Message from the Dean

Greetings,

I am honored to have served in this transition year as Interim Dean in the College of Education, as part of a community of dedicated staff and outstanding scholars and teachers. Our strategic priorities are those of USF:

- Commitment to student success and well educated global citizens;
- High impact research productivity and innovation that leads to sustainable development and positive societal change;
- Creation of partnerships that lead to sustainable growth both locally and globally;
- Sound leadership and management of fiscal and human resources.

Overlaying all of these priorities are our shared values in diversity and in technology integration and application.

Last year we completed nine years under the leadership of Dean Colleen Kennedy, advancing the above strategic priorities and values. This past year has seen a continuation of this forward progress. We are proud to have continued our presence in national rankings among graduate schools of education, and in our national rankings for our online graduate degree programs. Our recent NCATE review was highly successful, with the review team recommending continuing full accreditation, as all standards were met for our educator preparation programs and particular merit was recognized in the areas of diversity and technology integration and application.

We have organized this annual report around the above strategic priorities. Our students and graduates have attained numerous awards, and faculty members have engaged our doctoral students in ongoing research early and throughout their programs. Initial steps at engaging our undergraduates in research have taken place as well. Our student advising at the undergraduate and graduate levels have been revitalized and enhanced. Research productivity continues to be at a high level both quantitatively and qualitatively.
Our research and scholarly work is attracting external funding from federal, state, and private sources at sustained levels, and this is an area where we can do even more. Our partnerships with schools and communities are plentiful and purposeful, resulting in mutual benefits to all stakeholders. I am particularly proud of our new partnerships, including the Elementary Teacher Residency Program, the STEM and middle school residency programs, and the educational leadership residency program, as well as our sustaining partnerships in special education, physical education and exercise science, and secondary education professional development schools. These partnerships provide high quality, embedded and authentic educational experiences for our students, and are rich sources of research and inquiry opportunities for faculty and students. I am also excited about the upcoming Fall 2013 initiation of a Living Learning Community for our pre-ed students, with opportunities for those students to engage in undergraduate research, in the Tutor-A-Bull program, and in mentoring relationships with our SCATT Honors students. Global engagement of faculty members has increased exponentially, with important collaborations providing both research and learning opportunities for faculty and students. We need to explore additional partnership opportunities with the schools and corporate entities, and ways to increase demand for our MAT programs from career changers and returning veterans, and to connect our non-certification programs to international students.

The College of Education is at a particular place and moment in time within the context of the University of South Florida, with continuing movement toward our university aspiration as an institution eligible for AAU status and facing multiple years of budget reductions, where difficult decisions must be made. The current set of challenges, including declining enrollment at the undergraduate level, budget realignment and aspirational goals of the university, create multiple opportunities for the College of Education to sustain and enhance the strengths and assets attained and developed, while further aligning with the central strategic priorities of the university. These challenges and opportunities will require serious, honest, and direct dialogue among faculty and stakeholders within the college, as we consider how to transform or reinvent ourselves as a college, how to sustain our strengths, and how to contribute significantly to the university's aspirational goals.

Harold R. Keller, Ph.D.
Interim Dean
Professor, Psychological & Social Foundations
USF College of Education
It’s Happening Here!

- We have over 70 programs at all levels. 11 programs and 7 certificates are fully online and several are offered partially online or with individual courses.
- Our online graduate degree programs were named to the first ever edition of, “Top Online Education Program” honor roll by U.S.News & World Report in 2011 (one of only 14 nationwide) and again in 2012. The 2nd year our ranking was 47th and we were also on the honor roll.
- We are consistently ranked among the top colleges of education in the nation.
- U.S.News & World Report’s, “America's Best Graduate Schools 2014,” ranks us 81st in the nation overall and 34th for attracting external funding.
- Our faculty conduct high quality research that has attracted an average of over $20m in external funds annually for the past 10 years.
- Our graduates number over 52,000 in a few more than 50 years (founded in 1956).
- Many of our alumni are leading some of the top schools in the area and in the nation and are “teachers of the year” in their district and/or school.
- We have graduated the largest or second largest number of educators in the state of Florida over the last 10 years.
- Our student body is diverse. The USDOE ranks us very high for awarding degrees to students from underrepresented groups.
- 26% of our faculty are from underrepresented groups.
It’s Happening Here!

• We are an iTunes U! With the click of a button, students, teachers, and the general public can access a wide array of high-quality digital resources at: itunes.usf.edu.

• According to the “University Social Media Report, 2011,” published by Web Strategy Research, we rank 4th out of 270 universities for our iTunes U content, behind only Duke, Penn. State and U.C. Berkeley.

