

Dean's Annual Report
Waldron College of Health and Human Services
2011-2012 Academic Year

I proudly joined the Radford University faculty in the summer of 2000. It's been a rewarding twelve years of service, and I've learned a great deal from our administrators, faculty, staff, students, alumni, and community leaders. My duties as the Academic Dean for the Waldron College of Health and Human Services began on August 10, 2007. Prior to that, I served for one year as your Interim Dean, and before then five years as your Associate Dean; four years of which I was also a departmental chair and school (Allied Health) director.

On July 14, 2011 I shared my preliminary goals with the Waldron College of Health and Human Service Leadership Team and received some valuable feedback, especially from Drs. Carter and Cox. I also shared the goals with our new Provost and Vice President for Academic Affairs (Dr. Sam Minner), and on August 25, 2011 during the All College Conference, I presented ten ambitious goals for the coming year. It was then too that I made the public announcement about my resignation as your Dean with the intentions of returning to where I began my career 27 years ago - in the classroom. These were my goals for 2011-2012.

1. Develop a Faculty Leadership Academy
2. Further Develop the Staff Leadership Team
3. Facilitate/Assist DPT Construction Project
4. Enhance Faculty Research
5. Increase Student Scholarships
6. Establish Inter-Institutional Relationships
7. Formalize a Faculty Mentoring Program
8. Propose New Doctoral Programs
9. Develop Book on Academic Leadership
10. Develop Instructional Portfolio

I also had an "unwritten goal" of leaving the College in the best shape possible for our next Dean. I wanted her or him to enter into a relationship with Radford University that was facilitative of success "from the get go." From my very early experiences associated with closure of the RU Family Health Clinic, the security breach in its patient server, and the consecutive budget cuts, I knew too well the meaning of "starting behind the eight ball." In my opinion, I have met my goals for 2011-2012, but honestly not with the results I had hoped for last summer.

Everyone wants to "go out with a bang," and I'm no different. I wish we had more of everything, especially faculty, staff, and resources. But in hindsight, we have much to be thankful for and a very bright future for one - **you**. You are a member of a talented and dedicated faculty that is in my opinion the best on campus. I hope that you will give our new Dean as much support and sage counsel as you have me over the years so we will continue to be the academic engine for Radford University!

In the following sections, I describe my major accomplishments for the above stated goals. And as in years past, I also cordially invite you to meet with me for any related discussion(s). Thank you for permitting me to serve as your Dean.

1. Develop a Faculty Leadership Academy.

In 2006, I proposed an academy of faculty members that would be charged with developing and recognizing outstanding leadership within the College. I benefited greatly from early discussions with Dr. Claire Waldron, and later with Drs. Kathy LaSala and Karma Castleberry. The first proposal was to develop a Teaching Academy modeled after those at Texas Tech University, the University of Wisconsin, and other institutions recognized for instructional excellence. Over the years, I realized that a more comprehensive need was called for and one that would recognize leadership not only in the classroom, but the clinic, the community, and the professions we all serve.

I devoted over a year to studying leadership in general and specifically within academic settings. The leadership skills I was particularly interested in were those personified by teaching faculty, as opposed to academic administrators for which there is a great deal more information.

During the summer of 2011, I began formulating a plan that would invite all of our senior faculty members to participate in an Academy that would be charged with laying a foundation for the future of the College. Early in the fall semester, I received the support of six senior faculty members (Drs. Birx, Burggraf, Carter, Fuller, Hodge, and Onega) who joined me in developing the Waldron College Faculty Leadership Academy. We held our first working lunch early in the fall with Dr. Minner and began planning for the future. With the skillful help of Dr. Burggraf, a set of By-Laws are being developed and in the coming fall with the addition of new members, we will begin formalizing the Leadership Academy as both an advising counsel to the College Leadership Team and Dean. See: <http://www.radford.edu/content/radfordcore/home/news/releases/2011/october-2011/waldron-leadership.html>).

In my opinion, our formative Leadership Team initiated/stimulated conversations of similar ventures in other Colleges and organizations across campus and has the potential to be another unique contribution of our faculty members to the future of Radford University.

