

To: Faculty, Staff, and Students in the College of Education and Human Development

From: Tamara K. Wallace, Ph.D.
Dean, College of Education and Human Development

Date: March 24, 2023

Subject: Annual Dean's report (March 1, 2022 – March 1, 2023)

Please accept my dean's report for 2022-2023 academic year. It is indeed an honor and privilege to serve as dean of this great college. We have remained steadfast in our commitment to our mission and vision despite the many challenges we are facing. Thank you for your dedication and faithful service to our students.

I am proud of the work we have accomplished. Over the last year we successfully used data to improve course outcomes and our programs; established initiatives to enhance student recruitment and retention; secured grant funds to support our programs and our students; created and launched new online graduate-level certificate programs for professional educators; and garnered national recognition for the quality and strength of our programs. We accomplished all of these things while educating over 1,200 students and ensuring that our students graduated and were well-prepared for their chosen career paths.

This report details our collective effort and accomplishments toward achieving the following goals:

- Goal 1: Enhance the outstanding academic programs and opportunities for students in the college and elevate Radford's brand.
- Goal 2: Establish programs and initiatives that enhance student success, retention, and completion of CEHD programs.
- Goal 3: Support college, department, and university efforts to enhance the recruitment of new students and transfer students.
- Goal 4: Cultivate partnerships with external stakeholders that will support enrollment growth, program expansion, and economic development in the southwest region and beyond.
- Goal 5: Collaborate with CEHD alumni and friends in efforts to promote the work of the college and enhance philanthropic giving.
- Goal 6: Support efforts to achieve university goals in the Capital Campaign.

Goal 1: Enhance the outstanding academic programs and opportunities for students in the college and elevate Radford's brand.

1.1 Accreditation

- a. The Department of Recreation, Parks and Tourism earned seven-year accreditation from the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COPART). *A special thanks to Susan Van Patten and Jim Newman for their leadership on a successful reaccreditation!*
- b. Collected and organized educator preparation data (program admission, program completer, entry assessment data) used for annual reporting.
- c. Wrote and submitted the CAEP annual report on April 30.
- d. Wrote the annual spring Title II report (Institutional Report Card) and submitted it on April 30.
- e. Wrote and submitted the VDOE Annual Educator Preparation Profile (AEP3) on May 1.
- f. Submitted the data collection worksheet for annual Title II report on November 5.

1.2 CEHD Grant Submissions

- a. For the '22 – '23 AY CEHD faculty submitted 18 grant proposals totaling \$2,517,583. Of the 18 proposals submitted, **14 were funded totaling \$1,979,193.**

1.3 Creation of new certificate programs for working professionals

- a. Special Education Certificate programs in Adapted Curriculum, Deaf and Hard of Hearing Education, Early Childhood Special Education, General Curriculum, and Visual Impairment provide students completing requirements for teaching endorsements in these areas an opportunity to package this coursework into a professional certificate. These five Special Education Certificate programs were approved by SCHEV in fall 2022 and are currently available to students. *A special thanks to Liz Altieri for her leadership and perseverance through this entire process!*
- b. Educational Leadership faculty have created a certificate program in Educational Leadership. The certificate proposal has been approved and will be submitted to SCHEV this summer for review. *A special thanks to Brad Bizzell and Brian Kitts for their work on this!*

1.4 Program recognition

- a. Online Master's Education Programs recognized among the best by *US News and World Report* for 2023.
- b. Educator preparation programs in the College of Education and Human Development recognized among the Top Education Colleges for 2022 – 2023 by *Colleges of Distinction* for the second consecutive year.
- c. Mathematics in Education program ranked among the best Online Master's in Math Education programs by *Intelligent.com*. This is the fifth consecutive year that the program has received this ranking! *Congratulations, Dr. Corey, and thank you for your leadership of this successful program!*
- d. Faculty in the Allied Health Science and Physical Therapy programs collaborated to create an Early Assurance Program for high achieving incoming students. Students selected for this program are guaranteed admission to the Doctor of Physical Therapy program upon successful completion of our undergraduate Allied Health Science program. *A special thanks to the AHS faculty for their work on this agreement and for all of their efforts in creating a top-notch program that is well respected by our peers! Kudos!*
- e. The School Counseling program in Abingdon graduated a cohort of 18 students in spring 2022. A second cohort of students entered the program in fall 2022. *A special thanks to Bethany Lanier for her leadership of the Abingdon cohort!*