• The College is accredited by the National Council for Accreditation of Teacher Education (NCATE) and other accrediting bodies. The College was recommended for reaccreditation by NCATE through 2020 this year.
Headcount data for the College of Education indicate that 48% of our students are graduate students, a significant contributor to the USF aspirational goal of a 25:75 ratio of graduate to undergraduate students (see college data at http://usfweb3.usf.edu/infocenter/?silverheader=12&report_category=SUR&report_type=PUCLR). The number of doctoral students has increased slightly over the past five years, while undergraduate and masters level numbers have decreased over the same interval. Our student enrollment (i.e. our SCH enrollment) has been decreasing at both the undergraduate and master’s degree levels, while doctoral enrollment has held steady. Time to degree at the undergraduate level (recognizing that we admit students at the junior level) is 2.79 for undergraduates (4.03 for FTIC, 2.28 for AA transfers, and 2.05 for other transfers). Graduate time to degree is on average 1.88, 2.73, and 5.31 for master’s specialist, and doctoral degree students, respectively. Over the past three years, time to degree for doctoral students (a particular area of focus) has declined from an average of 6.20 (2009-2010) to 5.31 (2011-2012).

We are particularly proud of our graduation rates for students from diverse backgrounds. The USDOE ranks us 15th and 23rd in degrees awarded to international students at the graduate and undergraduate levels, respectively; 8th and 15th in degrees awarded to African American graduate and undergraduate students, respectively; and 29th and 18th in degrees awarded to Latino/Hispanic graduate and undergraduate students, respectively.

We have an active Faculty Governance that reviews, revises, and develops programs of study, tailored to the needs of students, while eliminating those programs no longer useful.

**Undergraduate Program Committee**

4 Undergraduate Programs were reviewed and approved (2 were new tracks)
23 NEW Undergraduate Courses were reviewed and approved
24 Undergraduate courses were revised, reviewed and approved
5 Undergraduate courses were terminated
Student Success

Graduate Program Committee

14 graduate Programs were reviewed and approved (1 was a new track)
1 graduate program track was terminated
6 Graduate Certificates were terminated
1 New Graduate Certificate was approved
21 New Graduate Courses were reviewed and approved
7 Graduate courses were revised, reviewed and approved

Faculty Council

Reviewing/Revising the Council Constitution
Putting a process in place for gathering nominations for faculty awards and reviewing the nominations and making recommendations to the Dean and created an ad-hoc committee called the Faculty Awards Committee

Awards

Undergraduate Teaching Awards were presented to Paula Cate and Dr. Candi Ashley
Our student academic advising supports at both the undergraduate and graduate levels have been enhanced this year, with new additional staff and increased digital efficiencies.
Our students and faculty have attained numerous awards over the past year – see lists following
Awards: Students & Alumni

Spring/Summer 2012

Alumni - Teresa Bergstrom, 2012 Florida Teacher of Merit Award

Alumni - Michael J. Marocco, American Institute of Chemical Engineers Math Teacher of the Year

Student - Nate Wolkenhauer, Graduation with Distinction Award

Student - Jessica Leon, Undergraduate Research Award

Student - Lisa Bateman, Golden Bull Award

Fall 2012

Student - Brooke Eisenbach, FCTE Teacher of the Year Award

Student - Ola Harb First runner up, FCTE Teacher of the Year Award

Student - Christopher Pauling, FCTE Beginning Teacher of the Year Award

Student - Jazmina Irizarry 2012 Outstanding Latino/a Educator (OLÉ) Award

Student - Luis Oliva-Ramos 2012 Outstanding Latino/a Educator (OLÉ) Award

Student - Vanessa Vernaza-Hernández 2012 Outstanding Latino/a Educator (OLÉ) Award
Awards: Students & Alumni

Fall 2012
Student - Derya Kulavuz-Onal, TIRF Doctoral Dissertation Grant

Spring 2013
Alumni - Cassandra Mattison, Hillsborough County Teacher of the Year

Students - Arthur Ray McCrory, Omega Russell, and Helen Terry, 2012-2013 Doctoral Student Leadership Fellows

Student - Barbara LoFrisco, a Counselor Education doctoral student, honorable mention, 2013 USF Provost’s Award for Outstanding Teaching by a Graduate Teaching Assistant.

