted Students, Phone Call Campaign to High Performing SAT/ACT Admitted Students who had not yet accepted, Florida Future Educators of America, and the Children's Festival.
- Conducted outreach visits to community colleges to inform transfer students of admission criteria.
- Communicated with recent graduates regarding a number of diverse job openings and with current students regarding volunteer opportunities in the field of education.
- Created an updated DVD for use with prospective students to market education as an exciting, rewarding major/career.
- Participated in numerous professional development activities to include: attendance at the NACADA Regional Conference (5), presentations at the regional and national NACADA conference (2), attendance at "Identifying and Advising Students in Distress", Student Success luncheon, Education in Action, FACTE fall conference, Professional Development Committee (2), Council of Academic Advisors, Webinar on Online Advising (3), Appreciative Advising Conference (4), and development of an SUS Directors of Advising Committee.

Advising/Student Academic Services – Graduate:

- The best news about graduate advising is that thanks to the excellent proposal Associate Dean Mike Stewart submitted to the Provost's Office, the COEDU will receive \$ 232,000 in funds to renovate EDU 320. Working with USF Facilities Planning and Construction we have designed a space in EDU 320 that will provide the Office of Graduate Studies with their own identity and adequate space to better serve students. The area has a spacious reception area that is welcoming and practical. The rest of the space is divided into offices that will provide students and staff necessary privacy when discussing academic plans and sensitive issues and a small conference room to provide group discussions and group advising. The area is designed to incorporate a dedicated space for our graduate scanning processes. Approximately 18 months ago we implemented a scanning operation to better serve students. We now scan all graduate admission and advising documents and make them available to faculty advisors digitally. This reduces errors in advising, allows for shared comments, and eliminates the need for documents to be physically transported and thus, decreases the possibility of lost documents or the breach of confidentiality. We appreciate the support of the Provost's office in funding our renovation and are pleased that we will be able to enhance our services to students.

- Bank of America Scholarship Fund provided scholarship awards to 35 teachers and other school personnel in the amount of \$30,975. Two teachers from our Professional Development School (PDS), Pizzo Elementary School, were fully supported to attend the National Association of Professional Development Schools annual conference. Two graduate students who work in PDSs were also fully supported to attend the conference.
- Provided training to faculty and staff in academic departments who wished to use the scanning process to access graduate student records as a vehicle for more efficient academic advising.
- Conducted orientation sessions for newly admitted graduate students.
- Regularly used Blackboard organizations for newly admitted and continuing Master's, Specialist, and Doctoral students in the College of Education (all degree programs) to ensure a more timely dissemination of academic policies, procedures and other appropriate information pertinent to these populations.
- Developed and updated content for the most common academic issues facing prospective graduate interns, and co-presented at the newly created Master of Arts in Teaching (MAT) Internship Orientation, (Fall and Spring).
- Sponsored and facilitated a COEDU Graduate Studies Workshop for faculty and professional advisors in COEDU academic departments on *Graduate Petition Procedures and the Academic Probation Policy*.
- Conducted a comprehensive review and assessment of academic progress for graduate students reaching their academic milestones. Provided to all academic programs a detailed listing (checklist) of potential hindrances. This strategy greatly enhances timely progression through graduate programs.
- Mailed notices to newly admitted MAT students and continuing students regarding unmet State of Florida test requirements; tracked the completion of these test requirements and notified students and faculty advisors when necessary to ensure a more timely internship and graduation.

FLDOE, ALCS and SACS

- The COEDU data management specialist participated in the state work group in teacher preparation to successfully implement a massive change in the reporting requirements for the Board of Governors concerning teacher preparation in Florida (Teacher Education Information file or TEI). He worked closely with the USF Assessment Office and other personnel in SUS, BOG, and FLDOE to ensure that SUS, State Colleges, and ICUF data could be collected and reported using similar metrics. This represented a dramatic change in data collecting methodology for the TEI. USF was a motivating force behind this redesign that will now meet the local, state and federal needs. When the new requirements were identified and clearly defined, the USF COEDU Dean's Office worked closely with the Office of the Registrar, Information Technologies, regional campuses, College of The Arts, and all COEDU departments that offer State-Approved Teacher Education programs to ensure that policies and procedures are consistent with the new requirements.

- New State Board of Education rules resulted in the formation of new guiding standards for Florida Educator Accomplished Practices (FEAPs). USF played a leading role on the FEAPs Implementation Committee (FIC). The COEDU's leadership guided teacher preparation institutions (both traditional and alternative certification routes) in practical and significant ways to ensure the appropriate application of state rules consistently across all programs within the State.
- Completed assessment plans and rubrics for all of our undergraduate and graduate programs that were approved by the USF Assessment Office. Additionally, assessment plans for our graduate certificate programs were developed and submitted for review as required. We are currently working with faculty to continue to measure and monitor the reliability of our more than 150 assessment plans.
- Program level and unit reports have been restructured to better communicate student perceptions of preparation and academic achievement to support efforts to identify potential areas for programmatic improvement.
- The assessment team is currently working with faculty to modify existing critical tasks and develop additional authentic assessments to ensure compliance with SACS, NCATE, and the newly revised Florida Educator Accomplished Practices, ESOL Competencies and Skills, and the Florida Subject Area Competencies and Skills.
- We have continued to enhance services provided for our e-portfolio initiative and support all students in programs leading to certification using the system. We currently support over 2,000+ students and over 200 faculty members, providing small group and individual training on demand. Rubrics continue to be improved and assessment methods refined. A host of helpful resources and frequently asked questions can be accessed online via our Chalk and Wire website <http://www.coedu.usf.edu/main/chalkandwire/index.htm>.
- Folios were approved by FLDOE for the graduate level endorsement in Severe or Profound Disabilities and the graduate level endorsement in Autism Spectrum Disorders.