- f. The EdD program graduated its inaugural cohort of students in fall 2022. The cohort of 18 students participated in Commencement and are well- poised for senior leadership roles at the district level. *A very special thanks to Brad Bizzell for his leadership and careful stewardship of this program!*

1.5 Faculty recognition

- a. Dr. James “Jim” Newman received the 2022 university Distinguished Faculty Advising Award.
- b. Dr. Liz Altieri received the ALLY Advocacy award from Arc of VA for her “leadership, courage, commitment, passion and perseverance in advocacy” for inclusive education.
- c. Dr. Morrison received the 2022 Dalton Eminent Scholar Award. Dr. Morrison is on professional leave conducting research on schooling in Germany.

1.6 Student recognition

- a. Leah Ellis, a student in the Nutrition and Dietetics program, was selected for the Translational Obesity Undergraduate Scholars (TOURS) program, which is an opportunity funded by the National Institute of Health (NIH). Leah will be conducting research and visiting NIH in Bethesda, MD. *Congratulations to Leah and thank you, Melissa Grim, for being such a strong mentor and support for her!*

1.7 Professional Development

- a. Provided support for graduate students to attend the *Contemplative Pedagogy in Higher Education* conference. *A special thanks to Alan Forrest for his leadership and facilitation of a successful conference.*
- b. Advocated for and secured \$25,000 in university funding to host a summer professional development workshop during the '23 – '24 AY for K-12 professionals who mentor our teacher candidates.

1.7 Social media and promotion of CEHD

- a. Promoted CEHD events and recognized student, faculty, and alumni accomplishments on CEHD social media platforms (i.e., Facebook, Twitter, and Instagram). Here are a few examples of our efforts:
 - Promoted recruitment events such as Open House and Highlander Days
 - Introduced new faculty (*Dr. David Brock*)
 - Promoted STEL Scholars series
 - Highlighted Welcome Social
 - Celebrated faculty earning promotion and tenure
 - Celebrated CEHD Outstanding Award winners
 - Celebrated undergraduate student researchers
 - Promoted crowdfunding campaigns such as *The Hive is Live**A very special thanks to Meghan Viet for her outstanding work as our Social Media Ambassador!*
- b. Profiled the accomplishments of our faculty, students, alumni, and programs on the CEHD webpage. Here are a few highlights of those profiles:
 - a. CEHD Teacher Education Programs (Recognized among Top Education Colleges from Colleges of Distinction)
 - b. Jim Newman (2022 Distinguished Faculty Advising Award)
 - c. Tina Weiner (2022 CEHD Distinguished Alumni Award)
 - d. US World and News ranking*Thank you, Princess Clark-Gaspard, for maintaining the college webpage and for posting CEHD accomplishments!*

Goal 2: Establish programs and initiatives that enhance student success, retention, and completion of CEHD programs.

2.1 CEHD Data Retreat and Department Data Meetings

- a. Collaborated with our Director of Assessment and Associate Dean to plan the CEHD Data Retreat which was held on August 15, 2022. At this retreat, faculty had the time and space to review department and program level data and establish retention goals for the students in their programs and discuss strategies for enhancing the student experience and program improvement. *A special thanks to Matt Grimes for all of his work in pulling together this data and organizing it into a format that was easy to read and digest!*
- b. Provided fall 2022 term GPA data to departments so they could review student performance and revisit the retention goals they established at the beginning of the year. Programs celebrated their successes, identified opportunities for growth, and documented progress toward their goals.
- c. At the end of the fall 2022 term, only 15 first year CEHD students were suspended and 49 were on probation. It is important note that none of our first-year transfer students were suspended or placed on probation! *A special thanks to all CEHD faculty for your outreach and sustained effort to retain our students!*

