



Radford
UNIVERSITY

College of Education and
Human Development

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 28, 2026

Subject: Annual Dean's report (March 28, 2025 – March 28, 2026)

Please accept this report as a summary of my work and the collective accomplishments of the College of Education and Human Development during the 2025–2026 academic year.

My leadership priorities for the year focused on the following goals:

- Enhancing the strength and visibility of CEHD's academic programs and student learning opportunities while elevating Radford University's institutional brand.
- Advancing student success, retention, and degree completion through intentional programs, advising structures, and support systems.
- Supporting college, department, and university efforts to recruit new students, transfer students, and nontraditional learners.
- Cultivating partnerships with external stakeholders to support enrollment growth, program expansion, and economic development in Southwest Virginia and beyond.
- Engaging CEHD alumni and friends in promoting the work of the College and strengthening philanthropic support for students and programs.

As always, it is difficult to separate my work as dean from the accomplishments of the faculty, staff, chairs, directors, and partners who advance the mission of the College each day. The progress outlined in this report reflects shared leadership and collective effort. In nearly every instance, the agent of our success is a “we,” not an “I.”

Before outlining progress toward these goals, I provide an update on two ongoing challenges that continue to shape our work: enrollment growth and faculty resources. I also outline efforts to improve access and affordability for our students.

Enrollment Growth and Stabilization

Over the past several years, the College of Education and Human Development has worked deliberately to address enrollment declines that followed the COVID-19 global pandemic. From Fall 2021 through Fall 2023, total CEHD enrollment declined from 1,318 students to 1,152 students. Fall 2024 marked an important inflection point, with total enrollment stabilizing and increasing slightly to 1,153 students. That momentum accelerated in Fall 2025, when CEHD reached a total enrollment of 1,307 students, representing an increase of 154 students, or 13.4 percent, over the prior year. Based on fall census headcount, CEHD is now the second-largest college at Radford University, following only the College of Nursing.

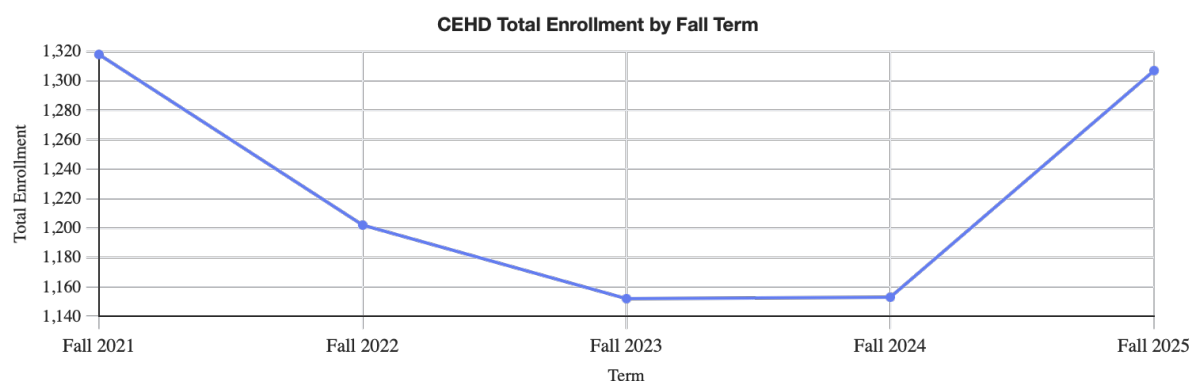


Figure 1. CEHD Enrollment Trends Fall 2021–Fall 2025

The rebound in Fall 2025 reflects growth across multiple enrollment categories. Undergraduate enrollment increased from 704 to 794 students, representing the first increase in total bachelor’s degree enrollment in several years and signaling renewed momentum at the undergraduate level. Master’s degree enrollment also increased modestly from 340 to 344 students, while doctoral enrollment rose from 40 to 49 students, reflecting continued interest in advanced professional and leadership preparation.

Strategic enrollment initiatives have played a significant role in strengthening the College’s overall enrollment profile. Post-baccalaureate certificate programs continued their upward trajectory, growing from 74 students in Fall 2024 to 100 students in Fall 2025. In addition, Fall 2025 is the first year in which CBE enrollments, including the Provisional to Professional Pathway, are fully reflected in the college headcount. The inclusion of this pathway resulted in 22 additional students being counted in the College’s total enrollment and more accurately represents the scope of CEHD’s preparation programs.

