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Annual Report 2010-2011

University of South Florida. College of Education

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March 30, 2011

Dear Colleagues:

I am pleased to share the 2010/11 Annual Report for the College (COEDU) with you. As you may recall, 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). We will then publish the revised report in its final form.

As you read the report, I am confident that you will be as pleased with our progress as I am. Despite difficult financial circumstances, we are making great strides in research and innovation, strengthening graduate and undergraduate programs, expanding our online offerings, and are having an impact locally, nationally, and globally. Thanks to all of the faculty and staff for their efforts, and to the chairs, directors, and assistant and associate deans for their leadership.

Here are some of the highlights from this year 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 73rd in the nation for 2012.
- 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, we are the 9th largest public College of Education in the country.
- We are the 12th largest public College of Education in the country in the production of doctoral degrees in education.
- We are the 20th largest public College of Education in the country in the production of master's degrees in education.
- We are the 21st largest public College of Education in the country in the production of bachelor's degrees in education.

Grant Productivity

- During 09-10 fiscal year, faculty in the COEDU generated over \$21 million in external grants, of which 3.6 million were federal grants.
- During last fiscal year, 51 proposals were submitted by faculty to federal, state and private agencies. Of that number, 18 were submitted to federal agencies. The overall success rate was more than 50%. The success rate for federal proposals is 22%.
- Based on *U.S. News & World Report* rankings, the COEDU ranks 21st in the nation among other graduate schools of Education in generating external funding.
- This year we published a new [external funding report](#) on our Office of Research website listing all of the grants obtained by our faculty from July 1, 2009-June 30, 2010.

Research Support

- Under the [COEDU Faculty Research Collaborative Grant](#) Program, three teams of researchers received awards to assist them in submitting competitive federal grant proposals. All three of the awards involve multi-disciplinary research, which is strongly encouraged from the Office of Research & Innovation. The recipients are:
 - 1st recipient:
 - Kathy Bradley-Klug, School Psychology
 - Lisa Hansen, Physical Education
 - Marcus Kilpatrick, Exercise Science
 - Julia Ogg, School Psychology
 - 2nd recipient:
 - Ilene Berson, Early Childhood Education
 - Kafui Etsey, University of Cape Coast, Ghana
 - Michael Berson, Social Science Education
 - Sophia Han, Early Childhood Education
 - Kathryn Borman, Department of Anthropology
 - Bridget Cotner, Department of Anthropology
 - Peter Levine, Tufts University
 - Doug Dobson, University of Central Florida
 - 3rd recipient:
 - Phyllis Jones, Department of Special Education
 - Russell Kirby, Dept of Community and Family Health
 - Dr. Ana Mieres, School of Physical Therapy and Rehabilitation Sciences
- Drs. Janet Richards and Julia Ogg initiated a 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. The communication link with the districts proved invaluable this year

by providing support to secure the NSF Robert Noyce STEM Scholar Program.

Juliette Baron-Decae joins the team and serves in that capacity. She also works closely with Grace Wang and Michael Melanson on various grant functions. One of the biggest accomplishments is to close out old projects, reducing the number of pending projects from 238 to only 20 that still need to be inactivated (a 92% reduction!)

- 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, Bruce Jones and his staff, launched 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 with the support from the Division of Research Integrity & Compliance, Office of the General Counsel and Division of Sponsored Research.
 - Participated in [Research One Week](#) in partnership with the USF Office of Research as a way to feature faculty, research staff and graduate student work through display of research poster sessions in the David C. Anchin TECO room auditorium.
- 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 2010 TRAIN™ Award Nominees. They were two of the nine 2010 TRAIN™ Award Nominees, with Michael as one of the three [2010 TRAIN™ Award Recipients](#).

Goal 2: Promoting Excellence in Graduate & Undergraduate Programs

Along with the goal of promoting excellence in graduate and undergraduate programs, USF is also making special efforts to foster student success. The COEDU has initiated numerous initiatives to help students succeed academically and to achieve their professional and personal goals. I am proud of what the faculty and staff have been able to accomplish this year and am committed to supporting your efforts in fostering a climate that promotes student success.

- The COEDU is nationally accredited by NCATE and all programs leading to certification are approved by the Florida Department of Education (FLDOE).

- School Psychology is accredited by the American Psychological Association and National Association of School Psychology.
- Counseling is accredited by Council for Accreditation and Related Educational Programs.
- The FLDOE granted full approval to the Master of Arts in Teaching Programs in Chinese, Italian, Japanese, and Russian. We began offering these programs with conditional approval in Fall, 2010.
- The FLDOE granted full approval for the MAT Exceptional Student Education with ESOL and Reading program.
- The folio for the graduate Stand Alone ESOL Endorsement was submitted to the FLDOE for approval.
- The folio for the MAT Science Education in Earth Science was submitted to the FLDOE for approval.

Additional Curricular Modifications

- Graduate Program Committee – 31 program revisions, including 7 new programs/concentrations/tracks were reviewed.
- Graduate Program Committee – 1 inactive program was terminated in ACHE.
- Graduate Program Committee – 2 new certificates approved, 1 inactive certificate terminated.
- Graduate Program Committee – Courses – 38 course proposals were reviewed.
- Graduate Program Committee passed the proposed program differentiation for the Ph.D. in Curriculum and Instruction, with a single common core course, Philosophies of Inquiry; program concentration revisions will include processes for engaging students in research throughout their graduate education, provide supervised experiences in college teaching, and ensure understanding of multiple research approaches/methods.
- Undergraduate Program Committee - 7 program revisions were reviewed.
- Undergraduate Program Committee – 11 courses were reviewed.
- Undergraduate Program Committee – 2 courses were proposed as undergraduate capstone courses.
- Undergraduate Program Committee – 5 inactive programs were terminated.
- Faculty Council – Approved Governance Documents for: Adult, Career and Higher Education, and Psychological & Social Foundations, and Educational Measurement and Research (*Currently Educational Measurement Governance Document is scheduled to be on the Faculty Council Agenda for approval on March 25th and the Special Education Document could come forward at any moment which will complete the governance documents for the College of Education.*)
- A full explanation of UPC and GPC reviews and approvals can be found at <http://www.coedu.usf.edu/main/cc/4TrackingaGraduateProposal.html>