2.2 Spring 2023 CEHD Meeting: Starfish Training

- a. Collaborated with the CEHD LT to plan spring 2023 college meeting, which focused on efforts to support student retention. Faculty participated in Starfish training and had the option of choosing one of two sessions. The first session was for novices and the second session was for advanced users. *A special thanks to our Amanda Bozack, Melissa Grim, Jim Newman, Quiana Mizell, and Ellen Bielema for facilitating the sessions!*

2.3 The Schoolhouse Living Learning Community (LLC)

- a. Engaged 23 students in The Schoolhouse during the '22 – '23 AY. 18 of the 23 are new students and 5 are returning students. Students participating in the Schoolhouse are enrolled in common first year courses such as UNIV 100 and MATH 121 and are engaged in community building activities that foster connection with each other and the faculty. *Fall end of term data for students in the Schoolhouse LLC is very strong with the average cumulative GPA being 3.042. A special thanks to Brian Kitts, Melissa Lisanti, and Carol Bland for their strong support and active engagement in the Schoolhouse.*

2.4 Study Hall

- a. The Department of Recreation, Parks and Tourism created space in their suite for a study hall for students in their program. The study hall space is conveniently located near faculty offices so that they can be available should students have questions or need help with their assignments and projects. *Fall end of term data for students attending the department study hall is strong with the average cumulative GPA being 3.112. A special thanks to Jim Newman for his advocacy and leadership in creating this space for his students.*

2.5 Freshman Academic Check-in

- a. At the midpoint of the fall term, faculty arranged a meeting for freshman students in the IDS program to learn what was going well and what was challenging for them. Faculty learned about specific courses challenges, followed up with course instructors to make them aware of student challenges, and also provided tutoring for these students. *Thank you, Ryan Smith, for providing tutoring support to our new students!*

2.6 Non-licensure pathway for IDS degree students

- a. IDS faculty created a pathway for students in their programs to complete their degree without licensure (or a teaching endorsement). This provides an option for students who change their minds about entering the teaching profession or who have difficulty meeting entry requirements to the Teacher Preparation program to progress and complete their degree requirements within the college. *A very special thank you to Holly Robbins for all of her efforts in developing this pathway and shepherding the first cohort of students on this new path!*

2.7 Women Educators of Color

- a. I co-facilitate a weekly Teacher Educator Support Group with Dr. Ann Roberts for young women of color. We are in our second year with these young ladies and have built a community of caring and support. These young women are brave and resilient and working hard to achieve their goals of becoming educators. It is an honor and privilege to be a part of this group. *I am proud to share that the fall term GPA for this group of young women was very strong with the average cumulative GPA being a 3.262. A special thanks to Dr. Roberts for inviting me to be a part of this esteemed group!*

2.8 Outreach to new students: Connection programs

- a. On August 25, the college hosted a welcome social for new students. CEHD faculty and returning students greeted and socialized with new freshman and transfer students over ice cream bars and popsicles! New students also received a Highlander Strong Start kit! *A very special thanks to Carol Bland for her excellent planning and organization of this event! Thanks to Matt Grimes and Meghan Viet for photographing the event and the Schoolhousers for helping create the Highlander Strong Start kits!*
- b. On September 21, the Department of Health and Human Performance hosted a Mandala Rock painting event for CEHD students. HHP faculty led the rock painting activity and a great time was had by all who attended. *A very special thanks to Sarah Rabe for leading the planning and organization of this event!*

2.9 Created a new position: Academic Support and Engagement Specialist

- a. Repurposed an A/P position to create a new position for the college: Academic Support and Engagement Specialist.
- b. The Academic Support and Engagement Specialist provides essential academic administrative and support services for students in the College of Education and Human Development (CEHD). As a member of the CEHD leadership team, the Academic Support and Engagement Specialist assists the dean, associate dean, and academic chairs with initiatives designed to support and retain students in CEHD academic programs. Ellen Bielema started in this role in fall 2022 and has been very helpful with assisting chairs and faculty develop alternate graduation plans for students who have been unable to progress in their programs. *Thank you, Ellen, for all of your efforts to support this important retention work!*

