

College of Education and Human Development

Radford University

2013-2014 Dean's Report

Submitted March 30, 2014 by

Dr. Patricia Shoemaker

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

From: Dr. Patricia Shoemaker, Dean

Date: March 30, 2014

Subject: Dean's Report for July 2013 to March 2014

Please accept the attached copy of my dean's report for 2013-2014. My goals for this year have been to:

1. Enhance high impact student learning opportunities
2. Establish and grow niche programs
3. Promote policies, practices, and opportunities that support a positive working environment.

As always, it is difficult if not impossible to separate my efforts as dean from the accomplishments of all of the individuals, programs, and departments in the college. I will try to note how I believe I fulfilled the role of dean as I describe how the college is generally moving forward, but in all things, I believe the agent is mostly a "we" and not an "I."

Before addressing the above goals more specifically, I would like to address on-going challenges of enrollment growth and faculty resources, workload, and compensation. This pertains to the third goal, Work Environment, but I would like to address these particulars up front.

Enrollment Growth

The College has continued to grow and now has the second largest undergraduate enrollment with 1757 students at Fall 2013 census date (see attached File #1). The graduate enrollments (Fall 2013 census date) were: CEHD, 390; WHHS, 356; CHBS, 164; COBE, 70; and CVPA, 45. File #2 provides you with information about enrollments by program. The University's overall undergraduate and graduate enrollments have remained somewhat stable with some minor fluctuations in colleges and departments (see 2013 Fact Book, *Radford University First and Second Major by College* beginning on page 148, <https://ir.radford.edu/factbook/factbook.php?year=2013>). The college has increased undergraduate enrollment since 2008 by about 200 students, and graduate enrollment has declined slightly from 2009 by about 80 students. CSAT undergraduate and WHHS overall enrollments have increased by about 200 students.

Faculty Resources

We have been successful in obtaining new faculty positions and in replacing individuals who resigned or retired. The chairs and directors provide extensive data and rationales for new position requests through the six-year planning and budget process which I have brought

forward to the Deans' Council and Provost. Last year we received two "net-new" positions in ESHE, which has experienced rapid growth in enrollments.

The major challenge has been the timing of the budget approval cycle. Decisions such as hiring new faculty depend upon final budget approval by the Board of Visitors (and often upon whether or not they approve a tuition increase) at their final meetings of the year, generally in May or later.

We are in the process of conducting several searches all of which are to fill positions that became vacant due to retirements or resignations in 2013-2014 or 2012-13. Some positions have been filled while other searches are still in process:

- Assistant Dean and Director of Field Experiences (re-purposing Associate Dean's position)
- Assistant Advising Coordinator (hired to start in April)
- Two positions in Deaf and Hard of Hearing
- Position in Counselor Education and Human Development
- Administrative position in Counselor Education (hired in January)
- Elementary Education position
- Secondary Education Mathematics

Enrollment Management

The Leadership Team identified enrollment management as one of our priorities in college planning in 2011-12. In 2012, we worked with the VP of Enrollment Management to explore plans for departments, but that person left and the office was subsumed into admissions. Thus, we moved on our own. Departments implemented measures to serve growing enrollments, and to "right size" faculty resources, enrollments, and candidate and program quality.

- Departments have implemented new course grade and GPA requirements to ensure that we admit qualified students to upper division courses in undergraduate programs.
- As part of their departmental planning to meet enrollment growth, several HHP faculty members worked to modify courses for on-line delivery. Faculty members in COED and in STEL have continued to develop on-line courses. Last year I was able to obtain additional funding from the Provost, and the College and STEL also contributed additional funding to support these efforts.
- I met with the university undergraduate admissions' staff in communicating to potential RU applicants the demands of programs and of the careers they seek to enter (e.g., students' strong background in science and mathematics for fields in ESHE). I believe we still need to develop an information sheet for admissions staff around such points.
- Departments are carefully tracking students and making adjustments in curricular offerings to ensure that we are offering necessary courses and that students are correctly enrolled according to their progress in the program.
- Departments are using summer and wintermester courses to address enrollment growth and help students remain on track toward degree completion.

