

# EDUCATE EMPOWER



College of Education  
Annual Report  
2018-19



USF

COLLEGE OF  
EDUCATION



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**College of Education**  
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# Dean's Message



It is my great honor to present the USF College of Education Annual Report for the 2018-2019 academic year. This year has been a time of change for our College, and our faculty, staff and students have embraced this change with great optimism and energy. This report highlights some of our accomplishments in the areas of student success, research, and community engagement.

As the University enters a new era of preeminence and prepares for the consolidation of the USF system, the focus for the College of Education remains what it has always—continuing to serve as a community of excellence in educator preparation, rigorous research, and impactful global and local community engagement. We are building our future on the firm foundation of success and excellence that has been established by our alumni, faculty, friends, and students.

Great Colleges of Education are specific in their mission. They offer a breadth of program offerings, and they hire and retain world-class faculty who conduct research on the most complex problems of a diverse society while training the next generation of education professionals who will apply this knowledge and execute change.

Because education is an applied field, our impact is felt both in the classrooms on the USF campus and through our community engagement efforts. Through numerous partnerships and contracts with local school districts and other community agencies, the

College of Education's students and faculty engage in immersive field experiences and professional development activities that support the education community both in the Tampa Bay region and across the state of Florida.

Two questions have guided our work this year: What will schools of the future look like, and what skills do education professionals need to work in schools of the future? While approaching our work this year, we have built a culture that promotes transformation, change, and renewal while being ever mindful of the fact that change takes both courage and trust. Our faculty have completed their work centered around six strategic priorities:

1. Student Success at the Undergraduate Level
2. Student Success at the Graduate Level
3. Faculty Success
4. Creating a Digital Learning Ecosystem
5. Enrollment Management
6. Community Engagement

The applied nature of the field of education means that these areas of strategic emphasis are greatly connected. Research informs teaching, teaching takes place in classrooms on campus, both digitally and in the field, and community engagement can be measured by the changes that are made in education settings by our students and as a result of our partnerships.



## Creating a Unique Identity for the College of Education

Our ability to attract the best and brightest students, faculty, and staff necessitates the ability to clearly articulate a mission for a preeminent College of Education and to establish what sets us apart from other institutions. Recognizing the need to revise our mission to better reflect the values of the faculty and to make the mission more specific to the profession of education, we have developed an updated mission for our College:

*“The University of South Florida College of Education is a community of faculty, students, and staff focused on transforming lives through the promotion of equity, social justice, and improved outcomes for students and communities particularly those that have been underserved. With boundless energy and the collective power of our community, our research, degree programs, and local and global partnerships are focused on solving the most complex problems of a diverse society and on preparing practitioners to be agents of change. Our community embraces and promotes the values of diversity, equity, and inclusion. Students in our College are active learners who participate in sustained immersive experiences that develop knowledge and skills to advance their communities, conquer persistent problems of practice, and advance knowledge.”*

Guided by the research in best practice in educator preparation, the faculty identified the knowledge, skills, and dispositions that would form the USF College of Education’s identity. Our students will be equipped with the knowledge of best practice, the skills to enact change, and the dispositions to promote equity, opportunity, and justice.

## A Collective Power Toward USF Consolidation

Consolidation of the USF System has provided the opportunity for the College of Education’s faculty to engage in conversations around a new restructuring and program improvement with our colleagues from across the USF System. The vision for a consolidated USF College of Education will involve an active presence on all three campuses—Tampa, St. Petersburg, and Sarasota-Manatee.

Together, the consolidated College will include 136 full time faculty—110 of who are in tenure earning positions, and the remaining 26 in instructor lines. Under a consolidated structure, the

College will have a catalog of 99 degree programs and 24 graduate certificate programs. Our consolidated College will be home to 2,920 students, with an undergraduate student headcount of 1,642 and graduate student headcount of 1,278.

One of the committees developed to assist with the ongoing consolidation efforts was the Consolidation Cluster Committee. This group was tasked with creating a new leadership structure for the College, and the new model will include system leadership consisting of both currently existing and newly developed positions, such as: a Dean, an Associate Dean for Undergraduate Education, an Associate Dean for Graduate Education, an Associate Dean for Research and Faculty Affairs, and a Director of Clinical Education.

Under the new structure, the College of Education’s faculty and academic programs will be distributed amongst four newly created departments. We have also proposed the creation of independent schools on the St. Petersburg and Sarasota-Manatee campuses. Specializing in STEM Education (St. Petersburg) and Arts Integration (Sarasota-Manatee), these schools will each be led by a School Director and take on innovative research and activities in advancement of their respective areas of focus.

During the Spring 2019 semester, our efforts focused on integrating curriculum of shared degree programs across the three campuses, in order to ensure the College of Education meets both accreditation standards and the guiding principles for USF’s consolidation efforts. To accomplish this task, multiple Curriculum Integration Committees were formed by faculty from each of the three USF campuses to consolidate curriculum in programs that were shared, including: Elementary Education, Reading Education, English Education, Educational Leadership, and Exceptional Student Education.

The process of consolidation and the work of the committees was guided, in part, by a review of our academic programs. The program review process included an examination of multiple factors, including the performance of educators who received their degree from USF, teacher candidate performances on program assessment, a review by the Florida Department of Education, and standards established at the national level. These data allowed the

consolidation committees to identify the unique strengths of our programs at each campus, and to retain those strengths for inclusion in the consolidated degree programs. In so doing, we were able to incorporate the unique identity of each campus into the final programs of study.

### **Points of Pride**

Through all of this change, our faculty have maintained laser focus on our students and programs. The following points of pride are some of our stand-out moments from this academic year.

#### **August 2018**

Nathaniel von der Embse, PhD, an Assistant Professor of School Psychology, received the Lightner-Witmer Award from Division 16 of the American Psychological Association, an award presented to an early career scholar in recognition of scholarship that advances the school psychology profession.

#### **September 2018**

Sophia Han, PhD, an Associate Professor of Early Childhood Education, received the Taylor & Francis Outstanding Early Childhood Teacher Educator Award from the National Association of Early Childhood Teacher Educators.

#### **October 2019**

The Mort Teacher Leader Academy, a partnership between the USF College of Education and Hillsborough County Schools, was awarded the 2018 Dr. Shirley S. Schwartz Urban Education Impact Award.

#### **December 2018**

In partnership with USF World and the University of Exeter, the College of Education hosted the Inclusive Education Research Conference, a collaborative experience that brought researchers from both institutions together to discuss inclusive education in schools in the US and the UK.

#### **February 4, 2019**

The College of Education took over the USF Yuengling Center and hosted more than 50 high school robotics teams for the USF VEX Robotics Signature Event, a competition that provides an opportunity for students to qualify for the World Championships.

#### **February 11, 2019**

Under the leadership of College of Education Associate Professor Darlene DeMarie, PhD, USF was named the top producer of Fulbright Scholars in the United States.

#### **February 18, 2019**

The USF College of Education Partnership with Mort Elementary was recognized by the National Association for Professional Development Schools with the Exemplary Professional Development Schools Achievement Award.

#### **March 2019**

The College of Education welcomed students, faculty, and the local education community to a panel discussion titled “Promoting Social, Emotional, and Behavioral Well-Being in Schools.” At this event, College of Education faculty members Dr. Shannon Suldo, Dr. Jose Castillo, Dr. Sarah Kiefer, and Dr. Nathaniel von der Embse presented to the local community about the importance of School Based Mental Health and what USF research is contributing to this increasingly relevant topic.