2.10 Established the Radford Teacher Education Community

- a. The Radford Teacher Education Community (RETC) was first established in fall 2022. The Office of Field Experience (OFEX) in the College of Education and Human Development coordinates the RETC efforts. The purpose of the RETC is designed to build a strong foundation of support among students within CEHD, CVPA, Artis, and CHBS majors that lead to teacher licensure and to promote retention in educator preparation programs. Freshman, sophomores and juniors are invited to become members through a Pre-Teacher Education Program Admission process. Students are eligible to apply once they have attempted the first licensure and Teacher Education Program admission test, the Virginia Communications

and Literacy Assessment. The OFEX hosts a reception and ceremony each semester where new members are welcomed to the community and have an opportunity to interact with education faculty members and peers. During the year, special events, volunteer opportunities, and professional development sessions are offered to the RETC members. For example, members have volunteered together in a campus day camp for young children during the MLK Day of Service, have attended a professional development session on childhood trauma and resilience, and will soon engage in an Iron Teacher Design Challenge focused on teamwork and collaboration skills.

Since its inception in fall 2022, the RETC has welcomed 31 members.

A very special thanks to Debbie Bays Wilbon and Kelly Robinson for all of their efforts in building a supportive community for our teacher education students!

Goal 3: Support college, department, and university efforts to enhance the recruitment of new students and transfer students.

3.1 Engagement with school counselors and community college advisors

- a. Provided an overview of CEHD departments and programs to school counselors and community college advisors at a luncheon on November 10, 2022.

3.2 Partnership with Admissions Office for 2023 Recruitment Cycle

- a. Partnered with the Admissions Office to provide programming to potential students for the 2023 recruitment cycle. College faculty provided information sessions to prospective students and their families touring campus. These sessions occurred every other Friday at 12:00 noon. After the information session, faculty provided a short tour of the facilities.

3.3 Enrollment Strategies Forum

- a. Participated in the enrollment management summit on November 4, 2022. Engaged with colleagues across campus to discuss university enrollment, current goals and strategies for increasing enrollment.

3.4 Highlander Distinguished Dinner

- a. Attended the Highlander Distinction Scholarship Program dinner on February 25, 2022. I met prospective students who were offered merit scholarships to Radford University and their families. I answered questions about our programs and shared information about the outstanding opportunities available to our students. I also delivered personalized welcome letters and swag (from the departments) to these invited students.

3.5 Faculty Optimization Recruitment Strategies

- a. Recruit high performing students in Virginia's Governor's Schools and Health Science Academies into our undergraduate health related preparation programs.
 - Contact program directors of the Governor's Schools and Health Sciences Academies to share information about our programs and to plan visits to their school sites
 - Schedule campus visits for students interested in careers in the Allied Health fields
 - Plan campus experience for students (i.e., visit lab spaces; attend classes; engage in lab experiences; meetings with current students in our programs; meetings with program faculty; campus tour; etc.)

A special thanks to Kristen Dehr and Michael Moore for all of their effort in this work!

3.6 Zoom meetings with admitted students

- a. STEL faculty members have been hosting Zoom meetings for admitted students. This is an opportunity to build community among these newly admitted students and the faculty. This is a new initiative and we are still learning about the needs and interests of our admitted students to inform future planning. *A special thanks to Melissa Lisanti for her planning and organization of these events.*

3.7 Visits to area schools

- a. Faculty members have been going out to local schools to share information about opportunities at Radford University and their programs. For example, Dr. Debbie Bays Wilbon, our Associate Dean and Director of Field Experience, and a group of teacher candidates shared information about our Teacher Education Program to a group of Radford High School students.