Faculty Workload

The Leadership Team has been discussing a set of guidelines I drafted to clarify typical processes in assigning faculty teaching loads (e.g., undergraduate/graduate teaching loads, overloads, reassigned time, and load for supervision). The next step is for chairs/directors to take the draft to faculty for discussion. Faculty Senate is entertaining a proposal from the Resource Allocations Committee, and we must first wait to hear the outcome of that proposal so we can align our guidelines with it. I also asked chairs in departments where faculty teach both graduate and undergraduate courses, or only teach graduate courses, to work toward a method to adjust teaching assignments to a 3:3/3:4 or 3:3/3:3 load whenever possible.

Faculty Compensation

Each year, the Provost and the Deans continue to pursue our commitment toward enhancing faculty compensation. Bear with me for a bit of history. The top budget initiative emerging from the deans' work 2008-2010 on budget planning was to bring faculty salaries up to the 10th percentile of our new peer institutions. This goal was adopted by the Board of Visitors, the President, and CFO Richard Alvarez. In 2011, the President, Interim Provost, and Chief Financial Officer presented a case for addressing RU faculty salary inequities to the state and requested state assistance, which was denied. When Dr. Minner arrived we continued to work on this. Importantly, RU decided to use its own resources. The university applied a straightforward formula based on compression/inversion, gender inequity, and salaries below-the-10th percentile of peer institutions. Though this process might not have addressed all compensation issues, it was a definite step forward and resulted in salary adjustments for several faculty in the college. This compensation adjustment was followed by a 3% raise from the state last year.

Enrollment growth, enrollment management, faculty workload, and faculty compensation will continue to be a major part of the Leadership Team's work in 2014-15.

Before concluding, I would recommend that we all pay attention to the outcomes of the COACHE Survey (The Collaborative on Academic Careers in Higher Education) the Faculty Senate coordinated in 2012. Several of these results reflect faculty issues. As reported by Laura Jacobsen, then Senate President, we have had some initial successes:

- Increased funding for research
- New policy on extension of the tenure clock
- Commitment from administration to continuously address faculty compensation
- Increased activities to celebrate faculty accomplishments
- Support in pursuing child care
- Adjustments to faculty compensation

I invite us all to attend to recommendations from the Faculty Senate based on COACHE results:

- Increase flexibility in percentages for teaching, research and service.
- Address AAUP recommendation that faculty teaching at graduate level teach 9 hours
- Consider increased professional development (travel) allocations.

- Personal and family policies: continue child care initiative, explore faculty retirement transition, explore policies for spousal/partner hires and domestic partner benefits, expand parental leave.
- Mentoring/departmental engagement: enhance opportunities for chair development and engagement; recognize faculty mentors; clarify and communicate written standards for evaluation, promotion, tenure.

I have attached a report that addresses the three goals I outlined at the College Community Meeting in August 2013.

The dean's role as described in the *Teaching and Research Faculty Handbook*, is to "lead the college in providing high quality educational experiences for students consistent with our mission; to lead in procuring and managing fiscal, human, and physical resources in accomplishing these goals; to represent the college to external and internal constituencies; and to promote the overall welfare of the university." In line with our mission, I also believe my role includes responsibilities for ensuring that faculty, staff, and students can healthily pursue professional goals, and that the college community incorporates local, state, national, and international contexts in our teaching, professional contributions and service.

Please send me your comments on this report and suggestions for setting the dean's and Leadership Team's goals for 2014-2015. The Leadership Team will hold its annual planning retreat this summer. We review accomplishments and plan goals for the next year, including updating the Six-Year Plan. We need your input.

Please send me your questions and suggestions.

Sincerely,

Patricia B. Sheemaker

CEHD 2013-2014 Goals **OPPORTUNITIES CREATED**

We have been working on a “branding” for the college for about three years. We adopted a “stem” of “OPPORTUNITIES CREATED” to which each of the departments can add their own tag-line. For example:

- **For the TRC:** “Opportunities created—supporting education through quality resources and service.”
- **For HHP:** “Opportunities created—building physically active and healthy lifestyles...One person at a time.”
- **For STEL:** “Opportunities created: to teach, to lead, to serve.”
- **For COED:** “Opportunities created in helping, healing, and transforming lives.”