#### **April 2019**

More than 160 undergraduate students from the College of Education presented their research projects at the Office of Undergraduate Research’s annual Undergraduate Research Conference.

#### **May 4, 2019**

Krista Singleton, M.Ed. `14, will be the first student to complete the College of Education’s Doctor of Education (Ed.D.) in Educational Program Development, a recently revitalized program that empowers graduates to address and solve significant problems of practice in educational settings.

These are just some of the many accomplishments that are indicative of the outstanding work done by our faculty and students throughout the 2018-19 school year, and I am thrilled to present even more of our accomplishments in this Annual Report. I know that you will agree that we have had an outstanding year and that the future of the USF College of Education is very bright.

— **Robert C. Knoeppel, Ph.D.**

Professor & Dean, College of Education

# College of Education / At a Glance

**+30** Areas of Study



**20\*** Graduate Certificate Programs Offered

*\*IT and Foreign Lang. offer multiple areas of emphasis*

Our online graduate education programs are ranked in the

**TOP 75**

nationally by U.S. News & World Report.

The College of Education is ranked in the

**TOP 100**

as a “Best Education School” by U.S. News & World Report.

The USF College of Education has left its global footprint in over

**25**

countries through partnerships, research, professional development, and study abroad experiences.



With more than **13,500** teacher preparation program degrees awarded, we’ve graduated the second largest number of educators in Florida over the last 10 years.



Our undergraduate programs have a **90 percent employment rate** (the State University System average is 81 percent).



We prepare our students to serve the highest-need schools, and more than half of our graduates (**56 percent**) go on to serve in Title I schools.



Following graduation, **84 percent** of our teacher preparation program graduates are employed in Florida public schools.

## DEGREES AWARDED IN 2017-18 ACADEMIC YEAR

**305**

Bachelor Degrees

+

**295**

Master Degrees

+

**64**

Doctoral Degrees

=

**664**

Total Degrees Awarded

# Student Success: Undergraduate Education

## COLLEGE OF EDUCATION UNDERGRADUATE MAJORS



The College of Education currently houses nine undergraduate degree programs that serve nearly 1,100 students. Consistent with our mission, we define student success not just by typical metrics like retention rate and graduation rate, but also by the community that we create for our students here in the College and their readiness to make an impact in their future careers.

### The Student Experience

Creating a community for learning is an important component of the success of our undergraduate students. Key to our efforts to support undergraduate education are the services of Student Academic Services (SAS). In addition, the College of Education offers multiple opportunities and resources for undergraduate students, such as the eduCARE Living Learning Community and the Suncoast Area Teacher Training and Education Research (SCATTER) program.

### Undergraduate Academic Advising

Student Academic Services (SAS), the centralized advising unit

for undergraduate and Master of Arts in Teaching students in the College of Education, consists of a Director, Assistant Director of Recruitment and Retention, five academic advisors, and a team of staff. As of April 2019, the SAS office had a total of 3,608 student appointments or 721 appointments per advisor in the 2018-19 academic year.

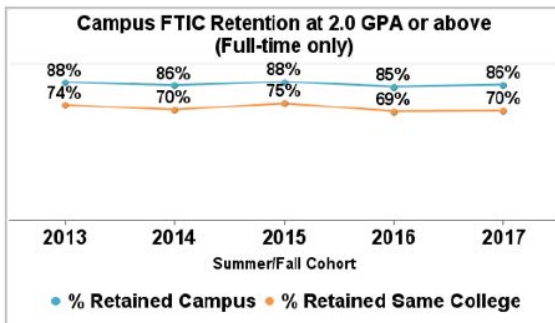
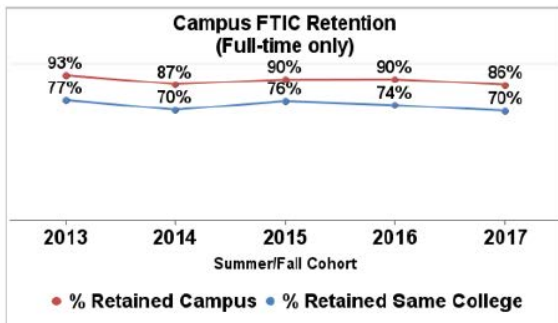
SAS prides itself on being the home to academic advisors who have been recipients of the Outstanding Academic Advisor Award, three of whom received the award for 2018. Utilizing a case management approach involving predictive analytics, the latest in advising technology, and a focus on student development, SAS has been a unique contributor to the College of Education's performance in student success metrics. These metrics include second-year retention, timely graduation, decreased excess credit hours, and student satisfaction with advising services.

The College of Education was a contributor to the University's goal



1.2.b Second Year Retention Rate (Full-Time First Time In College Students)						
Summer / Fall Cohort	Final Cohort N	Retained Type	Retained Same College	% Retained Same College	Retained Campus	% Retained Campus
2013	152	Retained	117	77%	141	93%
		Retained 2.0 GPA or above	112	74%	134	88%
2014	122	Retained	86	70%	106	87%
		Retained 2.0 GPA or above	86	70%	105	86%
2015	139	Retained	106	76%	125	90%
		Retained 2.0 GPA or above	104	75%	123	88%
2016	121	Retained	89	74%	109	90%
		Retained 2.0 GPA or above	84	69%	103	85%
2017	96	Retained	67	70%	83	86%
		Retained 2.0 GPA or above	67	70%	83	86%
% 1 Year Change	-21%	Retained	-25%	-5%	-24%	-4%
		Retained 2.0 GPA or above	-20%	1%	-19%	2%

Source: ODS Internal USF Student Information System, Final Benchmark



to reduce class sizes. Our data reveal a student to faculty ratio of 13.4 to 1 at the undergraduate level. This ratio is coupled with an increase in the number of class sections offered with fewer than 20 students.

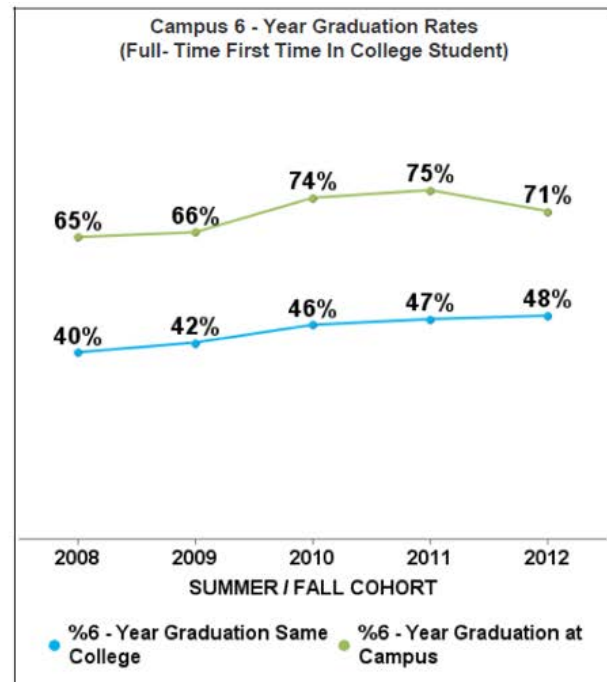
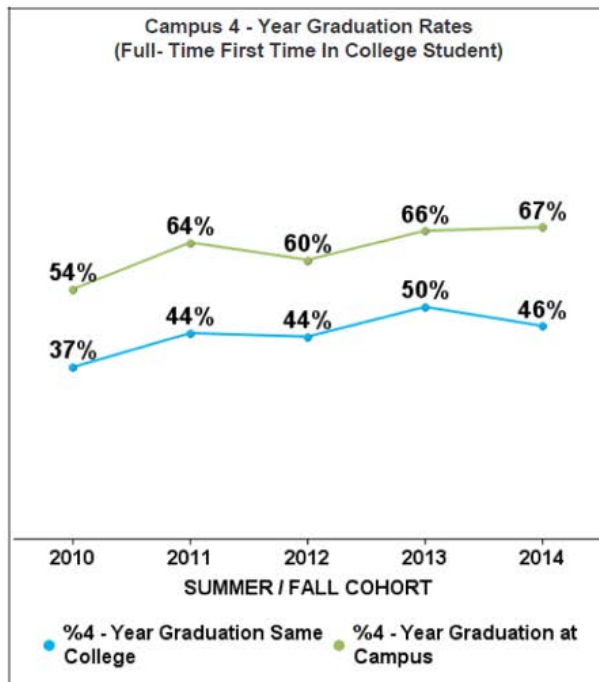
### Preparing Students for the Florida Teacher Certification Exam

