

College of Education and Human Development

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*Radford University*

## ***2011-2012 Dean's Report***

*Submitted April 2, 2012 by*

*Dr. Patricia Shoemaker*

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

**From:** Dr. Patricia Shoemaker, Dean

**Date:** April 1, 2012

**Subject:** Dean's Report for April 4, 2011 to April 1, 2012

Please accept the attached copy of my dean's report for 2011-2012. 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 address general issues we have faced as a college in this letter and provide additional information related to the expectations for the dean's role in the attached reports.

The College has continued to grow. I have included reports on enrollments that provide additional information. We continue to advocate for faculty resources, and the chairs and directors provide extensive data and rationales for the new positions we have requested through the six-year planning and budget process which I have brought forward to the Deans' Council and Provost. We have received three "new" positions in the college, two in ESHE which has experienced the most rapid growth and one in special education. The allocation of new positions to our college is on par with new positions allocated to other colleges and is in line with the data on faculty productivity across university programs. We received a new position for the Associate Dean, which allowed us to hire behind that faculty member in her department---a first for the university.

We are in the process of conducting several searches to fill positions that became vacant due to retirements or resignations, or because individuals were hired into other positions. Some positions have been filled while other searches are still in process:

- Director of College Assessment
- Tenure-track position in Deaf and Hard of Hearing
- Tenure-track position in Counselor Education and Human Development
- Special purpose positions in Counselor Education and Human Development
- Administrative Assistant position in Recreation, Parks, and Tourism
- Converted a full-time temporary position in Recreation, Parks and Tourism to a tenure-track position
- Special Purpose in Physical and Health Education
- Tenure-track Nutrition and Dietetics
- Tenure-track in Educational Leadership

We have also had some hires in grant projects.

As part of our college's attention to faculty work load, the Leadership Team has identified enrollment management as one of our priorities in college planning. We had hoped to work with the VP of Enrollment Management to develop enrollment management strategies this year, but as you know, he took a position at another university. We must educate ourselves, from the program level on up, in enrollment management: how to "right size" faculty resources, enrollments, and candidate and program quality. For example, departments have implemented requirements to ensure that we admit qualified students to upper division courses (e.g., requiring a 2.5 GPA to be admitted to 300-level courses in ESHE and RCPT, increasing GPA and testing requirements for admission to teacher education, conducting interviews in Counselor Education. We also need to work 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). 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. Enrollment management will be a key part of the Leadership Team's work in 2012-2013. We continue to need advice and guidance from program faculty.

"Right-sizing" and enrollment management includes informed planning for program development and growth. I have presented new program initiatives to Dr. Stanton, Dr. Scartelli, and Dr. Minner in hopes of gaining some indication of university support for these initiatives. We must proceed by submitting proposals through the curriculum review process. New program initiatives are a difficult consideration for the university in times of restricted resources and we must present a compelling case.

The top priority emerging from the deans' work 2008-2010 on budget planning was to bring faculty salaries up to the 10<sup>th</sup> percentile of our new peer institutions. This goal was adopted by the Board of Visitors, the President, and CFO Richard Alvarez. Previously, Provost Stanton, the deans and the offices of Budget and Finance and Institutional Research, Planning, and Assessment developed an extensive report to the State Council of Higher Education supporting a proposal to establish a new list of peer institutions for Radford. This was a critical move for the university and provided the basis for the current salary changes. Radford's faculty salaries were reflective of the 40<sup>th</sup>-60<sup>th</sup> percentile of our previous group of peer institutions but fell below the average salary of new peer institutions on average of \$9,000.

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 he arrived this summer, Dr. Minner took the information compiled on salaries which fell below the 10<sup>th</sup> percentile of new peer institutions and moved forward to address these inequities as well as compression and inversion and inequities related to gender and race/ethnicity. RU decided to use its own resources to address salary inequity. The university applied a straightforward formula based on compression/inversion, inequity, and salaries below-the-10<sup>th</sup> percentile of peer institutions. Only the Commonwealth can permit across-the-board salary increases and increases based on merit. Though this process might not address all

types of inequity, it is a definite step forward. I credit the work of the deans and RU offices and especially this year's efforts of Provost Minner in making this happen. The university intends to continue to address salary issues.