Advising/Student Academic Services – Undergraduate:

- Provided ethics workshops for students entering their final internship experience.
- Participated in Stampede for Success, FTIC Orientations, transfer orientations, Guidance Professional Showcase, Caribbean Student Association Conference, Honors Student, Phone Call Campaign Welcome to Admitted Students, Phone Call Campaign to high performing SAT/ACT Admitted Students who had not yet accepted, and Honor's Student Orientation.
- Initiated a new advising program, Teach-A-Bull Moments. These workshops are designed to assist both prospective and admitted students to connect with each other, faculty, administrators, and staff.
- Initiated eSched so that students will be able to schedule an appointment via the web. We will be able to track students better with this information. Reminders about appointments will be delivered automatically and students will be notified if they miss a meeting. Students will also have an opportunity to evaluate their advising session via the university-wide advising survey.
- Secondary Education advising staff worked with advising counterparts in CAS to create an improved method of informing Secondary Education students of opportunities to complete a minor.
- SAS personnel accompanied approximately 38 Fund for Minority Teachers Scholars in the College of Education to their mandatory 14th Annual Teacher Recruitment and Retention Statewide Conference, Orlando.
- Identified Pre-Education students who were "off-track" for admission to the COEDU and provided individualized advising sessions.
- Developed academic plans for Pre-Education students who were admissible to decrease time to admission and time to degree.
- The Office of Student Academic Services implemented a process for referring students ineligible to the COEDU to the transitional Advising Center.
- Conducted a survey of Pre-Education students to determine the quality of service they were receiving.
- Continued regular meetings with community college advisors, regional campus advisors and public school personnel who place our interns.

Advising/Student Academic Services – Graduate:

- Provided financial awards to 46 teachers and other school personnel through the Bank of America Scholarship Fund. Also, 18 teachers of gifted education were awarded approximately \$4,700 to supplement their tuition to enroll in gifted endorsement courses during the summer. Twenty-eight teachers and other school personnel from our partnership schools were awarded \$1,200 each to enroll in a course to enhance their teaching ability. 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.
- Initiated a web-based scanning process to move all historical and active graduate and advanced graduate student files to a system of electronic storage and retrieval, completed the transfer of approximately 8,000 archived paper files to

electronically scanned files, and provided training to faculty and staff in academic departments who wished to use the newly created scanning process to access graduate student records as a vehicle for more efficient academic advising.

- Created 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 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 the academic milestones listed below. Provided to all academic programs a detailed listing (checklist) of potential hindrances.
- Mailed 204 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.

ALCS and SACS

- The COEDU data management specialist participated in the work group in teacher preparation to completely redesign the associated Board of Governors file (Teacher Education File or TEF). 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 TEF. 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.
- Completed assessment plans and rubrics for all of our undergraduate and graduate programs which 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>.

Enrollment

- Since 2006 [enrollment](#) in the College had steadily increased until the 2008/09 academic year. This 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 have a 7% increase at the lower level and a 4% increase at the Grad II level. We experienced decreases in SCH at the upper level and Grad I. 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, we saw a decrease in SCH and most were in the spring semester. There are three 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 the uncertainty of being monetarily rewarded by their school districts for the master's degree. Second, others who have not begun course work toward their degree may have decided to wait and see if they should pursue the MA due to pending legislation. We will have to assess the actual impact of legislation and how districts will implement it. 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 of 455 SCH at the Grad I and II levels in the spring. In spite of the decrease in total SCH, 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 are working 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. We will also pursue self-funded online degree graduate courses, programs, and certificates.

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.
- The College awarded 14 New Teaching Assistantships (\$16,000 each) for 2010-2011, and 13 students were awarded Top-Up funds (4 - \$4,000, and 9 - \$5,000).
- In addition to funding provided by individual programs, departments and USF, the David C. Anchin Center, which is devoted to research concerning educational policy, and teacher and leadership development supports up to **12 full-time, full-tuition supported graduate** students who are engaged in interdisciplinary research in the fields of K-12 and higher education. The Graduate Research Assistants are enrolled in programs from across the USF campus. These programs include: College of Education, College of Arts and Science, and the College of Business. And, consistent with the campus interdisciplinary and global mission, Anchin graduate students represent five foreign countries, including: Ghana, Uganda, Belize, Zambia, and India.
- The David C. Anchin Center launched a new program that allows USF graduate students to engage in direct research on key educational policy issues with Hillsborough County Public School District, the Florida Philanthropic Network and the Florida School Boards Association. Recipients of the first awards are: (1) Sherlene Enriquez-Savery, Tampa Bay Educational Partnership Fellow. Enriquez-Savery is a graduate student in Mathematics and Statistics; (2) Nikia Kaiza, Anchin-Florida Philanthropic Fellow. Kaiza is a graduate student in the USF School of Public Administration; (3) Suraj Nayee, Anchin Center Advanced Placement Fellow. Nayee is a graduate student in the USF School of Business.

Faculty Positions/Searches -

The Provost authorized searches for three faculty positions in the COEDU on the Tampa campus. Oral commitments have been made for all three successful searches. New faculty hires to date include outstanding scholars/faculty, all of whom

are from under-represented groups, at the assistant professor (2), and associate professor (1) levels.

Diversity

The percentage of students from [underrepresented groups](#) has increased slightly since last year's distribution (from 23% to 24%). The percentage of international students remained the same as last year at 2%, but is up from 1.8% in 2006. The distribution of students by gender remained constant with females representing 77% of our students.