The College of Education's Student Academic Services and Florida Center for Instructional Technology offered in-person test preparation boot camps and a series of online modules that supported students in their preparation and completion of the General Knowledge Test portion of the Florida Teacher Certification

Exam. In the last year, pass rates for students who accessed General Knowledge Test preparation resources was 75% across all four subtests, which is better than the statewide average of 63%.

### The eduCARE Living Learning Community (LLC)

Students in the College of Education's Living Learning Community, eduCARE, explore the broad range of careers open to education majors while connecting with administrators, faculty, guest speakers, and local educators who are leaders in their respective fields. Since its inception in 2013, 77 students have been part of the LLC, with this year's cohort of 19 members currently residing



in Cypress Hall.

In 2018, students in the LLC completed “Educators Rising,” a discussion-based introductory seminar designed to facilitate their successful acclimation to the College of Education, development of academic strategies, and exploration of majors and careers within education. LLC students consistently perform at greater levels when compared to their non-LLC counterparts in regard to GPA, second-year retention, continuation in the College of Education, and passing rates on the state certification exams. In 2017-18, the average first-year GPA for Education LLC members was 3.56 compared to 3.19 for all first-year College of Education students.

### The SCATTER Honors Program

The Suncoast Area Teacher Training and Education Research (SCATTER) program provides College of Education students with the opportunity to enhance their teaching skills through immersive experiences, volunteer programs, and professional development. These experiences provide our students the opportunity to welcome children from area schools to the USF Campus, collaborate with programs, centers, and organizations such as the USF College of

Pharmacy, the Florida Center for Instructional Technology, the Gus A. Stavros Center for Economic Education, and Busch Gardens.

Some of the professional development activities the SCATTER program provided to its students this year include:

- Classroom Management: “SCATTER Style”
- Taking an Active Role in Leadership and the Rewards of Being Involved
- Lunch and Learn: Learning Environment, Managing Student Behavior, Causes of Misbehavior
- What Every Teacher needs to Know about Inclusion
- Student Motivation
- A Grant Writing Workshop Series
- Graduate School Up Close and Personal
- “What is a 504 plan? How do I write a good IEP?”
- What Every Teacher Needs to Know About Public Speaking

### Student Involvement in Undergraduate Research

At USF, undergraduate research is broadly defined as a project that enables individual students or groups of students to pose or

work from a defined research question, apply methods of inquiry to generate findings, and share the findings with others through presentation and publication.

Understanding the value of this experience, the College of Education encourages our undergraduates to participate in research opportunities both on campus and within the schools they serve. This year, a total of 162 undergraduate students from the College of Education presented their research at the USF Undergraduate Research Conference in April, accounting for 32.7% of the total number of students participants (495) at the university-wide conference.

Recognizing that research, inquiry, and self-reflection are important tools for effective educators, our teacher preparation programs embed 'inquiry' and the exploration of complex questions as an integral part of preservice teachers' daily work in our partnership schools. Through practitioner research, preservice teachers in the College of Education are led to investigate their instructional practice to drive instruction in ways that best support their learners' needs.

Specifically, preservice teachers ask a personally meaningful question related to an instructional need, and to explore that questions thought reading peer-reviewed literature, applying research-based strategies, and collecting and analyzing data to come to a deeper understanding of their problem of practice. Our students are then led to identify findings and implications that drive their professional change and growth. Consequently, the goal is for preservice students to develop an inquiry stance, whereby they are critical learners skilled in systematically investigating how they can improve their teaching to best serve their students.

### **Quality Educator Preparator Programs that Impact the Field**

In Spring 2019, the College of Education's Elementary Education program participated in a review conducted by the Florida Department of Education, which found particular strengths in the program. Specifically, reviewers lauded the program for the diversity of the student body, which was found to be more diverse than the current teaching staff in Hillsborough County Public Schools and

other surrounding school districts.

Additionally, reviewers noted particular strengths in the quality of instruction taking place in the elementary education program. Coursework is well designed, well sequenced, and includes strong links between theory and practice. The reviewers commended the literacy courses as well as the ESOL courses that lead to certification.

Each year, the Florida Department of Education publishes the Annual Program Performance Reports (APPR). These reports highlight the effectiveness of USF alumni who are currently employed in the public schools throughout Florida. The College of Education annually receives a scorecard from the state for each Initial Licensure Program. These scorecards move beyond output measures, such as Graduation Rates and Time to Degree. The reported outcome measures focus on what happens to completers when they get into the profession and include Placement Rate in Florida Public Schools, Employment Retention Rate, Teacher Evaluations, and Impact on Student Learning.

USF consistently places more of its program completers than comparable programs state-wide. In some cases, the difference is greater than 10%. For example, completers of our Exceptional Student Education Program were placed (hired in K-12 public school settings) at a rate of 96.4% compared to 84.1% for all programs state-wide. Not only do we place a larger portion of our program completers, but those teachers are, on average, retained for 4.4 years when examining the first five years of employment.

Of the three most recent years of completers, 97% of the completers were evaluated as "highly effective" or "effective" in those teaching roles (50% as "highly effective"). The scorecard also estimates impact on student learning using a sophisticated value-added model (VAM). VAM scores for first- and second-year teachers, who have completed our program, are statistically similar (at the 95% confidence level) to the average of all teachers (veteran teachers included).



# Student Success: Graduate Education

## COLLEGE OF EDUCATION GRADUATE AREAS OF STUDY



Adult Education



Autism Spectrum Disorders and Severe Intellectual Disabilities



Career and Technical/Workforce Education



College Student Affairs



Counselor Education



Early Childhood Education



Educational Leadership



Educational Psychology



Elementary Education



English Education



Exceptional Student Education



Exercise Science



Foreign Language Education/ESOL



Gifted Education



Higher Education Administration



Instructional Technology



Interdisciplinary Education



Learning Design and Technology



Literacy Studies



Mathematics Education



Measurement and Evaluation



Physical Education



Program Development



Reading Education



School Psychology



Science Education



Social Science Education



Teacher Education



Teaching English Speakers of Other Languages



Technology in Education and Second Language Acquisition

In addition to a laser focus on undergraduate student success, the College of Education has among its top priorities to recruit diverse and nationally competitive graduate students and provide support and resources to optimize their success and professional development. Further, continuous program review and efforts to boost the stature of our graduate programs in light of the changing educational landscape have led to proposals for curricular change.