The College's faculty and staff continue to work at the forefront in providing students exceptional learning opportunities: developing cutting edge instructional technology applications; implementing unique experiential learning and field experiences and study abroad programs; expanding lab facilities and experiences; and increasing access to programs through the use of distributed education methods. Faculty members continue to present, publish, write grants, conduct workshops and service events, and serve in professional organizations. Faculty members' work in teaching, scholarship, and service are the basis for the college's unique identity and truly a source of pride for our college. I am constantly aware of how this makes our college a special place in which to work.

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 my goals for 2012-2013. The Leadership Team will hold its annual planning retreat sometime after commencement. We will be using the six-year plan that we developed in 2009-2010 based upon all of the planning efforts in the departments and the school to review our accomplishments and plan next steps. This plan was the basis for the College's input for the University's Six-Year Plan RU submitted to SCHEV July 2011 and has become the basis for planning and budget development in Academic Affairs.

I wish to meet with departments and the school this semester to gain your input. Please also send me your individual thoughts, suggestions, questions, or concerns.

Sincerely,



## CEHD 2011-2012 Dean Goals

### 1. Align planning, resources, and policy.

- a. Review the 5-7-Year CEHD Plan with the college leadership team who in turn will review their division/departmental plans with their faculty and staff.
  - i. What are the division and departmental priorities for the next 6 years (2012-2018) regarding:
    1. New programs
    2. Personnel positions
    3. Non-personnel services (i.e., operational) funding
    4. New initiatives
  - ii. The College Leadership Team will review and update the 5-7 year plan for the priorities in preparation for budget planning at the university level.
  - iii. If the University will be accepting proposals for new budget initiatives, use the NIR-EG forms as before. Rationale should address the TJ21 (VA "Top Jobs") Objectives.

*The College's Leadership Team has reviewed the Six-Year Plan and has submitted revised plans for initiatives, such as requests for new faculty positions. Three of the four programmatic initiatives in the University's Six-Year Plan presented to the State Council of Higher Education were related to our college. Some of the College's budget initiatives we proposed for 2011-2012 which have been funded are: upgrading of the mobile labs (a STEL grant also assisted with obtaining two new mobile labs); renovation of the Educational Innovation Lab; equipment to ensure security of counseling labs; increasing a .5 classified staff to full-time staff; obtaining additional instructional travel and for rentals and gas; purchasing of additional instructional equipment. Most if not all of our faculty have received I-Pads to support departmental initiatives in instruction and assessment. College offices worked with RU academic support services to facilitate I-Pad acquisition and to set up a system for purchasing applications (in process). We have worked with faculty to support \$60,000+ of applications for Faculty Research. Our offices solicit and monitor applications, ensure IRB approval, process faculty and student payments, and monitor equipment expenditures.*

*We have been able to fill positions vacated through resignations and retirements and hires into other positions into the college and the university. We were able to hire a full-time temporary faculty member to replace an RCPT faculty member who moved into the Faculty Development Center, and that position was subsequently converted to a full-time tenure-track position. We were able to search for a tenure-track position when Dr. Steigerwald moved to the Associate Dean's position, which is a first for the university.*

- b. Manage resources:
  - i. Examine enrollment patterns in programs and determine enrollment management plans to reduce or grow enrollments.