3.8 Highlander Days, Open Houses, Quest

- a. Participated in signature university recruitment events such as Fall Open House, Highlander Days, and Quest.
- b. Organized a VIP room for parents and families at each of the summer 2022 Quest Sessions in an effort to meet and engage with the parents and families of incoming CEHD students.
- c. Participated in the large group and individual advising sessions of incoming IDS students (i.e., explained differences among teacher endorsement areas; provided overview of progress sheet; explained REAL areas that are covered by the major and options for completing remaining areas; and helped students select courses and make modifications to their fall schedules)

3.8 Transfer Virginia work

- a. Provided information about common curricula for education to support the Transfer VA initiative.
- b. Drafted discipline specific transfer guides for CEHD teacher preparation programs and for those led in partnership with other colleges.
- c. Finalized documents will be submitted by April 15 deadline for review and feedback from Transfer VA.
- d. Documents will be published in fall 2023.

A very special thanks to our Associate Dean, Debbie Bays, for her leadership and organization of this process and to all the program leaders who have reviewed the common curricula and transfer guides for accuracy!!

Goal 4: Cultivate partnerships with external stakeholders that will support enrollment growth, program expansion, and economic development in the southwest region and beyond.

4.1 Teacher Apprenticeship Model

- a. Collaborated with three school divisions to create a no cost pathway into the teaching profession. The educator apprenticeship program will focus on developing teachers from the local community, such as high school students and paraeducators, removing barriers to entering and persisting in a teacher preparation program. Upon completion of this program, the apprentice will earn a B.S. degree in Interdisciplinary Studies and teaching endorsements in Elementary Education (preK-6) and Special Education: General Curriculum (K-6).
- b. Received a \$16,000 planning grant from the Virginia Department of Education to develop an apprenticeship model to serve school districts in southwest Virginia.

- c. Collaborating with school divisions on a \$200,000 implementation grant to pilot the program in fall 2023.

A very special thanks to Debbie Bays Wilbon, Melissa Lisanti, Amanda Bozack, Liz Altieri, Whitney Idol, and Holly Robbins for all of their work in helping us develop the Teacher Apprenticeship Model!

4.2 Virtual Academy for Provisionally Licensed Teachers

- a. The Virtual Academy will provide provisionally licensed teachers with the professional studies coursework required for a ten-year renewable teaching license and targeted professional development that will help them to successfully navigate their first year of teaching. The required professional studies coursework will be delivered through Radford University's competency-based education (CBE) (self-paced) model, while also providing the learner individualized instructor feedback and follow-up to ensure mastery of content knowledge and its pedagogical application. Faculty will collaborate with the IMPACT lab to develop the eight graduate-level, self-paced professional studies courses and the virtual professional development series. The first three courses will launch in fall 2023! *A very special thanks to Drs. Holly Robbins, Glenna Gustafson, Katie Hilden, and Lisa Aker for being pioneers in this work and helping to redefine competency-based education with the inclusion of authentic learning assessments. I like to think of it as CBE 2.0!*
- b. This initiative was identified as one of the university's state priorities for 2023. We submitted a \$1.5M request to the General Assembly for funding to support the coursework development and the professional development series. Unfortunately, it was not funded but the university has committed to supporting the development of this initiative.

4.3 Western Virginia Professional Education Consortium (WVPEC) Partnership

- a. Collaborated with WVPEC to provide tuition support to provisionally licensed Special Education teachers employed in school divisions in regions 6 and 7. WVPEC is providing \$20,000 in tuition support.

4.4 School Counseling Cohort in Abingdon

- a. The second School Counseling cohort in Abingdon began in fall 2022. With support from the Tobacco Commission, the university is able to sustain another cohort at the SWVHEC and provide a significant tuition discount to the students enrolled in the program.

4.5 MOUs with Roanoke City and County (Sped Certificate Programs)

- a. Established Memorandums of Understandings (MOUs) with Roanoke City and Roanoke County School divisions to enroll cohorts of teachers into our new add-on special education endorsement programs. 12 Roanoke County teachers started the add-on endorsement program in Adapted Curriculum in fall 2022 and 18 Roanoke City teachers started the program in spring 2023.

4.6 MOU with Chesterfield County (Mathematics in Education)

- a. Established a Memorandum of Understanding (MOU) with Chesterfield County Public Schools (CCPS) to provide mathematics teachers in CCPS the opportunity to complete Radford University's Post-Baccalaureate Certificate in Mathematics Education. The school division will pay the tuition costs for their employees.