The College of Education offers 55 graduate degree programs and 20 graduate certificates across 30 different areas of study. In 2018-19, the College of Education Degree-seeking students at the master's and doctoral levels number 548 and 545 respectively for a total of 1,093 degree seeking graduate students in the College.

As part of our continuing focus on outreach efforts to increase enrollment in our graduate programs, particularly at the Grad I (master's) level, the College of Education welcomed a graduate recruiter with admissions and out-of-state recruitment experience. Additionally, we have continued our collaborative efforts with USF Innovative Education to launch renewed inbound marketing campaigns for three of our fully online Master's programs (Career and Technical Education, Career and Workforce Education, and Learning Design and Technology).

Intentional efforts to improve student support policies and practices have resulted in more streamlined processes allowing faculty and staff to focus greater attention on student engagement and success. The College of Education Graduate Support Office (GSO), in collaboration with department academic program specialists, provides information, resources and hands-on support to graduate students from admission through graduation. Recent moves toward paperless, digital transactions have resulted in greater efficiency in processing of student requests allowing us to become more responsive to student needs.

Cultivating community among graduate students is vital to the success of the educational experience of our students. Graduate student fellowships including the Presidential Fellowship, the University Graduate Fellowship and the Student Success Fellowship, as well as, graduate teaching and research assistantships have provided students the opportunity to focus on their studies and engage more fully in the graduate student experience.

The College of Education has also invested in resources and support to improve the overall student experience for our graduate students. An ultramodern lounge, available exclusively to College of Education graduate students, continues to be a center of activity and fellowship while both fostering interdisciplinary collaboration among students and providing a space for study and reflection. Additionally, the College of Education Graduate Student Council, a student-led organization that is now in its third year of successful operation, continues to flourish as an additional source of support for students, sponsoring key events and keeping students abreast of professional development and opportunities.

Professional development, including mentored opportunities for research, is a valued component of graduate study as we prepare our students for post-doctoral careers in academia, the public sector, and industry. To this end, our graduate students are provided numerous opportunities to conduct and disseminate research through local, national, and international forums.

This past year, graduate students in the College of Education were supported in presenting at premier conferences in their fields with graduate students and faculty. Notably, two of the research conferences that numerous students and faculty participate in are the American Educational Research Association's (AERA) Annual Meeting, and the National Association of School Psychologists (NASP) annual conference. In 2018-19, 60 presentations were delivered by our students and faculty at the AERA Annual Meeting, and 36 additional presentations were delivered at the NASP conference. At the local level, 16 College of Education graduate students presented at the USF Graduate Research Symposium, providing early experience in disseminating research.







## Faculty Success

Faculty success in the College of Education is a shared commitment to excellence in teaching, research, and service, with the goal of reimagining the future of education. This commitment to excellence is exemplified through the College's mission to hire and retain world-class faculty, as well as faculty members' pursuits of professional development activities, engagement in impactful research that informs their teaching, and participation in service at the local, regional, national, and global levels.

Our faculty participate in world-class interdisciplinary research that serves to promote scholarly endeavors and positively impact student success. Through their work, our faculty regularly earn international and national recognition for their creative and innovative contributions to their respective fields.

### Faculty Talent Acquisition

The College of Education welcomed seven new faculty members in the 2018-19 academic year. These individuals bring with them a diverse set of research interests and experiences that demonstrate their commitment to high-impact research, student success, and innovation in the field of education.

- Samuel Buckner, PhD — Assistant Professor, Exercise Science
- Maureen Chiodini — Instructor, Exercise Science
- J. Michael Denton, PhD, — Assistant Professor, Higher Education and Student Affairs
- Jarrett Gupton, PhD — Assistant Professor, Higher Education and Student Affairs
- David Lamb, PhD — Instructor, Educational Measurement and Research



## FACULTY AWARDS EARNED IN 2018-19

# 11

International Awards

# 13

National Awards

# 11

USF Internal Awards

# 1

Regional Awards

# 4

Fulbright Awards



- Nicholas Martinez, PhD — Instructor, Exercise Science
- Laura Sabella, PhD — Instructor, Secondary Education

### Faculty Promotions

The College of Education celebrated multiple faculty promotions in the 2018-19 academic year:

#### Department of Educational & Psychological Studies

- Jennifer Wolgemuth, PhD — Promoted to Associate Professor

#### Department of Leadership, Counseling, Adult, Career and Higher Education

- Joyce Haines, PhD — Promoted to Instructor II
- Cynthia Topdemir, PhD — Promoted to Instructor II

#### Department of Teaching & Learning

- Rebecca West Burns, PhD — Promoted to Associate Professor
- Karen Colucci — Promoted to Instructor III
- Elizabeth Doone, PhD — Promoted to Instructor III
- Ruthmae Sears, PhD — Promoted to Associate Professor
- Phil Smith, PhD — Promoted to Instructor III
- Katie Tricarico, PhD — Promoted to Instructor II

### Research & Scholarly Productivity

The College of Education's focus on research and scholarly productivity during the first nine months of the 2018-19 academic year was to continue building upon the infrastructure to encourage and support faculty in seeking various funding mechanisms to support their research endeavors. We continued this year to offer a \$250.00 travel incentive for faculty members who submitted a grant

proposal with a budget of \$25,000 or greater through the College.

To encourage collaboration both within the College and across other colleges, the College of Education hosted two "Pecha Kucha" research events that provided a forum for faculty and graduate students to present their research in a brief, fast-paced presentation style. A total of 15 faculty and nine graduate students presented across the two events, which were both well attended by faculty, students, and staff from within our College and across the campus.

Six faculty members were recipients of the inaugural USF Nexus Initiative (UNI) Faculty Awards in 2018. The goal of these awards is to facilitate global and national research collaborations for tenured, tenure-track, and full-time research faculty members. These awards provide funds for travel and materials and supplies for a one-year research collaboration, and faculty could apply for the Global Collaboration or National Collaboration Initiatives. Five College of Education faculty members were awarded funds to support global collaboration, and one was awarded funds to pursue national collaboration.

Additionally, five faculty members were selected as recipients of a mini-grant funded by the College of Education. Proposals that were awarded funding were those that promoted, supported, and enhanced the research, scholarship, and creative endeavors of our faculty, with priority given to those showing the greatest promise for future external funding. To date, the following outcomes are reported by the Principal Investigators regarding the Return on Investment (ROI) of this funding:

### External Funding Proposal Submissions and Awards: 2018-19 (9.5 months)

Type	Number Submitted	Number Funded To Date	Number Awaiting Decision	Submitted Budget Amount	Funded Budget Amount (to Date)
Federal	17	0	11	24,958,961	—
State	8	8	0	5,246,687	5,246,687
Private	10	4	3	310,870	28,312
Other	8	2	6	1,434,292	41,743
<b>Total</b>	<b>43</b>	<b>14</b>	<b>20</b>	<b>31,950,810</b>	<b>5,316,742</b>
<b>Success Rate (to Date)</b>	33%			17%	

- One patent filed based on product development
- Follow up study funded by private, international corporation
- An article published in an international research journal
- Two manuscripts submitted for publication and currently under review
- Presentation at a national conference
- Three presentations at the College of Education's Spring 2019 Pecha Kucha Research Event
- Two proposals submitted for presentation at national conferences
- Plans to submit Institute of Education Sciences (IES) grant proposals (three projects reported this outcome)
- One Principal Investigator plans to submit a National Science Foundation (NSF) grant proposal

#### External Funding Proposal Submissions and Awards

From July 1, 2018 to April 12, 2019, faculty in the College of Education have submitted a total of 43 external grant proposals for a total proposed budget amount of \$31,950,810. As of April 2019, we are still awaiting funding decisions on 20 of these proposals.