2. Further Develop the Staff Leadership Team.

Two years ago, one of my goals was to incorporate our staff colleagues into the College's administration. I successfully proposed to the Leadership Team consideration of periodic reports from members of our staff. The purpose was to not only better inform everyone, but also to gather their expertise in advancing our missions. The staff members quickly organized themselves and met regularly. The meetings I attended were well organized and creative.

My goal for this year was to further incorporate the staff into the College's operations. I proposed successfully that the chair of the Staff Leadership Team become a regular member of the College Leadership Team. Ms. Teresa Whitt joined the College Leadership Team this spring and has already made significant contributions. The Staff Leadership Team continues to develop their bylaws and to address participation by some of our off campus members and the logistics involved in coming to Radford for scheduled meetings (e.g., leaving their respective departments without staffing support).

Although this was a goal for 2011-2012, it actually required little work on my part. And while I facilitated its development, empowered its members to have a greater voice in our College, and provided general direction, it was diligent work of the Staff Leadership Team that really made a difference. All I did was to provide the opportunity. Ms. Whitt, Ms. Jenene Lewis, and Ms. Tabitha Greear did the critical work and deserve special recognition.

3. Facilitate/Assist DPT Construction Project.

I have had to be intentional as I continued to develop relations with the private sector. This has only been possible with tremendous support from the RU administration, and in particular President Kyle, Provost Minner, and Interim Provost Joe Scartelli. The most exciting partnership is the formative one we have with Carilion Clinic (CC) and the Jefferson College of Health Sciences (JCHS). As I reported last year, a General Fund proposal from the General Assembly to fund \$2,200,725 was approved, and based partly upon a justification that I developed for former Delegate Dave Nutter. With the benefit of additional funding, the Department of Physical Therapy was able to begin transitioning from the first floor of the Carilion Roanoke Community Hospital to a new and much larger area located on the eighth floor, which is scheduled for completion June 1st.

The continuing partnership has required many hours of preliminary planning and discussions. Meetings with RU, CC, and JCHS designers, administrators, accrediting agencies, and potential donors were numerous and often required unplanned trips to

Roanoke. Fortunately and unlike in the past when we first proposed programs for Roanoke, I had the benefit of an experienced faculty in the Department of Physical Therapy and especially the sage assistance of its chair, Dr. Ed Swanson.

We are still managing related issues as they arise, but well understand that with any new venture there will be “uncharted territories” that can be mastered only with patience and a commitment to team play. For instance, later in the year our outstanding and well-recognized, part-time instructor for anatomy resigned her position at the Via College of Osteopathic Medicine (VCOM) to accept a new opportunity in another state. This change led to assuming full responsibility for not only the instruction, but for the facilities (i.e., cadaver lab) as well as instructional materials. Dr. Swanson, his faculty, and I considered numerous scenarios that met both accreditation standards and funding considerations and all within a very constrained time frame. With Provost Minner's support, a viable and innovative plan was devised and is now in place for the second cohort of DPT students arriving in June.

4. Enhance Faculty Research.

Much has been spoken about improving Radford University's reputation, image, and external awareness. We are less recognized than we should be as an institution, and the same goes for our College. Colleges and universities have used an assortment of techniques to heighten awareness with most being costly ventures into public relations. In my opinion, the best way to improve academic reputation is through the published research and scholarly presentations of its faculty and students. I also think it is an obligation for every faculty member, full- and part-time alike, to add to the knowledge of their respective professions.

This year, I wanted to "put my money where my mouth is" and present a peer-reviewed paper outside my area of expertise. In March, I presented the only paper at my state's annual professional conference that was identified as an "advanced level of instruction" on pediatric closed head injuries. Learning about a new area of clinical research and

presenting it in Washington, D.C. to some of the region's leading experts was challenging and invigorating.