4.7 EPP Advisory Board Meetings

- a. On October 11, we hosted members of our Education Preparation Program Advisory Board on campus to provide us feedback on our teacher preparation programs and suggestions for improvement. During our time together, we reviewed our common assessment data,

program completion satisfaction data, and employer data to identify strengths and growth areas.

4.8 Monthly Superintendents Breakfast

- a. Hosted monthly breakfast meetings for area superintendents. We use our time with them to provide updates on our programs and identify opportunities for collaboration and partnership.

4.9 Partnership with Virginia Tech to create pathway programs

- a. In support of the presidential initiative to partner with Virginia Tech to create more pathways between our undergraduate programs and their graduate programs, we have been engaged in preliminary conversations with Virginia Tech chairs and deans to explore possibilities. Currently, we are in discussions about the following programs:
 - Pathway from our Nutrition and Dietetics program to the Virginia Tech's M.S. in Nutrition and Dietetics
 - Pathway from our Health Education/Health Promotion to Virginia Tech's M.S. in Public Health

A very special thanks to Kristen Dehr and Melissa Grim for exploring these potential partnerships!

Goal 5: Collaborate with CEHD alumni and friends in efforts to promote the work of the college and enhance philanthropic giving.

5.1 CEHD Advisory Council

- a. The College Leadership Council is a group of committed volunteers who serve a vital role in the continued success of the College of Education and Human Development at Radford University. The purpose of this group is to assist the Dean in achieving the goals and mission of the College. This is achieved by offering leadership and insight, helping to identify and secure resources for initiatives and priorities, and serving as ambassadors for the College and the University. Members are appointed by the Dean, serve as a resource for the College and will meet as a full council twice a year.
- b. Met with members during of the Council during Homecoming Weekend and at the Volunteer Summit to discuss upcoming alumni engagement activities.

5.2 CEHD Alumni Breakfast

- a. Met with members of the Reunion Planning committee throughout summer 2022 to plan the Legacy Breakfast.
- b. Hosted the annual CEHD Legacy Breakfast: Honoring the Golden Class of 1972 on October 1. There were over 50 alumnae in attendance.
- c. Presented the CEHD Distinguished Alumni Award to Mrs. Tina Weiner, '72.

5.3 Partners in Excellence

- a. Engaged with our scholarship recipients, benefactors, and friends of the college at the Partners in Excellence Luncheon on Friday, November 11.

5.3 Exam Care Packages

- a. CEHD stakeholders (faculty, staff, and alumni) came together on April and prepared over 200 exam care packages for first-year students. Alumni wrote notes of encouragement and wished students well as they prepared for end of the semester final exams. *A special thanks*

to Meghan Viet and Princess Clark-Gaspard for helping us sort and organize all the materials and to Drs. Kristan Morrison and Wendy Eckenrod-Green who took time out of their busy schedules to help us assemble the packages!

5.4 Teacher Supply Kits

- a. On Friday, September 30, CEHD alumni and faculty staff came together to work on a community service project to benefit local elementary school teachers. Alumni gathered together in the Teaching Resources Center (TRC) to put together much needed classroom supplies and CEHD swag for area teachers, many of whom are RU alumni. A total of 73 kits were assembled and distributed to teachers at McHarg and Belle Heth Elementary Schools. *A very special thanks to Meghan Viet and Matt Grimes for helping deliver the kits to the teachers!*

5.6 Volunteer Summit

- a. Provided an update about new initiatives and program accolades and accomplishments to alumni and friends of RU at the Volunteer Summit on February 4. During this time, alumni also wrote notes of congratulations and encouragement to seniors graduating in May 2023.

5.7 Piloted an Alumni Speaker Series Event

- a. Goal: The Alumni Speaker Series invites alumni to share their work and wisdom with the CEHD community. This series seeks to continue building relationships between alumni, current students and faculty, foster professional networks, and help develop students' professional knowledge and skills.
- b. Anita Prince, '68 graciously agreed to serve as our inaugural alumni speaker. On February 3, Anita engaged a group of senior Elementary Education majors in a discussion about trauma informed practices over dinner.