Student - Elizabeth Rasmussen, a Social Science Education graduate student, and high school social studies teacher, James Madison Memorial $24,000 Graduate Fellowship, a first for USF

Cassandra Mattison (B.A., English Education, M.A., Reading) Hillsborough County 2013 Teacher of the Year
Awards: Faculty & Staff

Spring/Summer 2012

Faculty - Marcus Kilpatrick, Ph.D. Global Academic Partners 2012 Award
Faculty - Deoksoon Kim, Ph.D. Sunshine State of Florida TESOL Award
Faculty - Oscar Jimenez-Castellanos, Ph.D. Ford Foundation Post-Doctoral Fellowship Award
Faculty - Colleen Kennedy, Ph.D. Suncoast Area Teacher Training (SCATT) Honors Program Partner in Excellence Award
Faculty - Ben Herman, Ph.D. Association for Science Teacher Education Award

Staff - Florida Center for Instructional Technology (FCIT) Apple Award

Fall 2012

Faculty - Dana Zeidler, Ph.D. ASTE Award for Outstanding Longtime Service to ASTE
Faculty - Joan Kaywell, Ph.D FCTE Award Named in her honor
Faculty - Candi Ashley, Ph.D. 2011-12 Outstanding Undergraduate Teaching Award
Awards: Faculty & Staff

Faculty - Paula Cate, 2011-12 Outstanding Undergraduate Teaching Award

Faculty - Edward Fletcher, Ph.D., Outstanding Beginning Scholar Award, by the Association for Career and Technical Education Research (ACTER).
Faculty - Kathleen King, Ph.D., Honorary Visiting Professor at Nankai University

Spring 2013

Faculty - Dana Zeidler, Ph.D., Distinguished Professor at Ewha Womans University, Seoul, Republic of Korea

Staff - Florida Center for Instructional Technology (FCIT) Apple Award

Staff - Ruby Jackson, Academic Affairs - Outstanding Staff Award

Staff - Kimberly Kennedy, Academic Affairs - Outstanding Staff Award

Staff - Sabrina Lewis, Academic Affairs - Outstanding Staff Award

Staff - Michele Sebti, Lisa Adkins, Kerianne Beckford, Lora Crider, Carol DiDomenico, Kris Hogarty, Deborah Rook, Lindsey Williams, Dianne Wood Collaborative Elementary Certification Redesign Team - Outstanding Staff Award
New Faculty

Secondary Education
Dr. Ruthmae Sears, Asst. Professor – Mathematics Education
Dr. Soria Colomer, Asst. Professor – SLAIT/ESOL/FLE

Lakeland faculty who joined this year:
Dr. Paul M. Terry

Childhood Education & Literacy Studies
Dr. Sherry Kragler
Dr. Rita E. Meadows
Dr. Betty (Ruth) Sylvester
Dr. Georgann C. Wyatt (retired 5/13)

Educational Leadership & Policy Studies
Dr. Brett Allen Geier
Dr. Judith A. Ponticell

Psychological & Social Foundations
Dr. Richard M. Marshall
Dr. Smita Mathur (retired 10/12)
Dr. Wendy Lou Greenidge
Dr. Sally V. Lewis (retired 12/12)

Secondary Education
Dr. John Ioannis Liontas
Dr. Vanessa Pitts Bannister

Special Education
Dr. Barbara Loeding

Childhood Education & Literacy Studies
Dr. Rebecca Burns, Asst. Professor – Elementary Generalist
Dr. Jennifer Jacobs, Asst. Professor – Elementary Generalist
Dr. Jeni Davis, Asst. Professor – Elementary Education - Science

Educational Measurement
Dr. Jenni Wolgemuth, Asst. Professor – Research Methods
Research Productivity


We are particularly pleased at the increased scholarly productivity in national/international peer-reviewed outlets, and in the increased number of faculty who produce such scholarly work each year. Grant activity continues steady. Interestingly, in the current year-to-date, grant submissions and dollar amounts requested have decreased from the last year at this same time, but awarded grants have increased. So we have a higher rate of success with our grant requests. We need to build in additional supports for faculty new to the grant funding arena.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Total</th>
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<tbody>
<tr>
<td>Full</td>
<td>51</td>
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<tr>
<td>Associate</td>
<td>31</td>
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<tr>
<td>Assistant</td>
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<td>Total Tenured</td>
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<tr>
<td>Earning Faculty</td>
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<tr>
<td>Visiting Professor</td>
<td>7</td>
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<tr>
<td>Instructor</td>
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<td>Total Faculty</td>
<td>127</td>
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<table>
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<tr>
<th>Year</th>
<th>Books</th>
<th>Book Chapters</th>
<th>Articles</th>
<th>TTL Pubs</th>
<th>Contributing Faculty</th>
<th>Int'l</th>
<th>Nat'l</th>
<th>Reg/State/Local</th>
<th>TTL Pres</th>
<th>Contributing Faculty</th>
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<tr>
<td>2012</td>
<td>9</td>
<td>50</td>
<td>105</td>
<td>164</td>
<td>70</td>
<td>40</td>
<td>332</td>
<td>60</td>
<td>432</td>
<td>80</td>
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<tr>
<td>2011</td>
<td>13</td>
<td>38</td>
<td>111</td>
<td>162</td>
<td>66</td>
<td>46</td>
<td>171</td>
<td>51</td>
<td>268</td>
<td>68</td>
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<tr>
<td>2010</td>
<td>11</td>
<td>35</td>
<td>86</td>
<td>132</td>
<td>59</td>
<td>39</td>
<td>174</td>
<td>28</td>
<td>241</td>
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<tr>
<td>2009</td>
<td>11</td>
<td>32</td>
<td>77</td>
<td>120</td>
<td>51</td>
<td>37</td>
<td>171</td>
<td>43</td>
<td>251</td>
<td>52</td>
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<tr>
<td>2008</td>
<td>13</td>
<td>25</td>
<td>77</td>
<td>115</td>
<td>66</td>
<td>44</td>
<td>181</td>
<td>63</td>
<td>288</td>
<td>60</td>
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</tbody>
</table>