The three goals I highlighted at the beginning of 2013 are:

1. **Enhance “high impact” student learning opportunities.** High student engagement is one of the unique strengths of our college---as it should be, since we are preparing professionals. “High Impact” practices in post-secondary education include such things as collaborative projects, internships, capstone projects and courses, student research, and opportunities to develop intercultural competence. (If you want to learn more, go to the American Association of Colleges and University’s web page for their LEAP project (“Liberal Education and America’s Promise”)
(http://www.aacu.org/value/project_description.cfm).
2. **Establish and grow ‘niche’ programs.** *Niche: 1. suitable place for somebody: a position or activity that particularly suites somebody’s talents and personality or that somebody can make his or her own. 2. Specialized market: an area of the market specializing in one type of product or service—designed to undercut the competition in the same niche.*

Though I prefer to pursue programs which meet the first definition, we are seeking to establish new programs that also make the case for meeting the second as well.

3. **Promote policies, practices, and opportunities that support positive working environments.** This is an expanded version of our college “body mind spirit” efforts. In August, we presented a “Total Rewards” model (WorldatWork) for attracting, motivating, and retaining employees (see enclosed File #3). This goal parallels efforts and actions of the Provost and the Faculty Senate.

HIGH IMPACT LEARNING OPPORTUNITIES

Faculty providing students with high impact learning opportunities is a key characteristic of who we are as a college. This is very labor-intensive work---we are grateful for faculty members' commitment to such valuable learning experiences. We have especially tried to capture and celebrate faculty and students' accomplishments in these areas.

Most of our programs have intensive internships. Several have capstone experiences—research and poster presentations in HHP and in Counseling, action research projects in several of the education programs, and more. RCPT has had two successful institutes—the tourism institute and the summer Wilderness institute. Several programs incorporate service-learning and community-based learning projects---this is growing as faculty members participate in Scholar Citizen initiatives. I see this as a critical part of a college education, and I serve on university efforts (Scholar Citizen Committees, International Education Advisory Board, Learning Communities Subcommittee, Diversity and Equity Action Committee) to grow opportunities at the university level, and at the college level, I encourage and provide resources to increase engagement in these areas.

- Initiating a Summer Study Abroad Research Grant for students to help defray the costs of study abroad; two student teachers accompanied a research team to Barrow Alaska and skyped science lesson back to their classrooms in local schools;
- Supporting faculty to travel to France to develop a proposal for an integrated semester
- Providing additional support to students and faculty in the PEACE Studies Study Abroad in Costa Rica
- Providing support for publications for the Floyd oral histories project.

Even with intensive clinical programs, faculty members are also engaging students in collaborative research projects. I would like to mention just a few of these at the risk of overlooking other outstanding work faculty and students are doing :

1. Ten Appalachian Studies students and Melinda Wagner attended the Appalachian Teaching Project Conference in Washington, D.C., in December. For their project – “Sustaining the Community Mind for Long-term Resiliency: Appalachian Values Assessment in Floyd County, VA” students used qualitative research methods to assess Appalachian values and current trends that affect traditional values.
2. Jarrod Hobson (Special Education) presented the collaborative research project he completed this summer with Debbie Bays Wilbon at the Summer Research Celebration at Radford last October. The title of his research was “Developing Curriculum Materials for Vocabulary Intervention.”
3. Students Raven Sullivan, Alexis Steptoe, and Kellie Clark (HHP) are working with Melissa Grim and Dave Sallee (also HHP) in examining risk behaviors among you and experiences of self-reported bullies. Each student has identified a particular area to research

(parental attitudes, previous violence, drug use, etc.). They are all writing an article for the Virginia Journal.