Enrollment

Prior to the 2008/09 academic year, [enrollment](#) in the College had steadily increased. The break with the prior trend was a result of lack of funding in summer of 2008 that resulted in us being able to offer only 72% of the courses we had offered in summer 2007. Despite the lack of funding, the College came back and showed a total increase of 841 SCH and a GRAD I increase of 105 SCH in summer 2009. The following academic year, 2009-10, we saw a 2% increase from the previous year with a 5% increase in Grad I and a 6% increase in Grad II. In academic year 2010-11 we had a 7% increase at the lower level and a 4% increase at the Grad II level and in 2011-12 we experienced a decrease in both undergraduate and graduate SCH. In terms of fall headcount we experienced 4% decrease in admitted students but maintained head count at the doctoral level. The decrease at the undergraduate upper level could be the result of several factors. When intensive reading courses we offer were approved the General Education Council imposed a much lower cap on courses than had been previously used. Examples are in ACHE where we previously had a cap of 40 students in the intensive writing courses and

the General Education Council imposed a 25 enrollment cap on the course. Another example was in CELS where we had a cap of 150 in the online Children's Literature course that was reduced to 125 if we used two graduate assistants with every instructor of record. Lastly, the online course Issues in Sport experienced a large decrease in enrollment both in the fall and the spring due to the change in exit course requirements. This course, which had been a large generator of SCH, no longer qualifies as a graduation requirement. At the Grad I level, there are four explanations for this decrease in SCH. First, we suspect that some students who had begun MA degrees in the College of Education have dropped out of their program due to new State legislation that no longer rewards teachers with base salary increases for obtaining advanced degrees. Second, others who have not begun course work toward their degree may have decided to wait to see how their school districts will implement the new legislation. Third, in many of the master's degrees we have ceased to have rolling admissions to improve the quality of our candidates in the programs. And fourth, we experienced several faculty vacancies in the Department of Childhood Education and Literacy Studies in December and they experienced a decrease at the Grad I and II levels in the spring. We are very concerned regarding the high faculty: student ratios in many of our programs that have resulted from budget cuts in recent years and will continue to express the need for realistic enrollment goals in light of current resources. The College will continue to recruit quality students in the undergraduate and graduate programs and continue to increase the number of online offerings both as individual courses and entire programs consistent with our levels of funding. We will also seek to establish realistic enrollment goals given our current very high faculty/student ratios and the current financial situation facing the state and the University. With the uncertainty of the value of the master's degree in teaching we will continue to work closely with the school districts to pursue job embedded graduate certificates and degrees that will meet the needs of the schools in this new school climate.

Doctoral Recruitment & Support

- Doctoral programs (6) in four departments were awarded Program Graduate Student Recruitment Funds from the Graduate School.
- The Dean's Office supplemented the allocation of Graduate School funds for the University Graduate Fellowships (UGF) to enable recruitment and full funding of nine (9) UGF awardees.
- The Dean's Office also provided funds via the Leslie C. Robins Dean's Excellence Awards for Outstanding Doctoral Students that enabled recruitment and supplementing stipends (including assistantships and/or fellowships) by adding an additional \$5,000 to each student's package. The supplements are available through four years of graduate study as long as departments/programs provide base support (assistantships, etc.) and the students sustain sufficient progress toward degree attainment.

Faculty Positions/Searches

The Provost authorized searches for ten faculty positions in the COEDU. Signed letters of offer have been received for six successful searches (with two excellent

hires made for one search). New faculty hires to date include outstanding scholars, two of whom are from under-represented groups at the assistant professor level. The decision was made to close five faculty searches this Spring due to a combination of factors including preserving our emphasis on recruiting the very best faculty and the deep Legislative cuts to higher education as the session wore on.

Diversity

The percentage of students from [underrepresented groups](#) has increased since last year from 24% to 27%. The percentage of international students remained the same as last year at 2%, but is up from 1.8% in 2007. The distribution of students by gender remained constant with women representing 77% of our students.

- The percentage of ranked faculty from underrepresented groups for 2011-2012 is 22%. Two of the new faculty hired for AY 2012-2013 are from underrepresented groups, with one of them being an international hire.
- The Diversity Committee led by Wilma Henry and Tony Tan, had a very successful year.
 - GA support for the Diversity committee was continued by the dean's office.
 - The [Diversity Committee's website](#) highlights the activities of the committee and features a Multicultural Toolkit that offers users links to community, university and college resources.
 - Support of the annual COEDU Outstanding Latino/Latina Educator Awards was increased.
 - Some of the activities this year included offering a series of forums on Disability and Education (with podcasts on iTunes U).
 - The Diversity Committee sponsored a faculty retreat designed to re-examine our college-wide commitments to diversity, to facilitate faculty and graduate student growth in understanding of diversity, and to enhance our programs for pre-service students. Activities employed in the retreat are planned for ongoing engagement of faculty with diversity issues.
 - The Children's Festival with the theme "Learning is WonderBULL" attracted hundreds of children and their families and was overwhelmingly successful!
 - Faculty have produced numerous scholarly presentations and publications during the current year on diversity and cultural competence.
 - The department of Psychological and Social Foundations updated and revised its Graduate Certificate in Diversity [Graduate Certificate in Diversity](#) which has now been approved at all levels. As stated in the department's web site listed above, "The course work addresses social class, race/ethnicity, gender, disability/exceptionality, language, and religion from the perspective of the social sciences in a four course sequence culminating with a certificate which can:
 - Be independent,
 - Be attached to another advanced degree in a master's or doctoral program, or
 - Serve as a cognate in Social Foundations for a doctoral degree in the Curriculum and Instruction doctoral degree program in the College of Education at the University of South Florida."

- We were honored to have the department of Educational Leadership & Policy Studies named to the USF Diversity Honor Roll this year. This is a wonderful accomplishment and reflects favorably on the Department. The Status of Latinos (SOL) Presidential Advisory Committee (of which Dr. Carlos Zalaquett is a member) was also a recipient of this award at the 9th Annual Diversity Summit.