- The percentage of ranked faculty from underrepresented groups for 2010-11 is 24%. All three of the new faculty hired for AY 2011-12 are from underrepresented groups, with two of them being international hires.
- The Diversity Committee led by Tony Tan and Carlos Zalaquett, had a very successful year.
 - GA support for the Diversity committee was continued by the dean's office.
 - Enhancements are being made to the Diversity Website, featuring 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 a series of forums on Religion and Education (with podcasts on iTunes U) and a new video highlighting the mission and accomplishments of the Diversity committee during my tenure as dean. Recently, Harold Keller and I had the opportunity to review with Associate Vice President Williams and Kirk Roscoe, efforts in the COEDU related to diversity. Following our meeting, AVP Williams stated, "...data analysis suggests that the Climate in the College is one that warmly and assiduously embraces the ethos of diversity and inclusion. Indeed, the activities of the College of Education's Diversity Committee have been used as a paradigm for other University Diversity Committees. As the Associate Vice President for Diversity and Equal opportunity for the USF System, I give kudos to Dean Kennedy, her administrative staff and the faculty for their demonstrated commitment to diversity and inclusion. Moreover, I encourage Dean Kennedy to continue in her effort toward enhancing total diversity in the College of Education, for there are still areas in which improvement can and, if past performance is any indicator, will be made."
 - 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.
 - David C. Anchin Center Associate Director, Dr. Donna Elam, provided professional development on cultural competence and achievement for the Intern Clusters for 3 Hillsborough schools.

Selected National Honors, Awards, & Recognition

Faculty Awards:

FACULTY AWARDS:

- Danielle Dennis, Ph.D., Assistant Professor, in the Department of Childhood Education and Literacy Studies, received the 2009-2010 USF Outstanding Undergraduate Teaching Award (OUTA), and was honored at a University ceremony with other USF awardees. Thirteen faculty across the University were awarded OUTA. The selection is based on student evaluations, peer observations, teaching philosophy, and creativity in teaching.
- Haichun Sun, Ph.D., Assistant Professor in the School of Physical Education & Exercise Science, was inducted in San Diego as a new Research Consortium Fellow of AAHPERD March 2011.
- Sun is also the recipient of the 2011 Curriculum and Instruction Helen M. Heitmann Young Scholar Award. The purpose of this award is to recognize an outstanding professional for his/her exceptional contributions to research in the field of curriculum and instruction in Physical Education. This is the most prestigious award in the field of Physical Education for early career professionals. Only one award is given annually.
- Valerie Janesick, Ph.D., Professor in the Department of Educational Leadership & Policy Studies was nominated to receive a lifetime Achievement Award in Qualitative Research for the 7th Annual International Congress of Qualitative Inquiry to be held May, 2011 in Urbana, IL.
- The Faculty Council recognized Janesick for having served as Chair for the Graduate Program Council and Tenure and Promotion Committee in 2009-10. This is the first such award and it will be given regularly in the future by the Faculty Council.
- Janesick also received a 2009 Outstanding Reviewer Award from *Educational Researcher*.
- Deirdre Cobb-Roberts, Ph.D., Associate Professor in the Department of Psychological & Social Foundations is the 2011 Distinguished Alumni of the College of Education at the University of Illinois, Champaign-Urbana.
- Joan Kaywell, Ph.D., Professor in the Department of Secondary Education, received the 2010 Conference on English Leadership (CEL) Award for Exemplary Leadership. The Award is given annually to a National Council of Teachers of English (NCTE) member who is an outstanding English Language Arts educator and leader.
- The Career Development Leadership Alliance (CDLA) created the JoAnn Harris Bowsbey Award for Excellence in the field of Technology in Career Development to recognize an individual or organization that has made an outstanding contribution to the field of career development in the area of technology and/or curriculum development. Deborah Osborn, Ph.D., is the recipient of this award this year. She is also a new National Career Development Association Fellow.
- Shannon Suldo, Ph.D., Associate Professor, Psychological & Social Foundations, received the *Journal of School Psychology's* Outstanding Reviewer Award for 2009.
- Ilene Berson, Ph.D., Professor of Early Childhood Education, was honored by the United States Department of Health and Human Services Substance Abuse Mental Health Services Administration (SAMHSA) for Excellence in Evaluation. Dr. Berson was selected for the gold medal award for her outstanding

accomplishments in data use and dissemination as the Evaluation P.I. of a 6-year federal grant funded by SAMHSA to address early childhood mental health.

- Jolyn Blank, Ph.D., Assistant Professor in Early Childhood Education in the Department of Childhood Education and Literacy Studies, was selected to receive the Early Education/Child Development Special Interest Group Early Research Career Award. This prestigious award recognizes early career scholars who have demonstrated exceptional potential to be an important and influential member in the field of early childhood education.
- The Leadership in Education Recognition award was given to Dr. Donna Elam, Chairperson of the Florida Commission on Human Relations and Associate Director of the David C. Anchin Center, for her passionate promotion of equality, in March, 2011. Dick Puglisi, Ph.D., Assistant Dean and Director of the Gus A. Stavros Center for Free Enterprise and Economic Education presented Dean Kennedy with the first annual Gus A. Stavros Center Outstanding Leadership Award on May 19, 2010.

ALUMNI AWARDS:

- Florida's Reading Teacher of the Year for elementary schools is one of our graduates. Tiffany Melovich, (B.S., '96), who teaches at Bevis Elementary School in Lithia, was honored by the State Department of Education's reading initiative, Just Read! Florida.
- Larissa McCoy was named Florida's High School Reading Teacher of the Year. Larissa teaches at Alonso High School in Tampa. She graduated from USF in '04 with a B.S. in Secondary English Education, '06 with M.Ed. in Secondary English Education and '09 with a certificate in Ed. Leadership.
- The Correctional Education Association named Kevin Coggins, Ph.D., lead teacher at the Pasco Regional Juvenile Detention Center, as the 2010 Southeastern United States Region VIII Educator of the Year. Coggins was chosen among professionals from Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee and Puerto Rico. He is a USF graduate (Ph.D., Curriculum & Instruction, M.Ed., Educational Leadership, and B.S. Social Science Education) and a long-time adjunct instructor in Social Foundations of Education.