#### Faculty Engaged in Interdisciplinary Research at USF

Faculty from the College of Education engage in interdisciplinary research with collaborators across the USF community. To date, during the 2018-19 academic year, faculty from our College served as the Co-Principal Investigator with a Principal Investigator from another unit within USF on 14 federal grant proposal submissions. These other units include the College of the Arts (School of Music), College of Arts and Sciences (Chemistry and Integrative Biology), College of Behavioral and Community Sciences (Communication Science and Disorders, Child and Family Studies), College of Engineering (Electrical Engineering), College of Public Health (Community and Family Health), and USF Health (Athletic Training).

#### Faculty Research Publications

Faculty in the College of Education are keenly aware of the importance of disseminating their research in a variety of outlets including high impact research journals, journals affiliated with specific professional organizations, and practitioner journals. Collectively in 2018, faculty in the College of Education published 15 books, 36 book chapters, and 186 articles for a grand total of

237 publications. Notably, a large number of these publications were written in collaboration with students in our College.

### Faculty Awards and Recognitions

Faculty members in the College of Education continue to receive recognition both within the University of South Florida and in their respective professional fields. The awards listed below represent significant recognition from international and national learned societies and professional organizations. The Regional and USF internal awards specifically reflect the profound commitment of faculty to local and regional community engagement.

Below are some notable faculty awards and recognitions earned in the 2018-19 academic year:



Associate Professor **Glenn Smith**, PhD, received a Fulbright Award to Slovenia. While abroad, Dr. Smith is at the University of Ljubljana where he is researching the use of teen text and talk games in web eBooks.



Assistant Professor **Sanghoon Park**, PhD, was selected to receive two awards from the Association for Educational Communications and Technology's (AECT) Division of Distance Learning at the association's annual convention.

Dr. Park received the AECT Crystal Award, an award that recognizes innovative and outstanding multimedia-based distance learning courses and projects, for his work in creating an innovative multimedia-based distance learning module for the "Current Trends in Instructional Technology" course offered at USF. Dr. Park also received a Best Journal Article Award in the quantitative research category for his paper, "Relationships between motivational strategies and cognitive learning in distance education courses."



Associate Professor **Sophia Han**, PhD, was selected to receive the 2018 Taylor & Francis Outstanding Early Childhood Teacher Educator Award from the National Association of Early Childhood Teacher Educators (NAECTE). Founded

in 1977, the NAECTE is a leading national organization comprised

of individuals who are joined together by a common interest in Early Childhood Teacher Education. The Outstanding Early Childhood Teacher Educator Award recognizes meritorious leadership and professionalism in the field of early childhood teacher education.



Assistant Professor **Tonisha Lane**, PhD, was chosen as a 2018 Outstanding Reviewer for the American Educational Research Association's (AERA) American Educational Research Journal. Each year, Outstanding Reviewers are designated

by editors of open-submission AERA journals to recognize individuals who render outstanding professional service to the journals, to AERA, and to education research.



In thanks for his lasting impact as an educator, Professor **Steve Permut**, PhD, was honored through an endowed scholarship established in his name at the University of Minnesota. The scholarship, established by Steven Hentges, a

former student of Permut's at North High School in Minnesota, will be awarded to students at the University of Minnesota who are working toward a degree in the university's College of Science and Engineering.



Professor **Stephen Thornton**, PhD, was selected as the recipient of the National Council for the Social Studies' 2018 Jean Dresden Grambs Distinguished Career Research in Social Studies Award. The National Council for the Social Studies

is the largest professional association in the country devoted solely to social studies education. The Jean Dresden Grambs Distinguished Career Research Award recognizes professionals who have made extensive contributions to knowledge concerning significant areas of social studies education through meritorious research.



Assistant Professor **Nathaniel von der Embse**, PhD, received the Lightner-Witmer Award from Division 16 of the American Psychological Association, an award presented to an early career scholar in recognition of scholarship that

advances the school psychology profession.





## Creating a Digital Learning Ecosystem

The College of Education's developing digital ecosystem involves coordinated efforts to innovatively enhance communication within and beyond our consolidated College, bolster student outreach and recruitment, strengthen undergraduate and graduate online education and redesign classroom space to support collaborative, digitally enhanced learning. Currently, the College of Education has eight fully-online master's degree programs, one fully-online Educational Specialist degree program, one fully-online Doctoral program and 10 fully-online graduate certificate programs.

To build our digital learning ecosystem, the College of Education has consistently invested in resources for student support in e-learning environments, and in resources to support faculty in efforts towards online course development and the creation of fully-online programs and graduate certificates. We have also worked to increase student access to high quality, online courses during both the Maymester and Wintersession intersessions, as well as in our General Education program offerings.

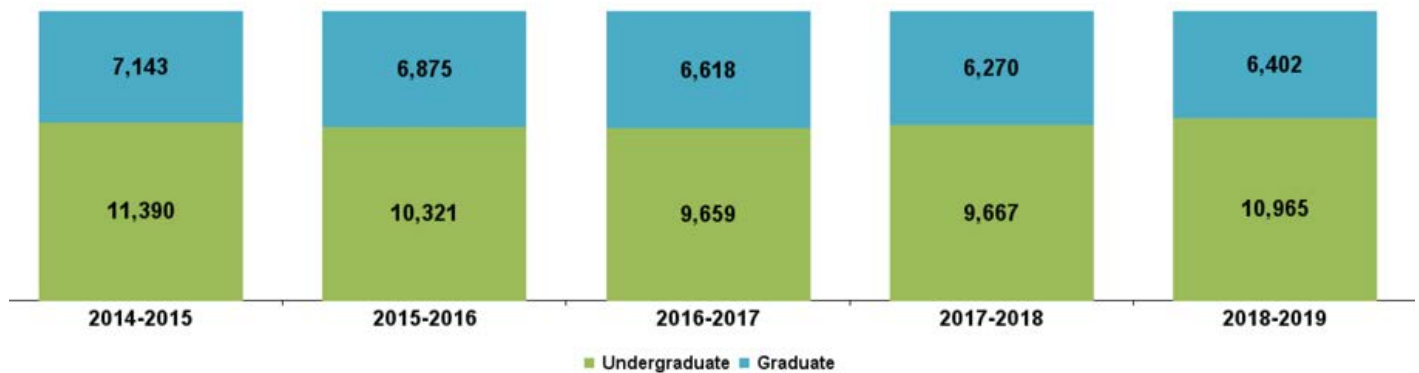
In collaboration with Innovative Education, the College of Education supported faculty in developing 19 online courses in the 2018-19 academic year, with plans to develop an additional five courses in Summer 2019. Exciting new course offerings such as "Gender and the Educational Process," "Technology for Leading and Learning," and "History of Education in the US" are now fully developed and available online to students as part of the College's General Education curriculum.

### **A New Master's Degree in Learning Design and Technology**

The field of learning technology is growing rapidly in higher education, industry, and k-12 settings. Nearly all major companies, government agencies, school districts, and universities and colleges, are actively recruiting their own learning technology experts.