Selected National Honors, Awards, & Recognition

Center & College

- The Florida Center for Instructional Technology (FCIT) received one of 56 awards given nationally by Apple, Inc. recognizing outstanding contributions to education in the area of technology. The new plaque will be installed by the bookcase in the main lobby.
- The Tutor-A-Bull story, part of the USF Unstoppable webisode series, showcases heartwarming College of Education tutors inspiring middle school students and garnered a coveted People's Choice Award Bronze Telly.

Faculty

- Valerie Janesick, Professor of Educational Leadership and Policy Studies, received an award from AERA, which includes a check for □\$1,500. She was chosen for this prestigious award because her contributions to "the discipline of qualitative inquiry have been influential, unique, creative, and exceptionally meaningful for advancing understandings of the diverse practices and theories of qualitative methodology..."
- Cheryl Ellerbrock, Ph.D. (Secondary Education) and Barbara Shircliffe, Ph.D., (Psychological & Social Foundations) received the USF Outstanding Undergraduate Teacher of the Year Awards.
- Anthony Rolle, Ph.D., Chair and Professor in the Department of Educational Leadership & Policy Studies (DELPS) was selected to receive one of 10 National Education Finance Conference (NEFC) awards.
- Tony Tan, Ed.D., (Psychological & Social Foundations) and Carlos Zalaquett, Ph.D., (Psychological & Social Foundations) co-chairs of the COEDU Diversity Committee, received the Diversity Honor Roll Award.
- Robert Sinibaldi, Ph.D., (Phys. Ed., Wellness & Sports Studies), who was recently awarded the 2011 AAPAR (American Association for Physical Activity and Recreation) Teacher of the Year.
- Marcus Kilpatrick, Ph.D., (Phys. Ed., Wellness & Sports Studies) has been awarded \$10,824 from MoreHealth, Inc., for his study, "A Comparison of Physiological and Perceptual Responses to Sport Activities in Physical Education."
- Edward Fletcher, Ph.D., in the Department of Adult, Career and Higher Education (ACHE) received an award for the 2011 Association for Career and Technical Education Research Conference held November 15th through the

17th in St. Louis, MO. He received the Outstanding Research Paper Presentation for his research manuscript entitled: *Demographic Differences and Schooling Experience as Predictors of Occupational Choice*.

- Gladis Kersaint, Ph.D., (Secondary Education, David C. Anchin Center) and her co-authors (Hollylynn Lee, Suzanne Harper, Shannon Driskell, Keith Leatham) who are recipients of the National Technology Leadership Award for their paper titled, "Teachers' statistical problem solving with dynamic technology: Research results across multiple institutions."
- USF's Media Innovation Team brought home 10 Telly Awards, recognizing their work with video story telling. Two COEDU videos received three awards, including two awards for Rosemary Closson's "Prosperity Park."

Student

- Luis De La Lama was the Winner of the 2012 American Counseling Association Graduate Student Essay Competition.
- Angel Arroyo, a senior physical education major in the School of Physical Education & Exercise Science (PE) recently received both the Successful Hispanic Student Award (given by the University of South Florida) and the Outstanding Latino/a Educator (OLE) Award (given by the USF College of Education).
- Pablo Gallego Alvarez, a graduate student in Educational Leadership & Policy Studies and an alum of the School of Physical Education & Exercise Science also received an OLE Award and a USF Hispanic Heritage Pathways Award.
- Philip Cottone, an undergraduate Elementary Education student, will be honored with the 2011 USF Golden Bull Award.
- Bernarda Romoleroux, an undergraduate in the Elementary Education program, was one of Florida Fund for Minority Teachers' Scholars of the Year.
- Myrna Hogue, a doctoral candidate in DELPS, received the National Association of Social Work (NASW) 2011 award for Social Worker of the Year.
- George MacDonald (COEDU Graduate Student pursuing a Ph.D. in Research and Measurement with a Cognate in Mathematics Education and Cognition, and the new in the Assistant Director for Research and Grant Development in the David C. Anchin Center) has been awarded \$34,221 from the School Board of Hillsborough County for the, "Magnet School Assistance Program."
- Tara Payor, a Ph. D. student Secondary Education - English, was chosen as a 2011 Business Woman of the Year finalist by the Tampa Bay Business Journal.
- Sarah Elizabeth Ruff, a Foreign Language Education student, was awarded the Bernice L. Fox Latin Teacher Scholarship and the Maureen O'Donnell Teacher Training scholarship from the American Classical League.
- Emmalee Weaver, an English Education student, was the 2012 winner of the USF Ruth Coleman Award for short fiction.

Alumni

- Julia Poore (MAT '10) was given the 2011, "Rookie of the Year" award from the Council for Exceptional Children.
- COEDU Alumni, Daniel Macko (Physical Education & Exercise Science, '09) named Cimino Teacher of the Year.
- Cassandra E. Davis, of Seffner Elementary School (B.A. '83 & M.A. '91) was the Ida S. Baker Diversity Educator of the Year.
- Cynthia Folsom Crim, (M.Ed., '10) a math resource teacher at Palm River Elementary School in Tampa was named Hillsborough's Teacher of the Year.

Our faculty, students, alumni and staff have received numerous awards and honors, some of which are listed on our College website. **I enjoy highlighting your accomplishments and invite you to send news of your honors and awards to our Communications Director, Kim Tucker.**

New Faculty Mentoring Program

- The College supports the New Faculty Mentoring Program (NFMP) under the direction of Associate Dean Keller. Senior faculty throughout the COEDU actively contribute to the mentoring program by serving as departmental and college mentors. A faculty group of tenured and tenure-earning faculty members, chaired by Dr. Danielle Dennis have worked with Associate Dean Keller to offer Brown Bag Discussions around issues related to teaching, scholarship, and tenure/promotion.

Technology Infrastructure and Innovation

The College of Education continues to enhance all aspects of technology as it pursues the goal of branding itself a leader in technology integration in research and instruction.