*As mentioned above, the College Leadership Team has identified this as a priority. We had hoped to have guidance from the VP for Enrollment Management but the person in that office left this past summer. Departments still have taken steps to address one possible strategy for enrollment management: applying program requirements such as GPA for admission to upper-division courses in ESHE and RCPT, GPA and test scores in teacher education, and interviews in COED graduate programs to increase the qualifications of candidates in programs.*

*We have monitored enrollment, graduation, and employment patterns as best we can with the data at hand. **Employment information** is key, but very difficult to obtain. Our efforts at obtaining employment information have been to survey students one to five years out---college surveys and university surveys with incentives to respond. These efforts yield insufficient data (17% or fewer respondents). We have also attempted to work with the Virginia Economic Commission, SCHEV, and the DOE to collect information on graduates. At this time, the state does not have a system for collecting data on the employment of postsecondary graduates. We need to find a way to increase responses to alumni surveys and so we might be calling upon faculty members. Publishing employment rates of our graduates is now a federal requirement. Regardless of federal requirements, we need to know if our students are being employed either in our outside of their field. In lieu of obtaining solid alumni data regarding employment, I have worked with the university to explore administering a university-wide survey this spring to program graduates to determine their progress in job-search.*

- ii. Examine summer school offerings, enrollments, expenditures.

*The university is in the midst of **discussions of various models** for summer school but has not solidified any plans at this time. In previous years, the summer school budget was centralized in the Provost Office; we submitted our summer schedules; and contracts were issued from the Provost's office. This year, summer school budgets will be distributed to the college based on expenditure trends over the past five years. Departments must then manage summer contracts. The college's chairs and directors are using this summer's experience as one "snapshot" in order to better understand summer school expenditures within the college and to plan ahead in case the university adopts another model. The Provost's Office is continuing to look into several aspects of what it would take to manage summer school in other ways. The CEHD Leadership Team will keep faculty informed of progress.*

- c. Policy development and implementation:

- i. Faculty evaluation, promotion, and tenure:

1. Departments/School: finish updating department-specific *criteria* for faculty evaluation, promotion and tenure. The procedures will remain the same as those outlined in the T&R and A&P Handbooks.
2. Dean's Office: Schedule a meeting for Personnel Committee Chairs, Chairs/Directors and Dean to ensure common understanding of policies and procedures regarding faculty evaluation, promotion, tenure and reappointment.

3. Departments/School: Check on practices for conducting course/faculty evaluations. Distribute new form.

*Departments have submitted or are in the process of submitting departmental criteria for faculty evaluation, promotion and tenure. The Chairs and Directors and I will be scheduling a meeting with Personnel Committee Chairs to discuss promotion and tenure and reappointment.*

- ii. Work load policy: the Leadership Team needs to complete the development of the work load policy, including policies and procedures regarding field experiences and internships, and vet it through departments/school.

*The Leadership Team needs to complete the draft of a college faculty teaching work load policy, including policies and procedures regarding internships and field experiences and submit this for faculty review.*

- iii. Program coordinators: identify roles/responsibilities and procedures for evaluating this assignment. We agreed to have a basic definition that departments and programs may add to when making such assignments.

*We have addressed this in our retreat of the leadership team but we have not progressed much further than these initial discussions . We will revisit this during the CEHD Planning Retreat along with the development of the draft of a college work load policy.*

- iv. Adjunct pay: Recommend that the pay be raised. Review the differential pay scales. Bring up at AA Leadership meeting.

*The deans' council discussed this earlier this year, and it has again emerged and was a topic of discussion at the most recent Academic Affairs Leadership Team meeting March 28, . I have also discussed this with the Provost during our individual meetings this year and the CEHD Leadership Team discussed this with the President during our LT meeting with her March 22.*

## **2. Professional community development: Promoting the capacity and well-being of individuals and of the organization.**

- a. Enhance communication and connections among the college's constituencies: students, faculty, staff, alumni, friends of the college.
  - i. Establish a student advisory group who will advise the Leadership Team.

*I met with the college's SGA representative and upon further discussion, we decided that rather than create an advisory group, we needed to have targeted projects that would help us gain information from students in the college at large. One of my major concerns has been whether or not our students are using university resources while they are here to conduct job searches,*

*write resumes, etc. As mentioned above, we will need to publish employment rates for our programs for federal requirements but also for accreditation and program approval in several areas. We will be collaborating with the Director for the QEP in conducting a survey of graduating seniors to obtain some of this information.*

- ii. Create a database for donors. Establish a process for sending thank you notes from department heads and from the dean.