Notes:
- Publication and presentation data are based on best available information and represent a snapshot of faculty contributions.
- Publication results do not include manuscripts that were “in press” or “accepted for publication”, conference proceedings, technical reports or other manuscripts.
- The category “contributing faculty” refers to the total number of distinct COEDU faculty members who authored or co-authored one or more publications or gave one or more presentations in that given year.
## Research Productivity

### Submitted and Awarded Grants

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th></th>
<th>2011-2012</th>
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<tr>
<td></td>
<td>Submitted</td>
<td>Funded</td>
<td>Submitted</td>
<td>Funded</td>
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<tr>
<td>Federal</td>
<td>13</td>
<td>2</td>
<td>11</td>
<td>2</td>
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<tr>
<td>State</td>
<td>21</td>
<td>19</td>
<td>37</td>
<td>32</td>
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<tr>
<td>Private</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
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<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>26</td>
<td>61</td>
<td>40</td>
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**Success Rate:**
- 2010-2011: 50%
- 2011-2012: 66%

### Proposed and Awarded Grant Budget Amounts

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th></th>
<th>2011-2012</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Submitted</td>
<td>Funded</td>
<td>Submitted</td>
<td>Funded</td>
</tr>
<tr>
<td>Federal</td>
<td>$12,450,460</td>
<td>$1,739,834</td>
<td>$9,970,252</td>
<td>$1,352,615</td>
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<tr>
<td>State</td>
<td>$78,947,275</td>
<td>$6,987,366</td>
<td>$23,932,650</td>
<td>$14,359,599</td>
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<tr>
<td>Private</td>
<td>$1,780,015</td>
<td>$80,818</td>
<td>$589,000</td>
<td>$435,000</td>
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<tr>
<td>Other</td>
<td>$1,063,459</td>
<td>$100,000</td>
<td>$1,186,355</td>
<td>$164,838</td>
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<td>Total</td>
<td>$94,241,209</td>
<td>$8,908,018</td>
<td>$35,678,257</td>
<td>$16,312,052</td>
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**Success Rate:**
- 2010-2011: 9%
- 2011-2012: 46%

**Notes:**
- In 2011-12, COEDU received funding for 51 grants projects (8 Federal, 6 Federal flow-through, 15 from Florida Departments of Education and Elder Affairs, 4 Private, and 18 from Hillsborough and Duval County Public Schools).
Engagement Locally & Globally

Busch Garden’s Live at the Annual Children’s Festival
Local Engagement

### Headcount in Clinical Experiences

<table>
<thead>
<tr>
<th>Level</th>
<th>2010/11</th>
<th></th>
<th></th>
<th>2011/12</th>
<th></th>
<th></th>
<th>2012/13</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Field Experience</td>
<td>77</td>
<td>845</td>
<td>701</td>
<td>78</td>
<td>818</td>
<td>689</td>
<td>105</td>
<td>861</td>
<td>564</td>
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<tr>
<td>Final Internship/Practicum</td>
<td>5</td>
<td>220</td>
<td>340</td>
<td>6</td>
<td>197</td>
<td>312</td>
<td>12</td>
<td>216</td>
<td>219</td>
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<tr>
<td>Total</td>
<td>82</td>
<td>1,065</td>
<td>1,041</td>
<td>84</td>
<td>1,015</td>
<td>1,001</td>
<td>117</td>
<td>1,077</td>
<td>783</td>
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</table>