Here are some of this year's highlights:

TAG (Technology Action Group)

The Technology Action Group (TAG), co-chaired by Drs. Steve Sanders and Dick J. Puglisi, is a committee appointed by Dean Kennedy to represent the technology integration interests of COEDU faculty. TAG consists of representatives of the COEDU academic departments and includes the following faculty: Dr. Yi-Hsin Chen; Dr. Charles Lippincott; Dr. Vonzell Agosto; Dr. Caroline Wilde; Dr. Kathleen P. King; Dr. Yiping Lou; Ms. Alison Robinson; Dr. Karen Colucci; Dr. Shelley Stewart; Dr. Richard Heeschen; Dr. Michael Berson; Mr. James Welsh; Dr. Steve Sanders and Dr. Dick Puglisi

During the 2011-12 academic year, TAG's major focus was the development and implementation of a survey to assess the faculty's technology needs. Developed by Drs. Yi-Hsin Chen and Dr. Shelley Stewart in consultation with TAG, the survey was administered during the fall 2011 semester. An analysis of the survey's data was conducted by Drs. Chen and Stewart and served as a basis for TAG's agenda for the

2011-2012 academic year. One of the conclusions suggested by the survey was that the faculty would benefit from a college-based conference in which faculty shared experiences and insights with regard to their involvement with technology. To that end, on April 27, 2012, the COEDU Technology Summit: It's Time to Flex Your Tech Muscles" is scheduled to highlight the work of faculty in the field of technology integration. The Summit will include formal presentations and a poster session. Sixteen formal presentations and numerous posters will be included in the Summit.

The Florida Center for Instructional Technology (FCIT) is located in the College of Education and is funded by the Florida Department of Education to provide leadership, instructional materials, and support services to educational institutions with regard to the integration of technology into K-20 education. The faculty members and graduate students in the USF Instructional Technology program contribute to many of the products created by FCIT. The Center also supports College of Education faculty and students through the iteach initiative. The Florida Center for Instructional Technology provides Florida schools and districts with digital content, support services, and professional development regarding technology integration. FCIT also receives funding from the USF COEDU and through federal, state, university, and private foundation awards. Graduate and undergraduate student staff members receive valuable experience by participating in FCIT grant projects.

- **iteach Lounge:** In its first full year of operation under the iteach banner, the iteach Lounge has solidified its role as the "one-stop shop" for technology support in the College of Education. The iteach Lounge remains a vital place where faculty, students, and staff can share ideas in the support for in-class, online class, and research development needs with technology integration and curriculum. The Lounge has had over 3,500 visits from faculty, students, and staff, since summer 2011. Faculty and students from every department in the College of Education have used the services of the iteach Lounge. Faculty support staff have also welcomed faculty from across campus to the iteach lounge. A new client management system is now in place to track usage of the Lounge facilities in far greater detail than has been previously available. The new system will provide data that will empower the lounge staff to target faculty and student needs, anticipate demand for equipment, and adopt a proactive, client-centered stance.
- **Video Production:** The iteach Lounge staff continues to support video production in research and instruction. During the Fall semester, the FCIT video studio, located in FAO 168, opened for use by faculty and students. The studio includes a video switcher with three studio cameras, a lighting grid, a soundboard, interchangeable backdrops, and a video edit suite. More than 30 video episodes have since been recorded in the studio by faculty and students. In addition the Lounge continues to provide support for the USF Classroom Capture initiative, training for various video data analysis tools, and classroom video recording workshops.
- **iteach:** We continue to offer workshops and training sessions for students enrolled in the iteach initiative. Lounge staff and iteach Fellows have offered specialty workshops for students in the new iteach program. Within these offerings, Lounge staff, iteach Fellows, and employees from Apple Computer, Inc.

have provided workshops for the iteach initiative. These topics are varied and wide-ranging from Library Resources and Google Earth to the creation of ePubs for eLearning and the entire iLife suite. There have been numerous workshops prepared and offered for the iteach initiative.

- FCIT currently offers over 170,000 pieces of digital content online. In the past twelve months, FCIT servers have received over 550,000,000 hits. FCIT digital content is copyright-friendly, giving students and teachers digital building blocks for classroom projects. Recent additions have been made to the ClipArt ETC and ClipPix ETC websites and we have completely redesigned and re-launched our Lit2Go audiobook website. In the past twelve months we have launched three new websites: *ClassProjects ETC*, *ClipAudio ETC*, and *Digital Teaching and Learning*. FCIT continues to manage USF College of Education on the USF on iTunes U site as well as the entire Florida Department of Education on iTunes U site. We currently have a grant with the National Park Service to launch and manage an iTunes U instance for them as well.
- The Center also provides direct technical assistance to Florida schools and districts. Staff members provide both online and face-to-face support regarding compliance with Florida Department of Education requirements, grant writing, and technical issues such as administering courseware servers. Additional technical assistance includes support for the Tampa Theatre Film Camp, and professional development video uploader and review tool for the FLDOE, and creation of Moodle courses related to PD and video techniques.
- FCIT's professional development activities in the past year have included four-day Teaching and Learning Institutes as well as, one- and two-day workshops throughout the state, generating over \$608,846 in auxiliary income (March 1, 2011 through February 28, 2012). With funding from the Verizon Foundation, the Center conducted numerous Thinkfinity workshops for Florida teachers. The Oracle Education Foundation provides funding for FCIT to conduct ThinkQuest professional development across the state. FCIT completed its second year of supporting Tech-Ease for All, an online resource to support technology access for USF students with disabilities. In collaboration with UCF and Miami University of Ohio, FCIT continues to add to its online ESOL professional development resources and support the ESOL Tapestry Journal. The Center employs over 100 Master Digital Educators to provide professional development across the state. FCIT also produced the OnMed professional development website for faculty at Shands Hospital in Gainesville, in collaboration with the University of Florida.
- FCIT has generated an additional \$38,463 in auxiliary activities including licensing of our Technology Integration Matrix Observation Tool, our Technology Comfort measure, and our Action Research tool. Within the next few months, we also plan to make available our NotePocket online digital locker and commence licensing our ClipArt and ClipPix content for commercial use.

iteach Initiative

The College of Education iteach initiative thrives as it continues into its second year.