*I have made some progress in collecting data on donors but we have not created a database nor have we developed an on-going process for expressing our gratitude. This will be on my summer list!*

- iii. Work with the Leadership Team on ways for faculty to share their professional development efforts for improving teaching and learning and their professional accomplishments in writing, research and grant projects.

*The Leadership Team discussed this and decided that if the only way we can think of to do this would add another "meeting" (even brown-bag invitational) that this year was not the year to try to do this. Departments and the school are doing this internally, and the "celebration" notes on the college calendar and the RU Today do communicate faculty and student accomplishments. We will revisit this again to see if there are other ways to celebrate accomplishments.*

- iv. Departments/School: Coordinate a workshop for untenured faculty to share departmental expectations and procedures for promotion and tenure.

*Because the requirements vary with departments, the Leadership Team decided to not do this as a college-wide process but to do this within departments.*

- v. Continue to work with public relations to promote the accomplishments of faculty, staff, and students. ("Expert Series;" "Time out for Learning" radio spots; graduate college videos; on-going notices of faculty and student accomplishments for newspapers sent to Bonnie Erickson).

*Faculty members have been very involved in making sure we get information to Bonnie. It seems that we have some college-related announcement in nearly every "RU Today" and Bonnie sense these out to other venues as well. Celebrating student and faculty accomplishments is always a key priority for the LT and we can always find ways to improve our efforts. This stays on the list for next year.*

- b. Continue the development and implementation of systematic university, college and program evaluation processes, focusing on using results as the basis for continuous improvement.

- i. Meet NCATE accreditation and state program approval for RU professional education programs; attend to barriers (e.g., changing evaluation tools in rGrade).
- ii. Support continuing accreditation processes in Recreation, Parks, and Tourism; Counselor Education; Athletic Training; and Nutrition and Dietetics.
- iii. Work with programs wanting to seek new accreditation and program recognition.
- iv. Serve as SACs Liaison.

*We have had and still are pursuing several accreditations. Faculty may have seen the recent announcement that RCPT gained national recognition as the first program to receive Outdoor Leader accreditation status through the Wilderness Education Association Accreditation Council. Counselor Education is deep into the process for CACREP accreditation and is expecting a site visit in early Fall 2012. Foods and Nutrition and Athletic Training are continuing their accreditations. We finished what seemed to be a successful accreditation and state program approval visit for NCATE/DOE, and we should hear the final decision from the Unit Accrediting Board this month. Our onsite SACS accreditation visit was held last week and we expect the report of the Onsite Reaffirmation Committee within the month, and our Response to this report will be due August 29. The final decision regarding SACS accreditation will be given to the university at the SACS Annual Conference in December, 2012.*

*I cannot begin to thank everyone who helped me through these challenging tasks this year. The list is exceptionally long! We could not have even begun to prepare for SACS without Steve Lerch, Rick Slavings, Evelyn Wilson, and Suzie Roop and Kathy Thompson, and the faculty and staff on the QEP writing team and QEP Director Erin Webster Garrett who contributed many, many hours this past summer and fall. The Institutional Writing Team for NCATE-- Sandy, Betty, Fran, Alona, and Kristan—provided inestimable support in researching, documenting evidence, and writing the NCATE reports. Sean was the go-to person for making sure we had the massive library of evidence available for the NCATE/DOE off-site and on-site review teams. Both for NCATE and SACS, all faculty members in the college dedicated exceptional time and energy toward making sure program assessment plans were in place, and that reports and responses to all kinds of requests for information were submitted quickly. And the gags and gifts from the NCATE fairies kept up our spirits! This was probably one of the more challenging years for me as dean, and I could not have done it without the support of college faculty and staff.*

- c. With the Leadership Team, review progress in life balance efforts in the college and departments. Can we develop a more explicit plan for promoting life balance and healthy work environment efforts within the college?