In the fall, the College of Education launched a new, fully-online Master of Science degree in Learning Design and Technology, a

## ONLINE COURSE PARTICIPATION BY STUDENT CREDIT HOUR (SCH)



program designed to provide a comprehensive curriculum and intensive training to prepare students for the job market of today and emerging fields of tomorrow in education, industry, and military or other governmental agencies where the design, development, implementation, and evaluation of online learning, game-based learning, cybersecurity education, and learning analytics take place.

The program began its first semester at full enrollment and plans to offer several graduate certificates programs comprised of courses from the program's novel concentrations.

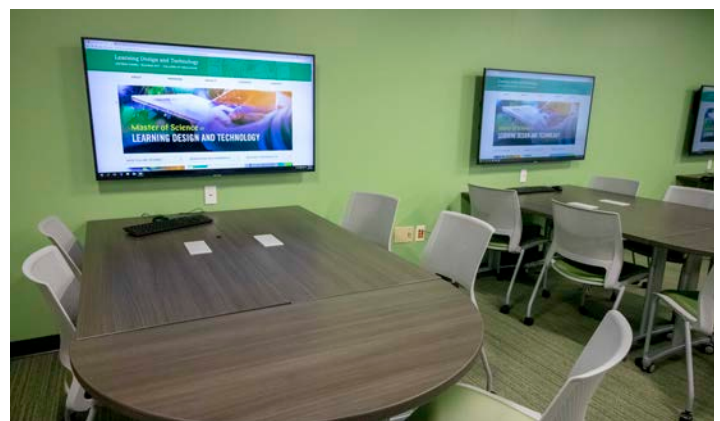
### An Investment in Technology-Focused Learning Spaces

This year, the College of Education made a strategic investment to support the implementation of cutting-edge technologies in our instructional spaces. In Spring 2019, one of the College's classrooms (EDU 413) completed renovations to become a collaborative technology lab with state-of-the-art equipment that enhances instruction and student learning outcomes. The lab includes multiple LED displays and configurable furniture, providing a flexible learning environment that can be customized to instructor and student learning needs.

Another project currently under development in the College of Education is The Collaboratory. The Collaboratory is more than a "STEM Lab" or a makerspace. It is a hub for hands-on learning experiences for faculty, students, and teachers from across the state of Florida and beyond.

Visitors of this space will be able to use the space to complete research, conduct professional development trainings for teachers, host interactive summer camp programs for K-12 students, and provide USF students—the next generation of educators—with immersive experiences and training in various activities, such as robotics, 3D printing, and coding. We envision that our graduates will be able to take these applied experiences with them into the schools of tomorrow, and create an engaging and memorable curriculum for their students.

Construction of The Collaboratory is scheduled to begin in Summer 2019, and a grand opening for the space is anticipated in October.



*The College of Education's newly refurbished technology lab is equipped with state-of-the-art equipment that enhances instruction and student learning outcomes.*



# The Florida Center for Instructional Technology

A STATEWIDE ORGANIZATION FOCUSED ON DIGITALLY-ENHANCED LEARNING ENVIRONMENTS



The College of Education's Florida Center for Instructional Technology (FCIT) supports efforts toward collaborative, digitally enhanced learning environments. The Center also provides professional learning, digital content, and technology integration evaluation services to schools and districts worldwide.

Within the College of Education, FCIT partners with faculty to write grants with a focus on effective technology integration and provides employment opportunities for graduate students. The Center also works with community partners and schools across the state of Florida to create technology-rich curriculum and educational opportunities.

FCIT is home to the iTeach Lounge, an open, collaborative, educational space that challenges current and future educators, as well as College of Education faculty, to develop the knowledge, tools, and mindset to implement technology in today's digital classroom.

The iTeach Lounge offers free professional development for students and faculty, offers technology tools for check-out, invites K-12 students for technology integrated field trips, and provides one-on-one technology assistance to faculty, staff, and students.

Workshops offered in the iTeach lounge in 2018-19 include:

- Web Presence for Professional Teachers

- Digital Storytelling in the Classroom
- Video Editing for Teachers
- Nearpod Made Easy
- Social Media in the Classroom
- Smartboards in the Classroom
- Lesson Planning with Planbook
- iPad Apps for Classroom Use
- Active Engagement Tools for Teachers

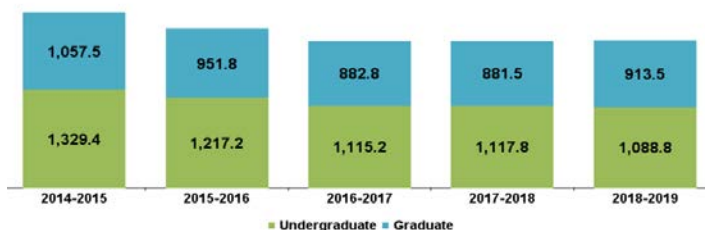
## Center Highlights for 2018-19:

- Working with WUSF, FCIT created a podcasting curriculum for middle school students. The curriculum was tested at Arts4Life, and after-school program in Clearwater, Fla.
- FCIT partnered with the Tampa Theatre to create the 16th annual Tampa Theatre Film Camp, a dynamic filmmaking summer camp for kids in grades 3-12.
- Working with Cyber Florida, FCIT expanded opportunities for high school students through the USF CyberCamp. This camp led to the development of K-12 cybersecurity lesson plans, which are currently available to teachers statewide through Cyber Florida.
- FCIT mentored teachers at Learning Gate Community School through a successful grant application to fund technology and professional development for an innovative, student-led research project study migratory birds. The lesson plans and projects created will soon be available to all educators on FCIT's website.
- FCIT's website hosts free content for educators that is accessed by millions of visitors worldwide. FCIT provides more than 100,000 pieces of free digital content for use by students and teachers.
- Working with the USF Technology Transfer Office, FCIT has issued dozens of licenses for original evaluation software licenses.



# Enrollment Management

## ENROLLMENT BY FULL-TIME ENROLLED (FTE)



Strategic enrollment management has been an ongoing area of focus for the College of Education. Following an ongoing decline in enrollment, this year the College of Education has seen a slight increase in the total number of students enrolled in our degree programs. This change is accompanied by an increase in the number of Student Credit Hours (SCH) produced by the College.

While enrollment has continued to decline in the College of Education's teacher preparation programs, mirroring a national trend amongst Colleges of Education across the US, we are pleased to report a particularly large increase in doctoral program enrollment in our college. This increase in doctoral degree productivity is a contributing factor to both maintaining the university's preeminence status and the goal of membership in the American Association of Universities (AAU).

### The Implementation of New Analytics Tools

Using newly acquired analytic tools, we have improved our capabilities in examining course offerings to more efficiently offer our degree programs and courses. These tools have empowered the College of Education to provide improved service to students by better predicting class need and streamlining the number of course sections offered, while maintaining a focus on quality of instruction and small class sizes.

### New Strategies to Aid Students in Teacher Preparation Programs

The shortage of qualified teachers is an ongoing topic of discussion, both at the College of Education and in the education field across the state of Florida. Recent estimates of the need for teachers have revealed a shortage of nearly 2,200 teachers in Florida.

To recruit more individuals to the teaching profession and to our programs, the College of Education has implemented new tactics for student recruitment and retention in our teacher preparation programs. Our increase in online program delivery and FCIT's development of online preparation courses for the Florida Teacher Certification Exam (FTCE) are two examples of strategies that we've employed to increase the number of program completers.