STUDENT AWARDS:

- Troy Loker, a 5th year doctoral student in the School Psychology Department is the recipient of a \$1,500 scholarship from the American Psychological Association of Graduate Students (APAGS) for his dissertation on Lesbian, Gay, Bisexual and Transgender (LGBT) issues. Troy's dissertation is titled "Learning from voices of diverse youth: School-based practices to promote positive psychosocial outcomes for LGBTQ (Lesbian, Gay, Bisexual, Transgender, & Questioning) high school students". He is currently completing his doctoral level internship in Pasco County Schools at Northwest Elementary and Ridgewood High Schools.
- Ho Ryong Park was awarded a Doctoral Dissertation Completion Fellowship of \$15,000 for one academic year. His project is titled: Four English Language Learners' Experiences and Strategy Use in Learning Environments of Multi-literacies.
- Angela Chapman, a doctoral Science Education student in the Department of Secondary Education and member of National Science Teachers Association (NSTA), received a grant from Toyota TAPESTRY and the NTSA of \$9,800 for

Lake Region High School. Chapman teaches 9th and 10th grade Biology at Lake Region High School.

- Rachel MacLean was selected for the Lou Bowers Outstanding Student of the Year Award in Physical Education by faculty in the School of Physical Education & Exercise Science. Dr. Bowers presented the award in a department ceremony. This is the first annual award and includes a \$500.00 scholarship established by Dr. Bowers.
- David Zolondek was selected for the Lou Bowers Outstanding Student of the Year Award in Exercise Science by faculty in the School of Physical Education & Exercise Science. Dr. Bowers presented the award in a department ceremony. This is the first annual award and includes a \$500.00 scholarship established by Dr. Bowers.
- Dean Kennedy presented graduate, Molly McCann, a framed "Graduation with Distinction" award with Daphne Thomas, □Ph.D., Chair of Special Education. McCann was also a USF Presidential Scholar, a USF Honors Scholar, a King O'Neal Scholar and an Alice C. Richardson Scholar, among others.
- Mimi Li, a second-year Ph.D. student in Second Language Acquisition/Instructional Technology program in the College of Education, received an award from the Graduate School for her research on Wiki-Mediated Collaborative Writing: Students' Interactions and Perceptions.

STAFF AWARDS:

- Layesha Walton, an administrative specialist in the Special Education Department, was a Quiet Quality Award winner in 2010.
- Other Quiet Quality Award recipients were: Priscilla Hale (Psychological & Social Foundations) Administrative Assistant; Yvonne Frank (Student Academic Services) Administrative Clerk; Jaye Berkowitz (Special Education) Office Manager; Jodi Northway (Anchin Center) Administrative Specialist; Katie Decker (FL PIRC) Administrative & Research Assistant; and Ileana Gonzalez (Secondary Education) Academic Program Specialist.
- Lori Yusko was recognized at the Heart Walk reception by President Genshaft. The Tampa Bay Heart Walk on November 6, 2010 was a huge success! The COEDU had over 15 walkers, which the American Heart Association calls a perfect team. Lori Yusko was this year's Team Captain. The COEDU finished in 2nd place and helped the College raise over \$7,000 for the American Heart Association.

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. The NFMP has sponsored, in collaboration with Associate Dean Jones, forums on research, scholarly writing, and teaching. Additionally, a faculty group of tenured and tenure-earning faculty members, and 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 is committed to playing a leadership role in the integration of technology with regard to its instructional and research missions. This commitment is evidenced in the COEDU's leadership in technological innovation as well as improvements in infrastructure.

Here are some of this year's highlights:

- TAG (Technology Action Group)
 - The Technology Action Group (TAG), co-chaired by Dr. Steve Sanders and Dr. Dick Puglisi, is a committee of faculty appointed by the Dean to represent the faculty interests with regard to technology in the COEDU. During the 2010-11 AY, TAG focused its attention on several agenda items: (1) discussions with FLVS (Florida Virtual School) designed to obtain FLVS's endorsement of a Florida Digital/Virtual Educator Graduate Certification. (2) supporting the e-learning initiative and the activities of the e-learning coordinator; (3) the development of a survey to assess faculty technology needs; (4) the submission of a Tech Fee proposal by a TAG subcommittee; (5) improving the process for obtaining feedback from faculty/departments/programs regarding technology needs related to instructional and research goals; (6) increasing faculty involvement with the iteach Lounge and other activities that promote technology integration; and (7) thinking long-term about strategies to enhance the COEDU's technology agenda and profile.

TAG related activities as well as other major COEDU technology initiatives are described below.

- The Florida Digital/Virtual Educator Graduate Certificate --Through the leadership of Dr. Tina Hohlfeld, the Florida Digital/Virtual Educator Graduate Certificate was developed and endorsed by the Florida Virtual School. It is now fully online. TAG developed an excellent partnership with FLVS and Dean Kennedy expresses her thanks to Steve Sanders who spearheaded this initiative and to TAG members and other faculty who participated in FLVS discussions/visits.
- The E-Learning Initiative – As the result of a recommendation by TAG, the position of E-Learning Coordinator was incorporated into the COEDU Compact Plan. The purpose of the E-Learning Coordinator is to assist faculty with the development and refinement of online courses. Dr. Shelley Stewart was selected as the E-Learning Coordinator and has been very active during the 2010-11 AY working with faculty on numerous activities that support online instruction.

- Of the 58 course conversions proposed as part of the Compact Plan eLearning Initiative, starting in 2009 and continuing at present, 18 of the course conversions are complete, 19 are in progress and 31 await start. The MA in Reading online is scheduled to be complete May 2011 - contributing 8 more courses to the complete category. The Department of Special Education has been particularly innovative in their course conversions including various forms of multimedia and working closely with Media Innovation Team Instructional Designers to incorporate best practices in online instruction. Of our full time faculty, 49 have participated in course conversion and online teaching.