Over the summer, faculty from throughout the College of Education participated in the iteach Challenge Photo Contest. Faculty were encouraged to have someone take a picture of them using a mobile technology while they were teaching and/or learning. Once photos were taken they were posted to the iteach Faculty Challenge page <http://iteach.usf.edu/facultyChallenge/>. iteach announced the following winners of the iteach Summer 2011 Challenge:

Dr. Joan Kaywell, Secondary Education
 Dr. Vonzell Agosto & Dr. Zorka Karanxha, Educational Leadership & Policy Studies
 Dr. Jenifer Schneider, Childhood Education and Literacy Studies

The inaugural group of iteach students selected in November 2010 has attended numerous workshops to develop expertise in the integration of technology into teaching. Throughout the spring semester the inaugural iteach student cohort is creating short movies documenting their practice with the support of the iteach Lounge staff. In their videos they will include:

- a description of their implementation of authentic technology integration into teaching (via field experience or final internship)
- reflections on their experience teaching this technology-integrated lesson (What was accomplished with the technology that couldn't have been accomplished without it?)
- information about how they collaborated with other teachers (i.e., mentoring someone or holding a workshop at a school)
- an overview of their learning experience in iteach.

iteach students from the inaugural cohort who have successfully completed all the program requirements will be invited to a special graduation event on April 27, 2012.

In January 2012 a second group of over 30 iteach students were welcomed into the program. Graduate and undergraduate teacher preparation students were selected from the departments of Childhood Education and Literacy Studies, Special Education, Secondary Education and the School of Physical Education & Exercise Science. They were chosen by the iteach Fellows in consultation with program faculty based on their academic achievements, interest in technological innovation, and professional dispositions.

As a participant in the iteach Program students have agreed to:

- Purchase or have continuous access to an iPad and an iPad Dock Connector to VGA Adapter by Spring 2012
- Attend a minimum of 4 iteach workshops while enrolled in the program
- Implement authentic technology integration into teaching (via field experience or final internship)
- Document their implementation. Exemplary work products will be posted to USF iTunes U.
- Support their colleagues in implementing authentic technology integration into their teaching

We also have established a Blackboard organizational group and have appointed an iteach Graduate Assistant, Beth Jordan who serves as a point of contact for our students as they progress through the program. Additionally, students will have the

opportunity to collaborate with outstanding scholars in the College who are serving as iteach Fellows. They include: Dr. Jenifer Schneider & Dr. Ilene Berson (Childhood Education & Literacy Studies); Dr. Lisa Hansen (Physical Education); Dr. Tina Holhfeld, Dr. Deoksoon Kim, & Dr. Yiping Lou (Secondary Education); and Dr. Karen Colucci (Special Education).

Finally the iteach staff have enhanced the program website <http://iteach.usf.edu/>, and we continue to use various forms of social media to stay connected with students and faculty throughout the College of Education.



iTunes

The College of Education continues to demonstrate strong leadership in iTunes U content. According to the University Social Media Report, 2011, USF ranks fourth out of 270 universities for our iTunes U content, behind only Duke, Penn. State and U.C. Berkeley. Additionally, more than 20 million USF on iTunes U files have been downloaded since the inception of the program in 2007: <http://www.loopinsight.com/2011/09/08/apple-itunes-u-tops-600-million-downloads/>.

In addition, a new series titled, "Fit2Go," by Aaron Craig, a COEDU Alumna and Ph.D. student, launched this year. See the USF Magazine story here:

<http://magazine.usf.edu/2012-spring/features/get-moving.aspx>

E-Learning Coordinator and Facilitating Course Transformations and Enhancements

Course Transformations and Enhancements

Beginning in 2009 and continuing to the present, COEDU has completed transformation of 46 courses from face-to-face to online in cooperation with University College-Media Innovation Team. This includes the entire MA in Adult Education and MA in Reading. Seven course transformations are in progress. Several courses are engaged in online enhancements through the new Articulate Academy (partnership between University College and COEDU faculty), this includes the entire MA in Physical Education. New course transformations continue to be proposed.

In response to faculty requests to showcase their online innovations, COEDU is hosting a Technology Summit on April 27, 2012. Research, innovation and instructional technology applications will be displayed and demonstrated.

Future Issues and Trends

In addition to the work being conducted to convert traditional face-to-face courses to on-line offerings, an exciting new opportunity has been provided by the Articulate Academy. The Articulate Academy provides a rapid development solution for faculty that increases efficiency and democratizes the course transformation process. Course development, via Articulate, also provides increased access and attention to universal design principles as well as ease of course maintenance.

In Fall 2011, Department Chairs in COEDU submitted four new course conversion proposals. University College funded all four proposals and the course transformations are currently in progress with three scheduled for completion in May 2012 and one scheduled for completion in August 2012. In Spring 2012, Department Chairs in COEDU submitted eight new course conversion proposals. Funding decisions for these proposals will be made April 2012 and communicated to faculty prior to the close of the Spring 2012 semester for transformation in Summer 2012 and beyond.

Equipment Enhancements

Additional enhancements in the area of equipment during the academic year included:

- 43 computers purchased and delivered to faculty and staff through the use of the Provost "computer refresh" funds.
- Completed the transfer of all COEDU servers and technical services to IT and the COEDU domain decommissioned, with USF e-mail addresses provided for all formerly on the COEDU server consistent with USF's new practice for assigning e-mail addresses.
- Content management system for web services - College of Education is going to be one of the first areas to implement the new CMS within USF.

Considering the extreme budgetary constraints the College has faced in the past several years, the progress of the USF College of Education in the field of technology integration continues to be impressive and establishes a foundation for continued advancements in the coming years.