As in the past, I have supported vigorously every formal research initiative and encouraged faculty to never lose sight of their scholarship in lieu of ever increasing demands upon their time. This year, our College had its greatest total number of applications for both internal and external grants. This was in part attributable to our goal of submitting at least twenty-five applications this year; a goal also encouraged by Provost Minner. The goal was established in conjunction with the College Leadership Team based upon data supplied by Dean Dennis Grady including an aspirational component designed to "stretch" our efforts in this regard. With the excellent assistance of our Associate Dean (Dr. Ken Cox), we not only met the goal, but also as of this writing submitted a total of thirty-six grant applications. Given the limited time of our faculty members for professional responsibilities and clinical education in addition to the regular duties all RU faculty members perform, I am frankly amazed at this level of effort. However, I'd like to see it increase, and in particular for more empirical research, as our faculty members certainly have the capacity to conduct research in these areas too.

The Dean's Office funded projects and provided expenses to support faculty research from development to publication. Faculty members have been funded to enhance their technical skills as well by participating in professional workshops, factory training, and travel to meetings for the gathering of information. No request was declined or unfunded at some level.

5. Increase Student Scholarships.

This fall during the All College Conference, I spoke optimistically about the economy and the improved likelihood of gaining additional student scholarships. My efforts to continue the successful work with Ms. Robyn Porterfield was focused upon scholarships that would not only defray the relatively greater costs (i.e., differential tuition) associated with our DPT, DNP, and MOT programs, but also serve as a major recruitment tool.

Unfortunately, the economy in the Commonwealth of Virginia has made donors cautious. And while our State's economic situation is much better than those in North Carolina, Tennessee, Nevada, California, Michigan, Ohio, Louisiana, Kentucky, Mississippi, South Carolina, and Texas, donors have repeatedly make the same comment; *Maybe next year*. Still, and with the strong support of Ms. Porterfield and the help of newly appointed Dr. Dee Robinson as the Vice President for Advancement, we have made many requests.

Most requests for student scholarships have been for the DNP and DPT programs given their increased periods of study and the resultant debts students incur. Dr. Kim Carter and Dr. Swanson have been instrumental in helping Ms. Porterfield and I approach potential donors. Student scholarships have also been a focus of undergraduate efforts. For example, Dr. Carter and Ms. Porterfield developed a \$100,000 request to the Alleghany Foundation to help support the RN-to-BSN program. And I have also continued to ask current donors to consider increasing their levels of support. Friendship Retirement Community, CC, Genesis Rehab, Inc., and Medical Facilities of America have been receptive, but thus far noncommittal.

Our efforts must be on going. Meetings later in the year are being planned for possible "naming privileges" in regard to our Roanoke site. I hope to know more about these opportunities later this summer and once we host a grand opening for the DPT program. In review, I did not reach the level of success in this area as I had anticipated.

6. Establish Inter-Institutional Relationships.

I have been working to develop new relationships with CC, JCHS, VCOM, and the new Virginia Tech-Carilion School of Medicine for over two years. These discussions were designed around the growing trends in higher education to partner with private sectors in efforts to eliminate redundancies and to optimize costs. In other words, achieving more by allying with private corporations who share similar missions. One successful result was location of the Department of Physical Therapy in Roanoke, which has been widely recognized as being both unique and innovative.

I also work with a multi-institutional group based in Roanoke on the recent federal Health Care Challenge Grant. Participants from several regional organizations held meetings this spring to discuss potential collaborations. Unfortunately, there wasn't enough time to submit a full application, but everyone agree that it was well worth further investigation. And while the meetings did not yield the hoped for application, it did succeed in reinforcing the ideas and needs for continued collaborations.

A more successful series of conversations have concentrated on partnering with multiple institutions to address the needs for a uniquely shared anatomy facility. The needs for anatomy instruction in all of our professions are growing rapidly and the costs are significant. A shared facility makes sense to all and would not be unlike those employed by multiple institutions that share a large astronomical observatory, except on a smaller scale. I am currently having, and with support form both the Provost and President, discussions about such a shared anatomy facility in Roanoke that would potentially benefit all of our programs, be among unique facilities in the nation, and best of all afford our students with a truly outstanding education.

I encourage every faculty member to think about new ways to partner with private entities and area institutions because this is, in my opinion, a very fertile area for development in the areas of teaching and research.