*One indicator that we are falling short of our efforts here, as communicated by the Mind, Body, Spirit Committee, was that they could hardly find time to meet until late in the year. The Committee met with the Leadership Team to review what we have done and consider what else we can do to provide better support for faculty and staff in maintaining healthy life balance and, as an organization, providing a healthy work environment. This is a continuous process and I believe that we will be able to find additional ways to support these efforts.*

- d. With the Leadership Team, explore ways to promote leadership development (faculty and staff) within the divisions and the college.

*The Leadership Team is in the process of bringing together faculty members who have expressed an interest in helping us start the CEHD Leadership Dialogues.*

### **3. Personal Professional Development**

- a. Reconnect with the VA Women's Network and work with others to promote network to study leadership and especially women's leadership.
- b. Learn more about promoting positive work environment and "life balance" in universities. Study the literature and examples of universities which have been rated as being successful in establishing a positive work environment/life balance and related issues (e.g., "family-friendly" policies).
- c. Return to 10,000 steps a day!

*The Provost has done much to promote women's leadership through the Distinguished Women initiative, inviting Mary Blew to campus, etc. We probably have more support on campus for such initiatives than ever before. I will continue to explore ways to highlight the VA Women's Network and to get individuals involved.*

*I have not had much time to devote to studying life balance in universities but I have begun some readings. I was very interested to learn that Nora Reilly, the associate dean in the graduate college, just completed editing a large research volume on this topic---**Work and Quality of Life: Ethical Practices in Organizations**--- in conjunction with a major researcher, Joseph Sirgy, who is at VA Tech. This is one of a series of books, the International Handbooks of Quality-of-Life.*

I served on the following university, state and national committees:

Provost Search Committee and RFP Subcommittee  
Academic Policies and Procedures Committee  
Committee on Faculty Professional Development Leave and Research Support  
Academic Program Review Committee  
International Education Advisory Committee  
Diversity and Equity Action Committee  
Task Force on Child Care  
Professional Education Committee  
SACS/QEP Advisory Committee  
Association of Teacher Educators Finance Committee  
ATE-VA Executive Board

### **Presentations**

Shoemaker, P. B. (2008, October). *P-20 Partnerships*. Invited presentation at the Teacher Licensure Symposium: The Higher Education Perspective, ETS Campus, Princeton, New Jersey.

Shoemaker, P. B. (2009, March). *Linking Student and Teacher Data: Longitudinal Data Systems*. Invited on-line presentation at Center for Innovative Technology meetings, sponsored by the Virginia Department of Education, Abingdon, VA and Hampton, VA.

Shoemaker, P. B., Moore, S.J., and Anderson, A. (2009, February). *Exploring Leadership Styles: Building Healthy Communities of Practice in Professional Education*. Presentation at AACTE Annual Conference, Chicago, Ill.

Shoemaker, P. B., (2009, November). *Evaluation Report: Linking 4 Success: Minds over Math*. Report submitted to Carroll County Public School System as part of the Mathematics and Science Partnership Grant (MSP).

Shoemaker, P. B., Burriss, T., and Waldrop, W. K. (2010). *College and Career Readiness*. Presentation at the SACS CASI AdvancEd Winter Conference Feb. 22-23, 2010. Williamsburg, Va.

Shoemaker, P. B., Moore, S. J., and Anderson, A. (2011). *Relational Leadership: Building Healthy Communities of Practice during Hard Times*. Presentation at the Association of Teacher Educators 2011 Conference, February 12-16, 2011. Orlando, Florida. (This was an updated version of the 2009 AACTE presentation developed with Sandra Moore and Alice Anderson.)

Shoemaker, P. B. (2011). *Socio-Emotional Learning for Practitioners: Implications of Emerging Research and Practice*. Presentation at the Association of Teacher Educators 2011 Conference, February 12-16, 2011. Orlando, Florida.