Communications, Recruitment & Marketing

Numerous communications, recruitment and marketing initiatives were completed under the leadership of our Communications Director, Kim Tucker, who:

- Publicized COEDU faculty, student and alumni accomplishments, activities and awards, garnering local, regional, national and international media attention.
- Arranged media interviews, pitched various stories to media outlets and served as point of contact for media inquiries.
- Published Impact e-newsletter and shared with USF community, legislators, donors, community leaders, superintendents, and other educational stakeholders within the state and nationally.
- Published Dean's Update e-newsletter and shared with USF community and other educational stakeholders.
- Provided content for the monthly AlumNews e-newsletter.
- Featured alumni regularly in the Dean's Update and on the College website as well as other media outlets.
- Photographed COEDU faculty members and various events for publicity purposes.
- Produced podcasts of special events and interviews with distinguished guests for USF on iTunes U, including a Telly Award winning video featuring Tutor-A-Bull for the Unstoppable Campaign event and a video featuring our new Autism Spectrum Disorder and Severe Intellectual Disabilities online M.A.
- Wrote COEDU Development print materials and proposals.
- Regularly updated COEDU website(s) and produced content / news features / press releases for the homepage and news pages.
- Participated in the planning and preparation for the move to the new University-wide content management system and design for all USF websites.
- Developed various multi-media presentations for conferences, webinars, events, development and government relations purposes.
- Created customized press kits for media, Government Relations, Communications and Marketing, the Board of Governors, the USF Foundation Board, Development guests, candidate interviews, and other visitors.
- Coordinated tours of the College for special guests.
- Designed and approved various brochures and other marketing materials for print, digital display monitors, and e-marketing campaigns.
- Created College fact-sheets, technology, and distance education reports.
- Distributed the "Sharpen Your Skills," brochure <http://www.coedu.usf.edu/main/sas/gradinfo.html> electronically to local districts each semester advertising our graduate courses and programs.
- Served on the USF Professional Communicators Group and the USF Communicators Network.
- Continued to provide leadership and support for media coordination and interviews, photography, advanced publicity and planning for the College and COEDU development efforts and events including:
 - The Michelin Golf Classic
 - Children's Festival
 - Strawberry Sales
 - Graduation Receptions
 - Tutor-a-Bull

- OLE Awards
- SCATT Awards
- Education in Action Luncheon
- Retired Faculty Luncheon
- Richardson Family Scholarship Program
- Donor/Alumni Recognition

Goal 3: Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life.

The College is a significant contributor to the USF designation as a Carnegie Engaged University, with both curricular and research engagement. Several of our [community engagement](#) initiatives are featured on the COEDU website. In addition, many of the [externally funded grants](#) awarded to faculty also make a strong impact locally, nationally and globally. The following are a representative list, but not an exhaustive listing of local, national, and global engagement activities.

Local and National Engagement

- The Associate Dean for Educator Preparation met with the assistant superintendents and directors in Hillsborough and Pasco on several occasions to review our present partnership activities and identify other areas of mutual interest.
- The Department of Childhood Education and Literacy Studies leadership team and the Associate Dean for Educator Preparation met on a monthly basis with key leadership personnel in Hillsborough County Schools to discuss undergraduate and graduate program revision, partnership opportunities for funded research, and professional development.
- The College continues its involvement with Hillsborough district as a member of the Council of Great City Schools, which emphasizes our commitment to improving urban education. We attended the fall 2011 national conference and our faculty and HCPS personnel made a collaborative presentation.
- We continued to expand and strengthen our formal partnership with the USF/Patel Partnership School, Pizzo Elementary, Pepin Academies, MOSI Partnership School, and Weightman Middle School. We committed faculty liaison and graduate assistants to all those schools.
- We implemented an agreement with Hillsborough County Schools to have three shared positions in the Elementary Education Program. We dedicated three hybrid instructors (salaries shared with Hillsborough Public Schools) to work with our pre-interns and interns in the six Title I elementary schools where our students are placed. These hybrid instructors also taught professional education courses in the Elementary Education program. Hillsborough funded part of a school principal to work collaboratively with our chair of CELS to supervise the hybrid instructors and pursue funded research and professional development.
- We are in the process of establishing three new formal partnership schools (Mort Elementary, Witter Elementary, and Shaw Elementary). These three will bring the total to six formal partnerships that will host our yearlong residency program and cohort program next year.

- Our partnership work continues with the Preschool for Creative Learning with the very active involvement of faculty and doctoral students in Early Childhood Education working with faculty in Physical Education & Exercise Science and Special Education. Earning NAEYC accreditation is a key goal.
- The School of Physical Education and Exercise Science partnered with five high schools and had a summer leadership workshop for its teachers who will be resident mentors for students placed in those schools.
- Work began on the Helios Middle Grades Math and Science Residency Program with Associate Dean for Research Gladis Kersaint as PI. The planning grant for \$430,000 allowed us to begin shaping the middle grades math and science programs with an Executive Committee made up of COEDU, CAS, and Hillsborough School District personnel. Several committees were formed with representation from all three groups mentioned above.
- College of Education faculty volunteered for over 27,000 hours of service in area public schools with an economic impact of nearly \$1 million.
- This year the College of Education placed approximately 800 interns in classrooms. This has a \$4 million economic impact.
- In Summer, 2011 the David C. Anchin Center hosted its Fourth Annual Advanced Summer Placement Institute (APSI) which was attended by an estimated 1,000 participants making it the largest Institute in Florida for teachers seeking to secure Advanced Placement certification offering 34 different content areas including Physics, Chemistry, Biology, Literacy, Math and History to name a few. These educators from across the US attended the APSI Opening Session, a collaboration of the David C. Anchin Center, at College of Education from the University of South Florida. Dr. Jim Johnson, renowned demographer for the University of North Carolina (UNC), who presented the latest information on demographic shifts and trends across the nation, delivered the keynote address.
- During the 2011/2012 Academic Year the Anchin Center continued its longstanding partnership with the Florida and the Islands Comprehensive Center at ETS (FLICC). FLICC serves Florida, Puerto Rico and the US Virgin Islands. The focus of the partnership is to build state and district leadership capacity around critical issues in education. Anchin Center supports FLICC initiatives in Florida and in the US Virgin Islands.
- Anchin Center staff continued work with FLICC staff and the Florida Department of Education (FLDOE) to support two major FLDOE priorities:
 - Lesson Study. Lesson Study is a priority of the FLDOE and Race to the Top. A series of Lesson Study institutes were offered across the state in 2010/2011. To follow up the training in 2011/2012, six districts were chosen to scale up the implementation of Lesson Study in order to serve as models for the state. Anchin Center staff participated in intensive coaching of two of the six districts (Clay and Polk Counties). This interactive coaching is building the capacity of Lesson Study facilitators and teacher teams to enable the districts to move beyond the awareness level to large-scale implementation.
 - Leadership Development. FLICC is funding the Anchin Center's Executive Leaders Program (ELP) for the second year. The goal of the program is to prepare Florida's leaders to create organizational cultures focused on improving student and employee performance. ELP provides a