7. Formalize a Faculty Mentoring Program.

I have had the very good fortune of learning from some of the nation's best faculty mentors. Drs. Hugh Morris (The University of Iowa), Betty Jane McWilliams (University of Pittsburgh), Joe Goodin (Texas Tech University), and Karma Castleberry (Radford University) were especially influential. I am, therefore, a firm believer in mentoring, coaching, counseling, or any other process that facilitates growth and development. I am also the proud new mentor for Dr. Tony Ramsey (School of Nursing), and look forward to sharing my experiences (good and bad) with someone in another discipline, as I will

learn much from him.

This fall, I announced that I was going to set as a goal the development of a Faculty Mentoring Program and called upon the College's recognized mentors in helping me to establish a more formal process within our College. Drs. Birx, Carter, Creighton, Hodge, King-Ingham, Ramsey, and Waldron enthusiastically joined the effort. Our collective efforts will be to offer advice and counsel to the chairs and directors in facilitating mentoring relationships within the College. And while several have been forged, we are still in the formative stages of systematically implementing the effort. Share resources and readings are still be circulated, but not as widely as hoped due to time limitations, but the foundation has been well laid for what all anticipate will be a needed program (especially for faculty members new to RU) in the months to come.

8. Propose New Doctoral Programs.

I presented the Leadership Team with the idea of proposing new doctoral programs for each of our academic areas late in the spring of 2011. More specifically, I asked each chair and director to discuss with their respective faculty members the idea of developing both professional doctorates as well as traditional Ph.D. programs. Although RU is not currently authorized by the State Council of Higher Education for Virginia (SCHEV) to offer a Ph.D., it would be a natural progression for the University, and I think that our College is the best prepared to break new ground.

The Schools of Social Work and Nursing were the first two programs to consider new doctoral programs, but realistically at this time we have too few faculty and resources to do much more than discussion. New doctoral programs require significant and detailed planning, library resources (especially for a Ph.D. program), and laboratory and/or field facilities. Never the less, those faculties are best prepared to embark on the next steps "when the call comes."

More recently, the Department of Occupational Therapy has begun considerations for developing an Occupational Therapy Doctorate (OTD). I envision this as being several years in development, but commend Dr. Douglas Mitchell and his faculty members for considering this as a viable future endeavor.

Related and informal discussions are continuing for possibilities of developing both collaborative and stand-alone doctoral programs in Roanoke with CC, VT-C, and JCHS.

9. Develop Book on Academic Leadership.

Last summer, Dr. Minner encouraged each dean to add professional development goals to her or his list of annual goals. I initially missed the point, but later realized that his mentoring efforts and desires for deans to have their own professional goals in mind were insightful. Like you, I had worked on these "when I had time." In so doing I also fell into the quagmire that many administrators have when they "crossed to the dark side" and forget about their scholarly efforts. I've never denied being a slow learner...

I added development of a new book about academic leadership. My idea was long standing and influenced by Mr. Po Bronson's book, *What Should I Do With My Life* written in 2005. In this book, he interviews a varied group of individuals who not only answered the question, but influenced the world. My idea (nurtured by Dr. Waldron's early encouragement) was to similarly interview recognized leaders in academia and to discern from each how they became successful. In 2006, I met with Sponsored Programs in efforts to solicit funding to travel to campuses across the country for conversations and interviews. That was also about the time I moved into the Office of the Dean on a full-time basis, and you know how that goes. I still plan to write this book as the idea has been warmly received.

In mid-September, I decided that I needed to write a book that could be done without leaving my office. I began compiling (with the able help of a Graduate Assistant - Ms. Marissa Sheridan) materials for a book on head and neck anatomy (including

neuroanatomy) with an emphasis on speech production and perception. Preliminary information was obtained from a major publisher (Plural Publishing, Inc.) in my discipline and a cursory outline developed. Unfortunately, as I was beginning a focused effort to devote time to writing, preparing figures, etc. I was assigned two University projects that would eventually consume all of my available time. The book project has been tabled until next fall.