5.8 Hattie M. Strong Scholars dinner

- a. Robin Tanner, from the Hattie M. Strong Foundation, RU administrators, current scholarship recipients, and faculty, came together to fellowship and celebrate the eleventh cohort of Hattie M. Strong Scholars on April 25. The scholarship dinner provides Strong Scholars an opportunity to express their gratitude, with the hope of conveying how these awards are life-changing.

5.9 Women of Radford Luncheon

- a. Purchased two tables and invited alumna and other friends of the college to the Women of Radford luncheon on Saturday, October 1.

Goal 6: Support efforts to achieve university goals in the Capital Campaign.

6.1 Capital Campaign Steering Committee

- a. Engaged with alumni, friends, and donors at quarterly Capital Campaign Steering Committee meetings.

6.2 Crowd funding campaigns

- a. We had a successful crowdfunding initiative to benefit the Sport Management Academic Research and Travel fund. We met our goal and raised \$2,000 to support students' travel to a national conference. *A special thanks to Tiesha Martin for her very thorough and detailed planning. I think this is why we were successful in achieving our goals.*

6.3 Highlights of funds raised in college from March 2022 – 2023: **\$1,387,786**

a. Funds raised came from the following

- Planned Gift - \$377,866
- Cash - \$142,595
- Pledges - \$834,255
- Recurring Gifts - \$6,990
- Stock and Property - \$26,082

**Note: 47 new donors gave a total of \$32,791.*

b. Available scholarship dollars for the college: **\$306,561**

Goal 7: Effectively implement other duties, responsibilities, and service

7.1 Administrative/Managerial

- a. Facilitated weekly College Leadership Team meetings to provide updates from the Academic Affairs Leadership Team and to make important decisions impacting the College (e.g., budget initiatives, strategic planning, etc.)
- b. Managed CEHD budget, including intersessions, research funds, and foundation accounts.
- c. Worked with chairs and directors on budget management.
- d. Developed ETF requests, one-time funding requests, and visionary requests in consultation with the CEHD Leadership Team.
- e. Developed Savings Strategies plan (for a reduction of up to four percent) for the college in consultation with the CEHD Leadership Team.
- f. Met weekly with individual department chairs and directors.
- g. Met with faculty, staff, and students to address concerns and/or resolve issues.
- h. Regular review of curriculum proposals for approval/disapproval.
- i. Evaluation of faculty and staff
 - Reviewed 58 faculty performance evaluations. (Note: CEHD has the second largest faculty on campus.)
 - Reviewed evaluation materials of faculty, including special purpose faculty, and wrote 16 reappointment letters.
 - Reviewed evaluations, dossiers, and promotion materials for faculty going up for tenure and/or promotion.
 - Wrote four letters of support for faculty going up for promotion.
 - Reviewed evaluation materials of the school director and department chairs and evaluated each of them. I also met with them individually to discuss my evaluation of their performance.
 - Evaluated seven A/P and Classified staff members. I also met with them individually to discuss my evaluation of their performance.
 - Reviewed supervisor evaluations of seven classified employees.
- j. Wrote support letters
 - Wrote two letters of support for faculty seeking professional development leave.
 - Wrote support letters for faculty nominated for University Foundation Awards (i.e., Distinguished Faculty Service Award)

- k. Reviewed suspension appeals for students who did not achieve the GPA required to be in good academic standing at the end of the summer 2022 and at the end of the fall 2022 term.
 - o Reviewed six CEHD student suspension appeals at the end of the summer term.
 - o Reviewed thirteen CEHD student suspension appeals at the end of the summer term.
- l. Advocated for faculty and staff positions to support the work of the college and departments. The following positions were approved with new faculty joining us during the 2022-2023 academic year:
 - o COED: Special Purpose position (*Dr. Bethany Lanier*)
 - o HHP: Tenure track position in Allied Health Science (*Dr. David Brock*)
 - o STEL: Special Purpose position in Special Education program area (*Mary Evans*); One-year temporary position in Literacy Education (*Dr. Lisa Aker*)
 - o TRC: Associate Director (*Princess Clark-Gaspard*)
- m. We were approved to search for the following positions for the upcoming 2023 – 2024 AY:
 - o STEL: Program Director and tenure track position in Educational Leadership; Tenure track position in Special Education; One-year temporary position in the EdD program; One-year temporary position in Special Education; and One-year temporary position in Literacy Education.