comprehensive approach to developing district level leaders with executive leadership competencies. This 9-month experience, offered from September, 2011-May, 2012, includes an orientation and three learning retreats, a job-embedded application project, individualized development plans based on diagnostic feedback (360 by Design and MBTI) and one-on-one coaching with a trained, experienced education leader to support the participants' development plans and job-embedded projects. This year, FLDOE requested that the focus of the job-embedded ELP project focus on Lesson Study to further align with the state's effort to scale up this practice. 20 participants from 14 counties who have responsibility for Lesson Study implementation as a part of their leadership roles will complete the program in May.

- Anchin Center staff provided assistance to FLICC staff and the Virgin Islands Department of Education (VIDE) to implement the new Education System Improvement Process (*eSIP*) that was designed in 2010 facilitate cohesive and collaborative planning across the VIDE. Professional Learning Communities (PLC) comprised of state, district and school teams were convened in May 2011, October 2011 and February 2012. The teams analyzed data and drafted their school improvement plans during these meetings, and prepared to share their work at the school sites and in the community. Anchin staff serves on the Planning Team, develops power points and training materials, and assists in the facilitation of the PLCs.
- Our partnership with Joshua House, middle, and high schools in Hillsborough County Public Schools has continued to expand. This work which includes student service, service learning, and engaged scholarship, has expanded beyond students in our COEDU Honors program (SCATT) to faculty/courses and students in four educator preparation departments with over 100 tutors in 15 middle schools, three high schools and one two alternative school. We have 19 sponsors in the community (including the Hillsborough County Sheriff's Office) and the private sector. Since the Tutor-a-Bull program's inception in March 2008, over 1,500 Hillsborough County secondary students have benefitted from one-on-one instruction in this tutoring program. The value as a student retention and crime prevention model is of tremendous benefit to students and our community. Graduate Students in Educational Measurement & Research and Special Education have continued to evaluate and document the efficacy of the Tutor-A-Bull program.

Global Engagement

Department and college-level global engagement activities included:

- The USF Early Childhood Faculty and colleagues from the University of Cape Coast Ghana are collaborating on the development of meaningful, sustainable, and mutually beneficial research, teaching, and creative activities. The intent is to design and implement contextually appropriate, effective early childhood teacher education programs in Ghana by building on the strengths of existing early childhood systems and drawing from a wide variety of technologies and program designs that meet the

specific needs of Ghanaian children and families. This project was initially funded through the USF Global Academic Partners (GAP) Program.

- The Vice Chancellor of University of Cape Coast, Ghana received a Global Leadership Award from USF. Dean Kennedy, Alex Kumi Yeboah, Dr. Ilene Berson, Dr. Diane Yendol-Hoppey, Dr. Kofi Marfo, Dr. Donald Dellow, Dr. Gladis Kersaint, Dr. Harold Keller, Kiki Caruson, and others from Professor Agyemang's group met in the COEDU on Dec. 13 to discuss opportunities for partnerships and to re-connect. Dr. Ilene Berson and other Early Childhood faculty have been engaged in an ongoing collaboration with the University of Cape Coast, Ghana, as a result of their work on the Global Academic Partners (GAP) initiative.
- The Department of Special Education hosted the third International Inclusive Teacher Education Forum (IITERF) at USF, Feb. 13-15, 2012. The event created opportunities for international collaborative research conversations. All faculty and doctoral students from across the College of Education had the opportunity to spend time with the international scholars in attendance.
- The Department of Childhood Education and Literacy Studies offered the [Cambridge Schools Experience](#) and the [Jamaica program](#) which offer exceptional experiences for both faculty and students.
- iTunes U continues to thrive with [over 20 MILLION downloads](#) since 2007.
- Students and educators around the globe access [free educational resources](#) available on College of Education websites. For example, [Julia Johansen](#) is a Peace Corps volunteer who trains Ukrainian teachers and other Peace Corps volunteers to teach English in small villages and towns. With many Ukrainian students never having heard an American speak, she says there is a huge need in these schools for access to native speakers' voices.
- The Department of Adult, Career, and Higher Education have continued their partnership in Bremen, Germany with the University of Bremen's Institute of Technology and Education (ITB). Beginning in July 8, 2010, the study visit included an introduction to German history and culture of work in Hamburg, and an academic program in Bremen focusing on the German system of workforce education.
- The Department of Career and Workforce Education faculty welcomed [Dr. Meike Wulfmeyer](#), Deputy Director of the Center for Teacher Education at the University of Bremen, Germany. During the Group Study Visit, led by Dr. Victor Hernandez, at the University of Bremen in July 2010, Dr. Wulfmeyer expressed an interest in visiting USF to explore potential collaboration with faculty sharing common interests.

Many faculty are involved in global activities and have taken the opportunity to add them to their [Faculty Research Profiles](#). A sampling of global engagement activities undertaken by faculty and students this year include the following:

- Dr. Johanna Lasonen was involved several global engagement activities including four international conference presentations and one keynote titled, *Recognition of migrants' competence and employment* in Helsinki, Finland, 23 May, 2011. See a full listing on her [Faculty Research Profile](#).
- Dr. Kofi Marfo was invited to serve on the International Affairs Committee of the Society for Research in Child Development, following nomination by the Governing Council. Marfo said he, "sees this as a reflection of recognition coming out of my international work, especially my ongoing work on child development research capacity building in Africa."