10. Develop Instructional Portfolio.

Last year, I reported that I had begun to methodically read in the areas of instruction. I was intrigued by discussions of improving students' "critical thinking" and the written works of Brooke Noel Moore, Vincent Ruggiero, Ken Bain, and Richard Parker among others. I have also studied how technology can either enhance or detract from teaching as so eloquently outlined by A. W. Bates and Gary Poole. However, I have learned the most from my fellow faculty members. You see, I get to read everyone's Faculty Annual Reports and in them is a treasure trove of outstanding techniques, innovative strategies, and copious examples of what works and does not work in the classroom and/or clinic.

I devoted time to revising my graduate course (COSD-615), using a new textbook, and designing a series of projects that would hopefully engage students in learning more than what they thought would be on the tests. The four-credit hour class was offered in the fall to a class of 23 advanced students. A graded test and study guide accompanied each assigned readings. Extracurricular review sessions were scheduled before each test during which students were told that they would be "grilled" over the assigned materials. Laboratory presentations (e.g., digital videostroboscopy) and ten clinical assessments (five pediatric and five adult) per student were woven into the instructional modules. Although the students were "crispy" by the end of the term, the students' comments were highly positive. The Instructor Rating was 4.8 (see review form).

The course (COSD-615) will be revised in the future and in accordance with the departmental, College, and University Curriculum Committees. It will contain additional

components relative to velopharyngeal physiology, acoustic resonance, and perceived nasality in clinical (e.g., craniofacial anomalies) populations. Related topics in speech science will be removed and implemented as an entirely new course (COSD-323, four credits with lab) at the undergraduate level. I will also be teaching COSD-608 (Motor Speech Disorders) and COSD 401 (Neuroanatomy) that I have taught in the past, but will each require updating to include current knowledge and practices. Additionally, I will have course assignments and faculty duties in the Department of Physical Therapy as a tenured professor. Instructional responsibilities will be in the areas of neuroscience and policy administration. I have already begun course "preps" for each, but the major efforts will take place during the fall (2012) semester.

Additional Major Projects.

Subsequent to formulation of my annual goals, I was assigned two, labor-intensive and complex projects for the University. I have devoted approximately 200⁺ hours to them that necessitated forgoing many campus events and made me much less accessible to those I serve. At this juncture, I can only apologize. Fortunately, they have the potential to influence the institution's future.

Chair, Search Committee: Vice Provost for Enrollment Management

During the fall semester, our Vice Provost for Enrollment Management and Planning announced his resignation. Weeks later a search committee was organized to seek a replacement, but unlike those at other institutions without the benefit of a professional search firm. I was appointed as the chair and assumed the major responsibilities for launching a national search for this executive position. I screened and replied to over 40 applications, developed interview questions, organized meetings, conducted telephone interviews, and personally solicited candidates both near and far. The task has been very time consuming. The search is continuing and will hopefully conclude in April-May with the hiring of a successful candidate. I think I have been successful thus far in "driving" this initiative, but the real proof will be if we can recommend someone with the

knowledge and skills to keep the University at the forefront of enrollment management.

Chair: Honors Academy Task Force

In late November, I was assigned to lead a Task Force charged with evaluating the Honors Academy, a program that has been around in various forms at Radford University since the early 1980s. After the holiday breaks, I recruited (with much effort) a representative group of faculty members to begin this important task. Similar efforts at other institutions have taken between one-and-two years, but ours needed to be completed in basically one semester. An external consultant, two mass surveys, two intense focus groups, alumni initiatives, conference calls, extensive archival research, interviews and meetings with administrators, faculty and students, web searches, and related meetings virtually consumed by every aspect of my schedule. It has also been a politically sensitive review with opinions running the full spectrum from strongly passionate to totally indifferent. I'd estimate that about two days of every week have been required to keep this project on task - and it's still not done. However, after all of the research to date, the data are converging with a consistent theme that I hope will be used to revise the current Honors Academy into a program of distinction and pride.

Other Activities.

- Planned and organized a Leadership Team Retreat at the Selu Conservancy.
- Participated in the Council of Deans Retreat at the Selu Conservancy.
- Participated in initial DPT accreditation (CAPTE) site visit.
- Provided counsel as needed to chairs outside the College.
- Attended local professional/community presentations (e.g., Ms. Nancy Agee's presentation on issues for health delivery systems in Blacksburg).
- Supported each application for tenure and/or promotion.
- Participated in the initial DNP accreditation (AACN) site visit.
- Met monthly (Standing Meeting) with Provost Minner.