Note: *Please understand that the aforementioned positions are NOT new positions but rather existing positions that were vacated as a result of resignations.*
- n. Provided feedback to Lisa Ghidotti, our Executive Director Government Relations, on proposed legislation that would have a direct impact on our teacher education programs. Specifically, I provided feedback on the recently passed literacy legislation and on proposed legislation to establish a teacher training corp. *A special thanks to Katie and Lisa for sharing their expertise and feedback on the literacy legislation.*

7.2 University Committee Membership

- a. Chair of the Professional Education Committee
- b. Member of the Academic Policies and Procedures Committee
- c. Member of the Academic Program and Enhancement Review Committee
- d. Member of the President’s Leadership Council
- e. Search Committee, Dean of the College of Visual and Performing Arts
- f. Search Committee, Interim Provost and Vice President of Academic Affairs
- g. Search Committee, Vice President of Advancement and University Relations

7.3 Represent college/university

- a. Represented CEHD at statewide meetings for deans of Colleges/Schools of Education.
- b. Represented CEHD at statewide meeting with Secretary Guidera.
- c. Represented CEHD at the Tartan Tour on September 7.
- d. Represented CEHD at the President’s inauguration on September 30.
- e. Met with the leadership of the Council for the Accreditation of Educator Preparation Programs (CAEP) to discuss current issues in the field and the new statewide partnership agreement.

7.4 Grants

- a. Bays Wilbon, D. and Wallace, T. (2022). Teacher Apprenticeship Residency Partner Planning Grant. (09/01/2022 – 06/30/2023), Funding Source: Virginia Department of Education. **Funded \$16,000.**
- b. Wallace, T. and Minarik, D. (2022). Training and Technical Assistance Center (T/TAC), (10/01/2022 – 09/30/2024), Radford University, School of Teacher Education and Leadership. Funding Source: Virginia Department of Education. **Funded \$1,353,538.**

7.5 Professional Service

- a. Continued to serve as a Board Member on the Region 5 Comprehensive Center Advisory Board. The purpose of the Board is to advise the Center concerning its activities and strategies for (1) monitoring and addressing the educational needs of the region on an ongoing basis; (2) maintaining a high standard of quality; and (3) carrying out its duties in a manner that promotes improved student academic achievement. Region 5 includes West Virginia, Tennessee, Kentucky, and Virginia and is a research backbone funded by U.S. Department of Education to support education in their states.
- b. Served as Program Review panelist for the Virginia Department of Education. This panel reviews requests to the Virginia Board of Education for alternative routes to licensure. Highlights from my work as a panelist include:
 - Reviewing application materials and all supporting documentation.
 - Making recommendations to the Virginia Board of Education (VBOE) regarding the proposed alternative route to licensure.
- c. Served as a state member on the spring 2022 CAEP Site Visit Review Team and conducted a virtual site visit for Liberty University. My responsibilities as a team member included:
 - Reading self-study report and self-study addendum
 - Participating in meetings with review team
 - Preparing interview questions
 - Interviewing administrators, faculty and staff, students, and alumni
 - Writing reports
 - Making recommendations for areas needing improvement and/or stipulations

I applaud the CEHD faculty for your ability to remain steadfast to our mission and vision during these challenging times. I am inspired by your creativity and resilience as you stay the course and prioritize our students in each and everything you do.

I am humbled and honored to serve the college in the role of Dean and am truly grateful for your counsel, support, and good will.

With sincere gratitude,

Tamara K. Wallace

Tamara K. Wallace, Ph.D.
Dean, College of Education and Human Development