### Contact Hours in Clinical Experiences

<table>
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<tr>
<th>Level</th>
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<th></th>
<th></th>
<th>2011/12</th>
<th></th>
<th></th>
<th>2012/13</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td>Field Experience</td>
<td>5,105</td>
<td>89,530</td>
<td>58,370</td>
<td>15,964</td>
<td>77,561</td>
<td>68,346</td>
<td>8,948</td>
<td>82,246</td>
<td>53,554</td>
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<tr>
<td>Final Internship/Practicum</td>
<td>7,500</td>
<td>130,720</td>
<td>197,920</td>
<td>9,000</td>
<td>116,900</td>
<td>181,300</td>
<td>18,000</td>
<td>133,180</td>
<td>134,860</td>
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<tr>
<td>Total</td>
<td>12,605</td>
<td>220,250</td>
<td>256,290</td>
<td>24,964</td>
<td>194,461</td>
<td>249,646</td>
<td>26,948</td>
<td>215,426</td>
<td>188,414</td>
</tr>
</tbody>
</table>

Number of hours our faculty spent in schools from the last recency of experience data set: 1,532.5 hours

65 Faculty in schools

Average = 23.6 hours in schools
Global Engagement

One of the two departments with no reported international engagement in the past year has two Fulbright scholars, one of whom had a Fulbright Award in the past three years. Faculty members in one department, with the highest number of globally engaged scholars (8), were primarily interacting with other countries via conference presentations at international venues around the world. There are 10 formal MOUs with countries or institutions or individual scholars. 84% of the international projects involved collaborative research, and the remaining were curricular in nature.

There were 75 students from two departments who spent program-related time in study abroad. The fully online master’s degree program in physical education has students registered from six countries other than the US. Five scholars were hosted by our faculty members for periods of time varying from two weeks to one semester, each making presentations in classes and colloquia while conducting their scholarly work.

We are committed to benchmarking our growth in the area of global engagement. Our efforts must be focused, with greater alignment to university and college global priorities. Opportunities for connecting this work to our students and to potential funded projects of mutual benefit to all partners must be sought.

COEDU faculty members are globally engaged in multiple ways throughout the world. For more details see: www.coedu.usf.edu/main/GlobalEngagement.html (note that these data were gathered at the end of the year, not in real time). Faculty members (26 representing 22% of all faculty) from 6 of our 8 departments were engaged in scholarly activities in 26 countries across all continents except Antarctica.
The Technology Action Group (TAG) is conducting the Second Annual COEDU TECH Summit on Friday, April 19, 2013. Current registration includes approximately 80 faculty and students with sixteen planned “formal” sessions. A poster session is also planned for the Summit.

Dr. Yiping Lou represented the COEDU and TAG at a meeting led by Dr. John Wiencek, Dean, USF College of Engineering, to explore the feasibility of becoming involved in MOOC’s (Massive Open Online Courses).

Our FCIT websites: [http://fcit.usf.edu/](http://fcit.usf.edu/) account for over ¼ of all USF website traffic.

Our iteach Initiative [http://iteach.usf.edu/iteach-initiative/](http://iteach.usf.edu/iteach-initiative/) is a program resulting in a special designation that recognizes preservice teachers for their engagement in intensive preparation with digital technologies.

Our iteach Lounge: [http://iteach.usf.edu/](http://iteach.usf.edu/) provides resources and workshops for technology integration.
Fiscal Resources - Funding

As of 3/31/13, the COEDU reported $1,510,217 in charitable contributions, 103% of our current $1,469,000 goal reached and 42% above FY 12 contributions of $881,714. To date, 1,140 donors have contributed to the COEDU. Last year, the COEDU had a total of 882 donors for FY 12.

• Overall, Annual Giving to the COEDU was $75,656, an increase of 39%. Last year, at this time, the COEDU had received $46,186 in Annual Giving contributions.

• COEDU Alumni continue to be the largest of all donor groups with 1,001 individuals or 88% of all donors. Friends of the COEDU are the second largest group of donors at 4.6%, followed by Faculty and Staff at 4.5%.

• The Faculty and Staff Campaign reports $36,719 in commitment gifts from the College of Education Faculty and Staff. This is a significant increase of 53% above last year’s Faculty and Staff contributions of $17,379 for the same time period.

• Of the total COEDU charitable contributions received, 41.9% ($632,181) were designed to establish scholarship endowments, 35.2% ($531,325) were designed for program enhancements and non-endowed scholarships, and, 23% ($346,685) were designed for unrestricted funds.

• In addition to Development Campaign priorities, annual development efforts continued to support the following COEDU programs:

  Children's Festival
  Diversity Fund
  Education in Action Luncheon
  Migrant Student Success Fund
  Richardson Scholarship Showcase