- Attended professional conferences both on campus and at other venues.
- Participated in the Library's Reading Poster photo sessions.
- Supported staff development by supporting attendance at professional conferences.
- Conducted faculty exit interviews.
- Advised students about prospective graduate programs.
- Provided VIP tours on campus and at the off-campus sites.
- Met personally with all candidates for faculty positions within the College.
- Actively encouraged recruitment of under represented populations including students, staff, faculty, and administrators.
- Participated in school/departmental commencement activities.
- Provided the Closing Remarks for the School of Nursing and Department of Occupational Therapy Pinning Ceremonies.
- Continuously advocated for school/departmental requests for travel and instructional expenditures.
- Enforced the building's non-smoking policy for egress areas.
- Served on the University Academic Program Review Committee.
- Served on the University Policy and Procedures Committee.
- Served on the Council of Deans.
- Reviewed and supported ETF requests and one-time expenditures.
- Advocated for renewal of the faculty research grants.
- Instructed graduate students interested in learning how to use advanced instrumentation.
- Gave weekend "classes" to visiting alumni (e.g., Family Weekend).
- Spoke with potential students about the DPT, DNP, COSD, and MOT programs.
- Installed and maintained software in the Waldron College Computer and Speech Sciences Laboratories.
- Met with an accreditation site visit teams.
- Provided reports for the Board of Visitors.

- Provided reports to NCI.
- Assisted in the renegotiation of clinical and agency contracts.
- Recognized faculty and staff birthdays, retirements, resignations, and important personal events.
- Continued the "Coffee With the Dean" offerings to faculty and staff.
- Evaluated the directors, chairs, associate dean, assistant to the dean, and College staff.
- Attended Human Resources workshops and on-line courses.
- Continued to oversee issues related to clinical closures (i.e., RU Family Health Clinic) including medical records management.
- Monitored college websites for currency and compliance related issues.
- Answered office telephones and conducted related activities over the lunch hour.
- Wrote numerous reference letters for faculty, staff, and students.
- Provided regular reports to current donors.
- Maintained professional licensure within the Commonwealth of Virginia and the American Speech-Language-Hearing Association.
- Gave a two-hour, advanced instruction short course on pediatric closed head injuries to the Speech and Hearing Association of Virginia in Washington, D.C.
- Participated in and/or led program development discussions as directed by the President and/or the Provost.
- Counseled faculty members in regard to career choices and tenure-promotion.
- Enrolled in webinars concerning academic administration.
- Continued discussions with NCI with regard to the offering of courses in nursing and social work.
- Participated in the New Faculty and Service Recognition Luncheons.
- Assisted organization of university-wide staff develop program.
- Initiated and funded the College Holiday Reception on December 10th.

- Worked with Ms. Deanne Estrada and Ms. Bonnie Erickson in developing new public service announcements for the College.
- Worked with Ms. Christy Jackson and her staff in developing a new College website.
- Initiated-directed College sponsored faculty-staff retirement receptions.
- Nominated and supported staff for Presidential Service Awards.
- Participated in the New Faculty Orientations.
- Participated in the historic DNP Student Reception.
- Organized and led Deans Reading Group of *It's Your Ship: Management Techniques form the Best Damn Ship in the Navy*.
- Led meetings relative to programmatic offerings at the Roanoke Higher Education and South West Virginia Higher Education Centers.
- Led regular College Leadership Team Meetings.

Summary.

In my opinion, this has been a memorable year. However, as I look back over the wonderful work everyone is doing, I can only give thanks to the Lord for blessing us with the opportunities to work at Radford University. And if you've managed to read along this far, then you'll know that this is my last annual report as dean. I'm looking forward to regaining my role as a scholar and rejoining the faculty. Of my 27 years in higher education (not counting my NIH post-doc), all but the first three were administrative in nature.

Good luck and please **strongly** support our new dean and give him or her every opportunity to succeed.

Take care,

Raymond