4. Jessy Bryant, a current graduate student in early childhood/early childhood special education (IDEC) and a previous graduate of the program, Amanda Sowder, co-director of a child care center in Floyd, are working on research with iPads and young children with disabilities. The students completed honors projects and presented at the undergraduate research forum and at the Virginia Division for Early Childhood conference.
5. Most recently, our faculty members were involved in two of the four 2014 Alternative Spring Breaks. Theresa Burriss, with Rick Roth, Matthew Close and Christine Small, led a group of 15 students to Breaks Interstate Park where they worked with the Appalachian Regional Reforestation Initiative in planning more than 2,000 trees on a former surface mine site. Meghan Worrell, Director of the TRC, took students to Hubert, N.C. for the Possumwood Wildlife Sanctuary service project. Student applied basic wildlife rehabilitation skills with animals while learning about the natural history of each species.

NICHE PROGRAMS

Faculty members have been developing new curriculum proposals for the following programs. As dean, one of my major responsibilities is to be a good shepherd for faculty's efforts in program development, to advocate at the graduate and Provost level and keep them updated on progress, and to assist with internal program approvals, SCHEV and SACS requirements, and to seek and provide resources for program development when possible.

An important note: The Department of Recreation, Parks and Tourism completed a very successful visit by an external accrediting team in March. The visitors were highly complementary of the well-sequenced courses which help students build skills throughout the program, and of the positive professional relationships between faculty and students, among many other positive points. Watch for the final accreditation announcement.

Master's degree in Health Promotion and Disease Prevention

Melissa Grim is developing master's degree for individuals in health education and health promotion who will need a master's degree to continue on in their career. She has devised a unique on-line program in which courses are delivered in three sessions each semester with a week break in between, based upon current models which are effective with working adults.

Master's degree in Athletic Training and Fitness/Strength/Conditioning

Angela Mickle is guiding an effort to move the ATTR program to the master's level. Part of this plan would be to provide pathways for both ATTR students and students in Fitness/Strength/Conditioning.

M.S. in Education: Content Area: Appalachian Studies

The dean's office supported a consultant, Chad Berry from Berea College, who facilitated a two-day "think tank" during the summer of 2012 with Theresa Burriss and several STEL and APST faculty. Theresa developed a new APST concentration for the M.S. in Education degree that focuses on applied knowledge and skills in studying and developing communities. The curricula have all been approved.

M.S. in Education: Gifted Education

This concentration was developed by STEL faculty under the guidance of Holly Robbins and others. With upcoming retirements among current Gifted Education Specialists, we believe this program will meet a growing need. In addition, for those students who choose to stay to complete a master's degree, this would enable them to add another endorsement area that would contribute to their practice as classroom teachers and offer the option of serving as a specialist in gifted education.

Foreign Language and Teaching English as a Second Language

Don Langrehr in STEL and Blas Hernandez in the FORL department have been collaborating on reinstituting the K-12 Foreign Language Teaching program at Radford University. They have integrated this program with a revised approach to Teaching English as a Second language. They have also outlined 12-15 hour concentrations in foreign languages appropriate for the IDS students in elementary and middle school education preparation.

Ed. D. in School and Community Change

Several STEL faculty members have been highly involved in the development of this degree. Through the guidance of Sandy Moore, Greg Sherman, and Kenna Colley, we will soon have a draft to send to SCHEV for a "draft review" prior to a full review. They have been supported by several faculty members serving on a search committee and assisting with obtaining external support.

All of the newly proposed programs as well as existing programs have the potential to fill a "niche"---programs that help individuals to make a profession "their own" and help them find their next place in the world because of this opportunity.

WORKING ENVIRONMENT

In August, I used the "Total Rewards Model" to illustrate multiple strategies to "attract, motivate, and retain employees." Basically, the strategies fall into the following areas: (1) compensation; (2) benefits; (3) work-life; (4) performance and recognition, and (5) development and career opportunities. (See attachment, File #3 Total Rewards Model.)

Compensation and Benefits

As mentioned above, the Provost and upper administration are not only committed to improve compensation, but have acted on this commitment. In addition, the chairs and I are constantly seeking ways to gain internal funding for faculty initiatives (e.g., integrated semesters, on-line

courses, course and program development, college research, assessment research, student attendance at conferences). As also mentioned, this is an area in which individual faculty participation through senate initiatives can “move the needle” on such things as increasing faculty professional development allocations, domestic partner benefits, spousal hires, child care, etc.