- Dr. Kofi Marfo is currently co-Leader, with Professor Alan Pence of the University of Victoria, of the Africa Child Development Research Capacity-Building Initiative which grew out of an invitational conference aimed at strengthening Africa's contributions to child development [research](#). Held in February 2009 in Victoria, Canada, the conference was sponsored by the Society for Research in Child Development. Six articles from the conference, three of which were authored or co-authored by Dr. Marfo, have just been published in the SRCD journal, *Child Development Perspectives* (Vol. 5, No. 2, 2011).
- Dr. Carlos Zalaquett accepted the invitation of the Colombian Psychological Society (SOCOPSI) to serve as "Jurado del Premio Colombiano de Psicología 2012, categoría Vida y Obra" (member evaluator [jury] of the Colombian Psychology Award 2012, category Life and Achievements). This SOCOPSI award is the most important and coveted recognition for psychology faculty, professionals, and students in Colombia.
- Dr. Kathleen P. King was inducted into International Adult and Continuing Education [Hall of Fame](#). "The Hall of Fame honors the educational scholars and practitioners who have blazed a trail in the fields of adult and continuing education," said James P. Pappas, executive director of the Hall of Fame. "They are recognized not only for their accomplishments, but also for how they have inspired the next generation of leaders."
- King was also awarded a 2011 USF International Travel grant of \$2,500. During these two weeks, she conducted 15 interviews with international higher education women leaders, presented a keynote for an international conference in China and presented three lectures for faculty and students in China and Hong Kong. Her journey and research spanned four universities in the two areas of the People's Republic of China and has the potential for expanded research and partnerships.
- Dr. Adam Schwartz represented the Department of Secondary Education in China. Schwartz collaborated with over 200 U.S. educators (seven from Florida) while in China. He said it was, "a truly a life-changing trip. I was so proud--and lucky--to represent our department and degree programs."
- Dr. Phyllis Jones' activities included presenting the keynote at the International Special Schools Network, Warwick University, U.K. in October 2011 and in March/April 2012 she presented the keynote at the International Positive Paths Conference in New Zealand.
- For the fourth year in a row, Luis Perez has been selected by Apple to attend the Summer Institute for Apple Distinguished Educators (ADEs). This year's institute was more competitive than most because it is a global event to be held in Cork, Ireland and it was open to all ADEs worldwide (more than 1,500 people). Perez is an alumnus of the Instructional Technology program and is currently enrolled in the Special Education doctoral program. He anticipates defending his dissertation later this year.

Goal 4: Enhancing all sources of revenue, and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF's growth.

Development

- At the close of fiscal year 2011-12's 3rd Quarter, the COEDU reported \$864,133 in charitable contributions, 110% of its \$787,501 annual goal and a 64%

increase over the same period last year. On February 13, 2012, Genevieve (Gigi) Laird joined Linda Breen, our Director of Development and Georgia Mackenzie as the newest member of the team.

- The number of COEDU donors has increased 27% to 1053 from 829 at this time last year.
- COEDU alumni continue to be the largest of all donor groups with 975 individuals or 92.6% of all donors. Employees are the second largest group of donors followed by friends of the College.
- Private foundations accounted for \$486,300 or 56% in contributions. Individuals, corporations, government organizations, and the State of Florida matching grants are groups making major contributions to the COEDU.
- The Faculty and Staff Campaign reports \$22,766 in commitments from the COEDU. We appreciate the generosity of our 94 faculty and staff who participated in this year's campaign.
- The USF Telefund received commitments of \$49,795, about even with the total from last year at this time.
- Of the total COEDU charitable contributions received, 23.6% were designated for Scholarships and 70.1% were marked for College programs such as the Tutor-A-Bull program, Literacy Innovation for Education Initiative, the Stavros Center, etc. The remainder went to unrestricted funds, which are used to support a variety of college-wide initiatives and priorities.
- Support for the Tutor-A-Bull program grew from 15 middle schools last year to 17 middle schools and three high schools this year with annual school sponsorships of \$9,200 each. This program provides nearly 100 annual COEDU stipends in addition to some graduate assistantships for coordination and evaluation of the program.
- The Wish Farms Strawberry Sales continue to provide support for the COEDU's migrant education scholarship funds.
- In addition to Development Campaign priorities, annual development efforts continue to support the following COEDU programs:
 - Outstanding Latino/a Educator (OLE!) Awards
 - Children's Festival
 - Education in Action Luncheon
 - Migrant Student Success Fund
 - Richardson Family Showcase Program
 - Retired and Emeritus Faculty Luncheon

Financial Management

- During 2011/12 we continued to strengthen our financial support to departments and centers and combined efforts from the Dean's Office and the Associate Dean of Research's Office.
- Maintained training/informational sessions to departmental staff related to budgets, USF Foundation and monthly reconciliations.
- Continued to offer individual assistance to Office Managers and other COEDU financial staff to work through issues of USF policy and procedures.
- Our "all funds" budgeting approach, to include foundation and RIA funds, allows the College to use its funds in the most efficient way possible.

- The College maximizes its funding during these times of continued pressure to reduce funding to higher education. We manage this by reducing unnecessary costs, maximizing revenue, and encouraging best business practices.
- Succeeded in persuading the USF Research Advisory Board to return funds from faculty who retire/resign to Colleges to help build their research infrastructure and to support the research efforts of faculty.

It has been another banner year! I sincerely appreciate the efforts of all of the faculty and staff in assisting the College in reaching its goals and in contributing to the success of USF locally, within the state, nationally and globally. We can truly be proud of our accomplishments. We have much to celebrate at our Spring Faculty meeting and reception on April 27, 2012.

Best Regards,

Colleen S. Kennedy

Colleen S. Kennedy, Ph.D.
Dean & Professor, College of Education