Trends (on part of faculty):

1. Vast incorporation of multimedia enhancements, namely video. Increase in proposal of entire programs being converted to the online format.
 2. Increased commitment to include collaborative/group work among online learners - with a simple, manageable structure and protocols for students to work within.
 3. Conscious, concerted effort to have students create digital (e)Portfolios that are simple, free, collaborative (capable of peer review) and editable for the long-term.
 4. Impetus to create online learning communities/communities of practice.
 5. Improved willingness to innovate, take technical risks, with support of eLearning Facilitator/Media Innovation Team
 6. Constant demand for "just-in-time support" of various modes: face-to-face and online (quick instructional videos or tutorials)
 7. Need for instructional technology consults - brief meetings between a faculty member and tech-expert (eLearning Facilitator & MIT) to confirm a notion, select the best tool to represent the content or discuss options for an best practices/instructional approaches in online education
 8. Need for general technology consults, for example, faculty member says to eLearning Facilitator - "where can I get help with....." or "can you...." or "do you have someone that can..."
 9. Requests for "showcase" of time/effort spent on course conversions and other online efforts.
- Faculty Technology Needs Survey -- A TAG subcommittee co-chaired by Dr. Yi-Hsin Chen and Dr. Shelley Stewart developed a survey to assess faculty technology needs. The data generated by the survey will be useful in developing technology training workshops, making purchasing decisions relative to software and hardware, and helping determine the status of technology integration in the COEDU. The survey is expected to be administered at the beginning of Fall 2011.
 - Submission of a USF Tech Fee Proposal – A TAG subcommittee chaired by Dr. Kathleen King submitted a proposal called Vote IT (Vote for IT! (Instructional Technology): An Academic Success Online) which is

currently under review. This university-wide web-based project is a faculty and student created showcase of instructional and academic projects which use instructional technology.

- iteach
 - Living and learning in the digital age requires informed, innovative teachers, and the 2010-2011 academic year marked the start of the iteach initiative in the College. Students who are selected and who fulfill the requirements of iteach earn a special designation that recognizes them for their engagement in intensive preparation with digital technologies. iteach students work with the latest mobile technology and will develop skills to integrate these resources into the teaching and learning process of their classrooms. In the fall semester we identified seven iteach Fellows from throughout the College. The iteach Fellows include: Dr. Jenifer Schneider & Dr. Ilene Berson (Childhood Education & Literacy Studies); Dr. Lisa Hansen (Physical Education); Dr. Tina Holhfeld & Dr. Deoksoon Kim (Secondary Education); Dr. David Allsopp & Dr. Elizabeth Shaunessy (Special Education). In consultation with the iteach Fellows and program faculty we selected the inaugural group of approximately 50 iteach students based on their academic achievements, interest in technological innovation, and professional dispositions. These students have been attending specialized technology workshops and will have opportunities to showcase their commitment to be a leader among their colleagues by sharing their expertise and resources throughout the remainder of their degree program. Faculty throughout the COEDU have also participated in a number of outstanding technology workshops offered by our iteach Fellows and external experts as part of iteach.
 - **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 and 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 participating in FCIT grant projects.
 - **iteach Lounge:** The staff in FCIT have been heavily involved in the conversion of the Laptop Lounge to the iteach Lounge. Aside from workshops related to the iteach initiative, part of this conversion has been accomplished through marketing the new initiative. We have sent GA's to faculty meetings to disseminate information introducing the "iteach initiative" as a "value added" entity in the College. 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 3,000 visits from faculty, students, and staff, since summer 2010.

- Faculty support staff in the iteach Lounge have provided services for individuals from across the university campus. Our records indicate that forty-two (42) faculty members from fifteen (15) different departments on campus have made over (100) visits to the lounge. In addition over seven hundred (700) students have visited the lounge in the past nine months. NOTE: These are only estimates as not everyone who has used the Lounge services have signed in to the Lounge computer. Individuals who do not have a USF netID and did not sign in as guests also were not recorded.
- **Equipment:** During the fall semester, we upgraded the TSR laptop cart with 30 new MacBook pros. We also purchased 10 Kodak Zi8, flip-style cameras for faculty, staff and student use. This equipment was much needed and sports the latest versions of iLife and iWork software. The computers and cameras should go a long way toward providing a means by which the technology integration of multimedia-rich student and staff projects can be achieved.
- **Video Production:** We have been involved in various college video projects. We created several installments of the "Religion in the Classroom" series for the Diversity committee. The Dean's Office has requested multiple events be recorded and placed on USF on iTunes U. These events include fall and spring faculty meetings, Research One week, and the Children's Festival. ACHE has placed two conferences in video format with assistance from the iteach Lounge staff. These conferences are AAACE and the Institute for Learning Styles Research conference.
- **iteach:** Starting in the Spring 2011 semester, we began offering workshops and training sessions for students enrolled in the iteach initiative. Recently, 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. Starting this semester, there have been numerous workshops prepared and offered for the iteach initiative. We currently have fifty (50) students registered in the initiative. We also have eight iteach Fellows from various departments involved in the project.
- **Qualitative Research:** More than seventy (70) people have attended five different workshops in order to learn about a new qualitative research tool called "Transana." These workshops have been an outreach effort to develop the research opportunities within our professorial and graduate research. Since its introduction, requests

have been made for Lounge staff members to attend classes in the evening and on Saturdays, as well as, during the regular week to provide training for the software.

- **USF on iTunes U:** USF on iTunes U continues to evolve adding content that is clearly aligned with the university's goals and mission to be recognized as a global research university and a leader in sustainability-related education. With the permission of Dr. King, the Lounge staff has reproduced a podcast series on Financial Literacy for educators that is now hosted on USF on iTunes U. Dr. Zalaquett has produced two series for student success aimed at Latino parents that are hosted on USF on iTunes U. The Lounge staff provided both resources and expertise to the podcast series. Each Lounge staff member is also involved in services for the student government film studies club as well including editing machines, software, and training on iMovie.