### Creating Transitional Pipelines into the Teaching Profession

To capture the attention of prospective students who have expressed an interest in the teaching profession, the College of Education began conversations with local school leaders in Hillsborough and Sarasota School Districts, as well as Hillsborough Community College (HCC), to establish a pipeline for high school and community college students to pursue a career in teaching. Through this pipeline model, students will receive early advising from school counselors, attend summer workshops on the USF campus, and participate in articulation agreements between USF, HCC, and local high schools to ensure a seamless transition from secondary to post-secondary education.

Additionally, the College of Education has entered into a partnership with USF Athletics to implement the College Football Playoff Foundation's Go Teach Project at USF. The Go Teach Project aims to give athletic and academic departments a platform and the tools needed to assist with the recruitment of qualified student athletes into the teaching profession. By providing athletic and academic departments a platform to assist with the marketing and recruitment of student-athletes and other students into the teaching profession, the Go Teach project strives to make an immediate impact across the country.



## Community Engagement

*The Carnegie Foundation defines community engagement as “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”*

The College of Education is an active partner in efforts to maintain USF’s Carnegie classification of Community Engagement. We view community engagement as an important component in all three areas of faculty work—teaching, research and scholarship, and service. While there are many examples of mutually beneficial, reciprocal partnerships that exist in the College, three are described here.

### **The Ed.S. program in Educational Leadership with an emphasis in Turnaround School Leadership**

The Ed.S. program in Educational Leadership is designed in partnership with the Hillsborough County Public Schools Division of Leadership, Professional Development and School Transformation. The program targets experienced administrators seeking to develop their capacity to lead “turnaround” or high-risk, low performing schools. Course content in this program is specifically designed in consultation with leadership development personnel and district-level administrators in partnering school districts.

### **The Urban Teacher Residency Partnership Program**

The Urban Teacher Residency Partnership Program is a teacher preparation for Elementary Education majors (K-5) that places USF students in one of six elementary schools in Hillsborough County Public Schools. These schools serve as professional development schools or learning labs where coursework is embedded in the practice of teaching students from low-income households, students of color, migrant students, English Language Learners, and students with special needs.

Unique features of the program include:

- A \$3,200 scholarship each year for students (awarded for two years)
- Full-time residencies in students' junior and senior years (on-site at the schools from 7:30 a.m. to 3:30 p.m., Monday through Friday)
- Engagement in a curriculum emphasizing inquiry, inclusion, integration and innovation in each of the elementary subject areas
- Experience working alongside an experienced elementary collaborating teacher with support from partnership resource teachers and content coaches
- Opportunities to develop as a teacher researcher and receive credit for Undergraduate Research as a part of the program
- Two study abroad teaching opportunities in Cambridge, UK and Costa Rica
- A junior year semester residency in a primary classroom (grades K-2) and a semester residency in an intermediate classroom (grades 3-5)
- A year-long residency in an elementary grades (K-5) classroom in senior year
- A guaranteed teaching position in Hillsborough County Public Schools upon graduation

### **Community Partnership at Mort Elementary School**

Another shining example of the College of Education's Community Engagement efforts is the collaborative work taking place at the Mort Elementary School, a large urban school located within five miles of USF's campus.

In 2013, the College of Education entered into a 25-year commitment with Hillsborough County Public Schools and seven other community partners to develop Mort Elementary in a Community Partnership School. As the "academic arm" of this partnership, the College of Education worked with Mort leadership to create the Teacher Leader Academy, a customized program that allows teachers at Mort to complete coursework satisfying the requirements for a Teacher Leader Graduate Certificate, or an

advanced degree at USF, while still on-site in their classrooms. The program's curriculum, offered by faculty at USF, is customized to address the challenges faced by teachers in the school.

While the program has encouraged 40% of participants to enroll in additional graduate-level coursework in the College of Education, the program's success has also helped improve collaborations at the school and build teacher morale. Over the past five years, the school's performance grade has improved from an "F" to a high "C." Additionally, as a school that once faced high teacher turnover rates, the improvements in the community at Mort have resulted in a waiting list of teachers who have applied to teach at the school in future school years.

Because of its achievements, the College of Education's partnership with Mort Elementary has resulted in multiple state and national awards in the 2018-19 school year, including:

- 2018 Shirley S. Schwartz Urban Education Impact Award, Council of Great City Colleges of Education (October, 2018)
- Campus Community Partnership Award, First Place, Florida Campus Compact (October, 2018)
- The Exemplary Professional Development Schools (PDS) Achievement Award, National Association for Professional Development Schools (February, 2019)



*Faculty and staff from USF and Hillsborough County Public Schools accept the Exemplary PDS Achievement Award from the National Association of Professional Development Schools at the organization's 2019 National Conference.*



# The David C. Anchin Center for the Advancement of Teaching

A HUB FOR ELEVATING THE SCHOOLS OF THE FUTURE



The David C. Anchin Center for the Advancement of Teaching serves as one of the hubs for community engagement activities taking place in the College of Education. The Anchin Center regularly hosts professional development opportunities for in-service teachers from across the Tampa Bay region, the state of Florida, and the nation. Two examples of professional development offerings that took place in 2018-19 include:

## The United States Patent and Trademark Office's 2018 National Summer Teacher Institute

The Anchin Center partnered with the United States Patent and Trademark Office in July to host the 2018 National Summer Teacher Institute on Innovation, STEM and Intellectual Property, a multi-day training opportunity that combines experiential training tools, practices and project-based learning models to help K-12 educators increase their knowledge of making, inventing and innovation. Educators from across the nation gained hands-on experience while learning about inventions and innovations that they could later use to inspire the next generation of entrepreneurs in their classrooms.

## Clinical Educator Training

Approximately 250 educators participated in a Clinical Educator Training course offered by the Anchin Center from in 2018. This

online professional development course is designed for educators who aspire to mentor or supervise pre-service teachers during the final internship or other field experiences. The course is state-approved and satisfies Florida's clinical educator training requirement for credentialing educators to serve as mentors or supervisors for the final internship or other field experiences for teachers-in-training.

Some examples of ongoing professional development activities facilitated by the Anchin Center that benefit the education community include:

- **Advanced Placement (AP) Summer Institute:** A week-long professional development training for teachers who are preparing to teach AP courses in the upcoming school year. The AP Summer Institute at USF is attended annually by more than 800 educators from across the globe.
- **Tampa Bay Wipro Science Education Fellowship Program:** A multi-year program supported by a grant from Wipro Limited, the Wipro Fellowship Program welcomes a new cohort of 20 science teachers each year from Hillsborough, Pasco, and Pinellas School Districts to participate in 250 hours of intense professional development while continuing to teach in their respective schools.
- **The VEX Robotics Summer Teacher Training Institute:** The VEX Robotics Teacher Training Institute provides an opportunity for teachers from across the nation to complete hands-on training in robotics education and to become certified in Robotics Education by the Robotics Education & Competition (REC) Foundation.
- **Texas Instruments Professional Development Summit:** A multi-day, interactive experience that provides educators with a slate of hands-on workshops and trainings that explore mathematics, STEM, coding and more.



## Philanthropy and External Relations

The College of Education continues to grow its relationships with community members and alumni who are interested in furthering the field of education. Our goal is to continue to grow these relationships to create lasting partnerships that can support the initiatives of our College.