Development and Career Opportunities

We constantly work toward supporting faculty leadership development and career opportunities. Informally this year, we asked chairs to include some way to discuss what we can do to learn more of faculty needs and promote their engagement and development during their meetings with faculty, either as a department or individually.

Celebrating Faculty, Student, Staff Work and Accomplishments

One of our major college goals was to expand ways to celebrate student, staff, and faculty accomplishments. We do fairly well. Departments have “contacts” for faculty to report “good news” stories that are sent to Chad Osborne, our college point person in public relations. Chad says the college is keeping him busy! We’ve had several stories go out this year through him.

But we can always get better. One small step: Please share faculty, staff and student accomplishments by sending these to Meghan and she will post these on the college face book page she created. If you haven’t been there yet, go to the TRC web page and “Like Us.”

We will continue to keep this on our agenda for 2014-15 college development. Send us your recommendations.

Emergency Preparedness

As part of our working environment efforts, Meghan, Katie and I have been meeting with Dennie Templeton and Todd Branscome from the RU Office of Emergency Preparedness to develop a prototype building emergency plan. (Katie is our “RUBECs” (RU-Building Emergency contact for the College with the Office of Emergency Preparedness.)) Meghan has drafted an emergency response booklet that we will publish with OEP for all of the college faculty and classrooms in Peters.

Work-Life/Mind Body Spirit

One of the requests from last August’s Community meeting (to reduce load on faculty and staff) was to hire a web-master. Since new positions are short and we would have to give up a faculty position, the LT looked for other ways to meet this need. Meghan volunteered to have Princess dedicate part of her time to help update web content. She went through the training and has started to serve in this role. She cannot help with design, but she can revise text, pictures, etc., that you send to her. If you need her help, please contact Meghan.

Other requests were to increase noon time (and other time) opportunities in Peters Hall for yoga, cross-fit, etc. and to have a “walking group.” I believe we have opened up a few more noon activities, and hope to do more in the future. We have purchased several pedometers

that are available for long-term check-out from the Teaching Resources Center...hopefully to support a walking group!

We held a “Grab and Go” or “Stay and Eat” event in October (Family/Work Life Month) with the intent to provide a quick supper for families. This seemed a success. This spring, we have a baseball game with a 5\$ coupon for concessions for families for Monday March 31 at 5:30.

Alan Forrest had launched a “mindful moments” email reminder and has expanded meditation opportunities to Mondays at noon and Thursdays at 7:30 in the seminar room in COED. Alan is also involved with other regional and national initiatives and has invited us and our students to participate in upcoming conferences and events.

Another request that I see fits into building community in work-life is that Donna has steadfastly saw us through on being able to purchase departmental and college shirts. The shirts look great, and we hope to see people wearing these during upcoming Highlander Days and other events.

Space

We have what others define as a “good problem to have:” too many students, faculty and staff (and not enough space). I thank those who are housed in less than appropriate space for their patience.

We have added space by renovating half of the Educational Innovation Lab using funds from the M.S. in Ed Secondary Mathematics budget. Those offices will house the director and administrative assistant and provide storage and workspace for the project.

The recreation facilities in Peters Hall will soon move from student activities and return to “academics” with the completion of the new student facility. The college, largely HHP, will be able to manage these spaces. We plan to continue noon and possibly open evening hours for faculty. Dave has been working with Ken Bonk and Kim Aspelmeir on proposals for the reallocation of the space. We will let you know when we learn more about the specifics of the change over to the College and HHP.

We have also received over \$150,000 to renovate the foods and nutrition labs, and that is underway under the guidance of Anne Alexander, Mary Jean Miller, Jyotsna Sharman, and Chair Dave Sallee.

Even after these allocations, we still have major space challenges. I am in conversation with the Provost, Chief Financial Officer, and other offices in seeking solutions. Once the CSAT and CHBS buildings are built (24 months) space will open up. This continues to be a top priority for at least the next two years.