While many changes have taken place over the past year, we remain committed to serving the ongoing technology integration needs of the faculty, staff, and students, in the College of Education.

- FCIT currently offers over 140,000 pieces of digital content online. In the past twelve months, FCIT servers have received over 500,000,000 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 Presentations ETC websites. A new stock photography website, ClipPix ETC, was launched in February for student and teacher use. 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. FCIT is currently producing a clip audio website, a clip video site, and a site for the presentation of student and teacher projects. These new sites will be available by June 30.
- 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 "Let's Make Movies" summer camp, modifications to the iTunes U uploader tool, Technology Integration Matrix assessment tools, and to our action research tool. FCIT recently re-launched an updated version of the Technology Integration Matrix with example videos for Math, Science, Social Studies, and Language Arts.
- FCIT's professional development activities in the past year have included four-day Teaching and Learning Institutes in 25 Florida districts as well as, one- and two-day workshops throughout the state, generating over \$700,000 in auxiliary income. With funding from the Verizon Foundation, the Center conducts numerous Thinkfinity workshops for Florida teachers. The Oracle Education Foundation

provides funding for FCIT to conduct ThinkQuest professional development across the state. FCIT is in 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 produces the OnMed professional development website for faculty at Shands Hospital in Gainesville, in collaboration with the University of Florida.

NOTE: The numbers of hits, institutes, and generated fees are for the period March 1, 2010 through February 28, 2011. If you need a strict FY calculation, we could estimate through June 30, but it would be a projection instead hard numbers.

- **Technology Upgrades** --During AY 2010/11, significant enhancements in technology have been made.
 - Number of "Right Now Help Tickets" completed between July 1, 2010 to present (3,014)
 - Portable Whiteboards – Dean's Office ordering five portables that will be placed in EDU 214, 252, 413, 416, and 417
 - MacBook Cart – 30 MacBooks purchased by Dean's Office. Cart housed in iteach lounge.
 - Two classrooms and one teaching lab upgraded with "media enhanced podium" (EDU 253, 408A, 417)
 - EDU 159 Teaching Lab – December 2010 computers replaced
 - Wireless Network upgrade – Check out project web page with cool pics showing [increases in coverage](#) brought to us by USF IT.
 - Thirteen LCD monitors placed throughout the College of Education.
 - 39 faculty computers replaced.

Recruitment & Marketing

Under the leadership of our Communications Director, Kim Tucker, we accomplished numerous recruitment and marketing activities.

- Publicized COEDU faculty, student and alumni accomplishments, activities and awards, garnering local, regional, national and international media attention.
- Designed and produced a new quarterly Impact e-newsletter and shared with USF community, legislators, donors, community leaders, superintendents, and other educational stakeholders within the state and nationally.
- Arranged media interviews, pitched various stories to media outlets and served as point of contact for media inquiries.
- Coordinated and photographed COEDU faculty members and various events for publicity purposes.

- Designed and produced new monthly Dean’s Update e-newsletter and shared with USF community and other educational stakeholders.
- Provided content for the monthly AlumNews e-newsletter.
- Feature alumni regularly in the Dean’s Update and on the College website as well as other media outlets.
- Produced podcasts of special events and interviews with distinguished guests for USF on iTunes U, including a video for the Unstoppable Campaign event.
- 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.
- 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, fliers and print pieces.
- Created College fact-sheets, technology, and distance education reports.
- The COEDU e-brochure: <http://www.coedu.usf.edu/main/sas/gradinfo.html> “Sharpen Your Skills,” was distributed electronically to local districts each semester advertising our graduate courses and programs.
- Served on the Children’s Festival Committee, 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
 - SUNRIPE Golf Classic
 - Children’s Festival
 - Strawberry Sales
 - Graduation Receptions
 - Tutor-a-Bull
 - OLE Awards
 - Education in Action Luncheon
 - Retired Faculty Luncheon
 - Richardson Family Scholarship Program
 - Donor/Alumni Recognition
 - Hillsborough County Teacher of the Year and Diversity Educator of the Year Recognition Event

***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 Community 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 dean's leadership team met with the leadership teams of Hillsborough, Pasco, and Polk County Schools 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 met several times with key leadership personnel in Hillsborough County Schools to discuss undergraduate and graduate program revision and 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.
- Formal partnership agreements with USF/Patel Partnership School, Pepin Academies, and MOSI Partnership School were established.
- Strong partnerships continued with Pizzo Elementary and Weightman Middle School. Faculty liaison and graduate assistants were assigned to the schools to provide leadership and enhance research and grant opportunities.
- An agreement was made with Hillsborough County Schools to have shared positions in the Elementary Education Program. We will dedicate four hybrid instructors (two of our lines and two funded by Hillsborough Schools) to work with our pre-interns and interns in the six Title I elementary schools where our students are placed. These hybrid instructors will also teach professional education courses in the Elementary Education program. Hillsborough is also funding 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.
- Our partnership with Joshua House, that 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 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 1,200 Hillsborough County secondary students have benefitted from one-on-one instruction in this tutoring program. The Tutor-a-Bull program had an economic impact of over \$1.4 million. The value as a student retention and crime prevention model is an immeasurable benefit to our community.
- 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 850 interns into classrooms. This has a \$4 million economic impact.
- The Tampa Bay Educational Partnership, which is a partnership between the College of Education, David C. Anchin Center and the Hillsborough County School District, continues to support interdisciplinary research and grant development opportunities. Over a 3-year period, the Partnership garnered over \$82 million in external education support for school district programming and faculty, research staff and student support at USF. More specifically, USF will benefit with \$33

million in research and programmatic support and the school district programmatic benefit is \$45.7 million over an estimated 2 – 5 year period.