This past year we accomplished this by hosting multiple events for alumni, friends, and the local community to engage with the College of Education:

### **USF v. ECU Football Game's Extra Yard for Teachers Celebration**

As a new initiative in 2018, the College of Education partnered with USF Athletics to create awareness for the impact of teachers by inviting our alumni and other educators from across the Tampa Bay area to join us at the USF v. Eastern Carolina University (ECU) football game in September. To incentivize educators in the community to attend, USF Athletics offered discounted tickets to

the game and multiple opportunities for educators in attendance to participate in fun activities throughout the event.

Additionally, the College of Education used the event as an opportunity to showcase the gratifying benefits of pursuing a career in teaching by premiering a PSA commercial featuring both alumni and supporters of the College's teacher preparation programs. Multiple versions of this PSA were produced and are utilized as a resource for the College's recruitment marketing efforts.

### **Meet and Greet with Dean Robert Knoeppel**

In an effort to welcome the new dean of the College of Education, Robert Knoeppel, to the local community, the College of Education hosted a meet and greet reception for key stakeholders at the University Club in downtown Tampa. The event served as an opportunity to meet stakeholders "where they are" in the downtown area, while also providing Dr. Knoeppel an opportunity to share his



mission and vision for his leadership of the College of Education with the local community.

### **Bridging Workforce Partnerships at the 16th Annual Education in Action Luncheon**

In November, the College of Education hosted the 16th annual Education in Action Luncheon at the Florida State Fairground. The Education in Action Luncheon is a unique opportunity that connects a diverse group of stakeholders from across the Tampa Bay area to explore critical issues facing the education profession.

The theme for this year's luncheon was "Bridging Workforce Partnerships," and the event explored the field of workforce education and development, a rapidly growing area of focus in education that prepares young and adult people for productive lives under a more dynamic economy that is demanding of a new set of skills. As part of this year's event, a panel of educators, business leaders, and USF community members discussed workforce education, emerging trends in the field and how the Tampa Bay community can become involved in USF's efforts to advance research in this critical area.

### **Fundraising and Philanthropy**

Fundraising efforts continue in the College of Education. As of April 1, 2019, the College has met 65% of its annual fundraising goal, and will continue to work towards meeting the complete goal throughout the remaining three months of the fiscal year.

The College of Education has received multiple grants and gifts throughout the 2018-19 year. Some of the grants that helped support our programs and initiatives include:

### **Coca Cola Foundation Gift Supports Sustainability Education in K-12 Schools**

The Coca-Cola Foundation provided a grant to the Gus A. Stavros Center for Free Enterprise and Economic Education to help the center develop workshops and curriculum that K-12 educators can utilize to integrate lessons on sustainability into their classrooms. In partnership with the USF Patel College of Global Sustainability, this project will provide teachers with lesson plans, workshops and guest lectures from both USF experts and business and industry

professionals that empower them to teach students about key sustainability issues and to inspire them to become "everyday superheroes" who are ready to make positive change in the world.

### **USF-Pepin Summer Institute Keeps Students On-Track**

Through the generosity of private donations, we were once again able to offer the USF-Pepin Summer Institute in conjunction with Pepin Academies' summer enrichment program for its students. Through the program, students at Pepin Academies, a tuition-free public charter school serving students with specific learning disabilities, are provided with a free academic summer program that aims to combat "summer regression" by creatively engaging them in specialized reading and math curriculum. In addition to benefitting Pepin Academies' students, the program also provides an opportunity for USF student teachers in the Exceptional Student Education program to get hands-on experience teaching students with disabilities.

The USF-Pepin Summer Institute provides academically enriching activities such as arts and music facilitated by Arts4All Florida, where students explore visual art, dance and music, while incorporating literacy and mathematical concepts. Students also take part in an adaptive physical education program facilitated by the College that addresses the individualized needs of each student, positively impacting their concentration, memory and classroom behavior.

### **State Farm Makes Another Gift to Support Financial Literacy Education in K-12 Schools**

The Gus A. Stavros Center for Free Enterprise and Economic Education received another gift from State Farm in support of the Center's ongoing programming for K-12 teachers to help educate students in economics and financial literacy. The funding provided by State Farm supports instructional costs and materials, while also ensuring the programming continues to be offered free-of-charge to teachers. To date, State Farm has provided more than \$160,000 in financial support to the Stavros Center.

### **Support Continues for the USF Faculty Staff Campaign**

Participation in our faculty staff campaign has increased this year and we are near to our annual goal. Our faculty are understanding



that by them supporting USF, it shows the community and businesses we work with that we support the initiatives we are asking them to support.

## **Volunteer Engagement and Activation**

### **The Dean's Circle Advisory Board**

The mission of the Dean's Circle Advisory Board is to promote and support the College of Education in its efforts relative to serve its students, state, region, and nation. The members of this group are advocates on behalf of the College of Education and are instrumental in helping the College serve as an economic partner in creating global education opportunities.

Members participate in regular meetings with the Dean and help to advance community relations and initiatives of the College. They also assist with our fundraising efforts by supporting our external relations activities and identifying new opportunities to bring public awareness and support to the College of Education.

Members of the Dean's Circle Advisory Board in 2018-19 include:

- Dr. Stephanie Holmquist Johnson, Chair (President, Holmquist Educational Consultants, Inc.)
- Drs. Lou & RoseAnne Bowers (USF Professor Emeritus and College of Education Alumna)
- Ray Carr (Founder, Occam Technology Group)
- Betty Castor (Long-time educator and former president of USF)
- Gary Cucchi (Owner, Florida Education Insurance, LLC)
- Simone Brookins Jenkins (College of Education Doctoral Student)
- Dr. Earl Lennard (Former Hillsborough County Schools Superintendent and former Hillsborough County Supervisor of Elections)
- Dr. Augie Mauser (USF Professor Emeritus)
- Betty Otter-Nickerson (Former President, Sage North America Healthcare Division, and Former Chief Operating Officer, LIVESTRONG Foundation)
- Michele Perry (College of Education Alumna)
- Joe Tomaino (Advancement Advisor, Cristo Rey Tampa High School)

### **Creation of a Cybersecurity Education Advisory Board**

Last year, the College of Education's faculty for Cybersecurity Education connected with local cybersecurity leaders to create an advisory board to promote the Cybersecurity Education initiatives. The mission of the Cybersecurity Education Advisory Board is to support and promote cybersecurity education, training, and awareness activities at USF and partnering institutions, grounded in industry and community needs.

Above all, the board will maintain a commitment to furthering the state of cybersecurity education at the local, state, and national levels through the development of innovative programs, curricula, and resources across instructional settings in K-12, higher education, and workforce training.

Members of the Cybersecurity Education Advisory Board in 2018-19 include:

- Paul Dunlop – Co-Chair (Partner, Fraud Doctor)
- Adam Sheffield – Co-Chair (Founder, The Undercroft)
- Dawn Ellis (Executive Director Cyber Security and Compliance, The Walt Disney Company)
- Nathan Fisk, PhD (Assistant Professor, USF College of Education)
- Felice Flake (Chief Executive Officer, ScySec LLC)
- Simone Brookins Jenkins (College of Education Doctoral Student)
- Stephanie Holmquist Johnson, PhD (Ex officio from Dean's Circle Advisory Board)
- Scott Noonan (Vice President of Development, ReliaQuest)
- Michael Pedersen (Systems Administrator, TEKsystems)
- Jeremy Rasmussen (Chief Technology Officer, Abacode)
- Ralph Smith (Executive Director, Computer Mentors Group)
- Kishen Sridharan (Cybersecurity Partnership & Outreach Executive, Raymond James)



**USF**

**COLLEGE OF  
EDUCATION**

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