- In Summer, 2010 the David C. Anchin Center hosted its Third Annual Advanced Summer Placement Institute which was attended by an estimated 1,000 participants making it the largest Institute in Florida for teachers throughout the State seeking to secure Advanced Placement certification. The keynote address for the event was delivered by William E. Strickland, C.E.O. and President of Manchester Bidwell Corporation. Mr. Strickland, a MacArthur Genius Award recipient, spoke about his national and international school reform efforts. He shared his insights on the history and development of the Manchester Bidwell Corporation, which is an arts education program for children and a market-driven career training center for adults. Dr. Jones and Dr. Elam also presented its 2010 *David C. Anchin Center Exemplary Leadership in Education Award* to Hillsborough County Superintendent MaryEllen Elia.
- The Anchin Center continued its longstanding partnership with the Florida and the Islands Comprehensive Center (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 worked with FLICC staff and the Florida Department of Education (FLDOE) to host professional development 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 in the 5 regions of the state. The first was a meeting of district level leaders in Orlando in January, 2011 for an orientation to the training that would be offered to the districts. This was followed by 2-day training institutes in January-February, 2011 to introduce the process of Lesson Study to school leadership teams interested in implementing at the school level. In addition, Anchin Center hosted a Lesson Study overview for higher education faculty in April, 2011.
 - Leadership Development. The FLICC grant funded the delivery of the Anchin Center's Executive Leaders Program (ELP) to participants in Region 4. ELP provides a comprehensive approach to developing district level leaders with executive leadership competencies. This 8-month experience, offered from October, 2010-May, 2011, included 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 development plans and the job-embedded project. The goal of the program is to prepare Florida's leaders to create organizational cultures focused on improving student and employee performance.
 - Anchin Center staff worked with FLICC staff and the Virgin Islands Department of Education to revamp the School Improvement Planning Process at the request of Commissioner LaVerne Terry. A new Education System Improvement Process (eSIP) that will facilitate cohesive and

collaborative planning across the VIDE was created with the Task Force identified by the Commissioner and the Superintendents from September-December, 2010. Anchin staff assisted in the writing of the Operational Manual and the rollout of the process in a series of meetings and trainings with state and district personnel, administrators, and school teams from both the St. Thomas/St. John and St. Croix districts from January–May, 2011.

Global Engagement

The COEDU has two funded GAP program awards from USF. In addition, we have long standing initiatives including the British Schools Experience and the Jamaica program. Activities this year included the following:

- Dr. Ilene Berson, Dr. John Manning, and Dr. Jolyn Blank were awarded a USF Global Academic Partners (GAP) award with the University of Cape Coast, Ghana for an “Exploration of Early Childhood Teacher Education in Ghana.” Drs. Ilene Berson and Roger Brindley visited UCC and local schools in Ghana this year, to better understand the challenges and opportunities that impact the development of early childhood education there. Dean Kennedy and VP Pearce also visited UCC this fall to better understand the programs and the technological capabilities for two-way transmission of information among faculty participating in the GAP program.
- As part of the funded GAP program, Dr. Phil Smith visited Nankai University in Tianjin, China. Dr. Smith was hosted by Prof. Xiaomei Zu, who is a faculty member of the College of Chinese Language and Culture at Nankai University, and is on a visiting appointment in the Department of World Languages – USF, teaching Mandarin to students at USF. While there, as part of USF’s Global Academic Partners (GAP) program, Dr. Smith met with a group of about 80 students from the College of Chinese Language and Culture. He presented information about the USF COEDU’s Master of Arts in Teaching, Foreign Language Education, where students from China can obtain Certification to teach Chinese – Mandarin, in a 1-year intensive studies program.
- The British Schools Experience and the Jamaica program are continuing to thrive, offering exceptional experiences for both faculty and students. The department of Childhood Education & Literacy Studies is evaluating the Jamaica program as part of the Compact Planning process.
- Adult, Career, and Higher Education have a partnership in Bremen, Germany. Dr. Victor Hernandez, Associate Professor of Career and Workforce Education led a group study visit to Germany. The Group Study Visit was conducted through the University of South Florida Study Abroad Program with partial support from a grant awarded by the German Academic Exchange Service (DAAD). The Group Study Visit was facilitated by the University of Bremen’s Institute of Technology and Education (ITB). Prof. Dr. Michael Gessler, Director of International Research in Vocational Education and Training let the support provided by ITB staff. 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.

A sampling of other global engagement activities undertaken by faculty and students this year include the following:

- [FCIT](#) surpassed 1 billion hits – Students and educators around the globe access free educational resources available on USF websites.
- USF ranks 4th nationally in a “University Social Marketing Report” by Web Strategy Research for iTunes U.
- Dr. Gabriele Strohschen, Associate Professor, School for New Learning – DePaul University, University spoke at the Spring 2011 ACHE Colloquium Series about her research work in Afghanistan and Africa.
- Sander Piek, Policy Advisor with the International Policy Department, Ministry of Education, Culture and Science, the Netherlands, visited the COEDU in February. Mr. Piek discussed teacher education programs and numerous K-12 education issues with faculty representatives and the dean.
- Dr. Darlene DeMarie, a Fulbright scholar, returned to the University of Limpopo to hood the young graduates of the child care center she helped to establish.
- The COEDU received approval from the FLDOE to offer [MAT programs](#) in Chinese, Italian, Japanese and Russian. The programs represent a great team effort with the College of Arts and Sciences (World Languages), Secondary Education and the Confucius Institute for the Chinese MAT.
- Two School Psychology grads, Leeza Rooks from Trinidad and Kristelle Malval from Haiti, returned to their Caribbean homes to introduce [psychological services](#).
- Adult Educators from USF in Sweden is on Facebook.
- The Department of Secondary Education working in partnership with the Patel Center for Global Solutions, spearhead by Dr. Barbara Cruz, reported:
 - Haiti and the Dominican Republic (2009-present)
Towards Democracy & Diversity: Summer Seminar for Caribbean Educators, University of South Florida, Patel Center for Global Solutions & College of Education, Tampa, Florida.
This 6-week seminar at USF for 37 teachers from Haiti and the Dominican Republic was a great success on a number of levels. Held in the summer of 2009, participants developed:
 - Content-area expertise, with particular focus on how various disciplines produce knowledge about the practice of democracy and diversity in the United States and elsewhere;
 - Teaching skills based on cutting-edge pedagogy;
 - enhanced their English language skills; and,
 - advocacy and leadership skills that will allow them to form a cadre of educational leaders who will be able to promote educational and social reform in their home countries.

The seminar concluded with a 4-day trip to Washington, D.C. during which the participants deepened their understanding of American democracy and U.S. history.

- The work on this important initiative continues with both Haiti and the D.R.:
 - Post-Earthquake Educational Reform in Haiti: Secondary Education. Funded by the U.S. Dept of State, we brought 10 Haitian teachers to Santo Domingo, D.R. in Sept 2010 to participate in a 2-day workshop.
 - Professional Development, Teacher Leadership, and Instructional Technology in the Dominican Republic: Teacher Specialists, Grades 8-12. This project entails a 5-year commitment to improving the educational system in the

Dominican Republic. Using teachers who participated in the 2009 Towards Democracy and Diversity project, we will work with the Dominican Ministry of Education to strengthen the leadership, technological, and pedagogical skills of its teachers by providing them with the tools to be “effective, innovative and generators of learning opportunities.”

- In celebration of the 93rd anniversary of Finland’s Independence, the Embassy of Finland and the World Bank’s Human Development Network and the Office of Agriculture and Rural Development invited Dr. Johanna Lasonen to discuss potential collaboration regarding gender issues in development and workforce skills in developing countries. At the Embassy, Dr. Lasonen met with representatives of TEKES (the Finnish Funding Agency in Technology and Innovation) and the National Science Foundation International Division.
- Dr. Kathleen P. King, professor of higher education, presented distance learning developments in higher education at a research conference held at University West Indies Belize City Campus and attended by an international group of scholars, administrators, and government ministry representatives She also conducted research across the country as she interviewed 9 women in higher education leaders about their leadership journey and mentoring needs. This project launched her international transformative learning leadership study for which she has submitted two USF grants to extend the work most immediately to Canada and Portugal in 2011.
- The department of Special Education reported the following:
 - Drs. Elizabeth Doone and Michael Churton are recruiting students for a three-week education abroad proad to Malaysia, Singapore, and Brunei July 5, 2011-July 27, 2011. The program is designed to introduce students to Malaysian culture and diversity while exploring the concept of disability in a developing nation. Participants will also visit a teacher education college and observe government schools and NGOs serving students with disabilities.
 - Several faculty gave keynote addresses and presentations internationally, including: Dr. McHatton – National Special Education Congress, Gaziantap, Turkey; Dr. Phyllis Jones presented at conferences in Bristol, UK, Manchester UK, and Belfast, UK; and Dr. Churton presented at conferences in Malaysia and Vietnam.

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 2010-2011’s 3rd Quarter, the COEDU reported \$528,009 in charitable contributions, 26.5% of its \$1,922,151 annual goal and 36.14% behind where we were during the same period last year. Of course, we operated for the majority of the year without a Director of Development following the retirement of Dick Dearolf, our former Director of Development. Caz Hodge performed exceptionally well as our sole fund-raiser in the interim. Linda Breen, our new Director of Development, was appointed following a national search. She has joined Caz Hodge and Georgja Mackenzie as the newest member of the team.

- Due to a tough economy, the number of COEDU donors has decreased 13.02% to 1,015 from 1,167 at this time last year.
- COEDU alumni continue to be the largest of all donor groups with 924 individuals or 91% of all donors. Employees are the second largest group of donors followed by friends of the college.
- Private foundations account for the largest dollar contributions (\$117,500 or 22.5%). Government organizations, corporations, and the State of Florida matching grants are groups making major contributions to the COEDU.
- The Faculty and Staff campaign reports \$17,697 in commitments, up 7.64% from this time last year. We sincerely appreciate the generosity of our faculty and staff!
- The USF Telefund received commitments of \$49,076 down 11% from the same time last year.
- Of the total COEDU charitable contributions received, 41.3% were designated for Scholarships and 48.9% were marked for College programs such as the Middle School Tutoring Program (Tutor-A-Bull), Literacy Innovation for Education Initiative, 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 ten middle schools last year to fifteen middle schools and three high schools this year with annual school sponsorships of \$7,000 each. This program provides nearly 100 annual COEDU scholarships in addition to several graduate assistantships. The Dorothy Thomas Foundation established the Tutor-A-Bull Endowed Fund with a \$100,000 gift to support the program.
- The Wish Farms Strawberry Sales continue to provide support for the COEDU's migrant scholarship funds.
- The COEDU leadership has submitted four multi-million dollar proposals this year. Assistant and associate deans, chairs, and faculty are commended on their involvement in developing proposals for donor consideration.
- 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
 - Diversity Fund
 - Education in Action Luncheon
 - Migrant Student Success Fund
 - Richardson Family Scholarship Program
 - Retired and Emeritus Faculty Luncheons
 - Spring Graduation Reception, although this year due to the change in venue we are unable to hold this event.

Financial Management

- We continue to upgrade our processes and procedures to use our funding as efficiently as possible.
- Provided training/informational sessions to departmental staff related to budgets, course conversions and monthly reconciliations.
- Offering more individual assistance to Office Managers and other COEDU financial staff dealing with payroll and expenditure corrections, payroll distributions, year

end projections, foundation account transactions and other financial related procedures.

- We've expanded our "all funds" approach to include foundation and RIA funds for departmental budgeting.
- The COEDU continues to reduce costs, maximize revenue, and streamline business practices to help prepare for any effects of possible budget issues that might arise for the state of Florida.

I truly appreciate each and every one of you and thank you for the contributions you have made to the department, college, university and to our communities – locally, nationally, and globally. Thanks to all of you we've had another exemplary year! I look forward to celebrating with you at the Faculty meeting and Reception on April 29, 2011.

Best Regards,

Colleen S. Kennedy

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