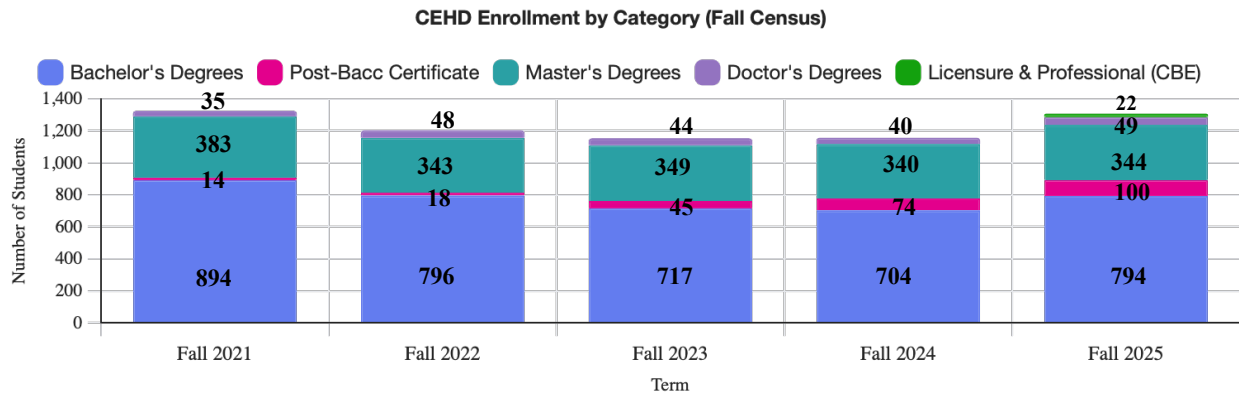


Figure 2. CEHD enrollment by category demonstrates the combined contributions of undergraduate recovery, graduate stability, certificate growth, and competency-based education (CBE) on the College's overall enrollment.

While some enrollment pressures persist in individual programs, the pace of decline experienced earlier in the decade has slowed considerably, and recent data suggest that the College is stabilizing and, in key areas, rebounding. These trends reflect sustained and coordinated efforts in recruitment, retention, pathway development, and program responsiveness. There is still work to do, but the direction is encouraging, and we will remain focused on maintaining this momentum.

Faculty Resources

Maintaining adequate faculty resources remains essential to sustaining program quality, supporting enrollment growth, and advancing key initiatives. During the past year, the College was successful in refilling several vacant faculty positions resulting from retirements and resignations. Department chairs and program directors provided strong data and worked collaboratively with me to craft compelling rationales for position requests, which were advanced through the Provost's Office and the Academic Budget process.

The College has been approved to search for replacement faculty in several key areas. These positions were authorized based on demonstrated enrollment growth, instructional demand, or identification as institutional priorities. Some searches have resulted in successful hires, while others remain in progress:

- Educational Leadership, tenure-track (TT) position
- Elementary Education position, tenure-track (TT) position
- Foods and Nutrition, special purpose (SP) or tenure-track (TT) position
- Deaf and Hard of Hearing, special purpose (SP) position
- Special Education, full-time temporary (FTT) position
- Sport Management, special purpose (SP) position

In addition to replacement positions, the College secured funding for new full-time roles aligned with key strategic initiatives, including the Provisional to Professional Pathway (P3) and the Registered Teacher Apprenticeship Program (RTAP):

- Provisional to Professional Pathway (P3): Funding was approved to make the coordinator position permanent, ensuring continuity of the program.
- Registered Teacher Apprenticeship Program (RTAP): Funding has been approved to hire a full-time coordinator to support the continued growth of this program.

Having dedicated, full-time coordinators strengthens program stability and creates capacity for intentional growth and long-term planning, while ensuring that these initiatives can continue to meet workforce needs and serve nontraditional students.

As CEHD programs and initiatives continue to expand, additional leadership capacity is essential to sustain quality and support faculty and students effectively. In response, the Provost's Office approved CEHD's request to establish a new Assistant Dean of Academic and Student Affairs position, beginning in AY 2025–2026, reflecting institutional confidence in the College's direction and priorities. This role provides focused leadership to coordinate academic initiatives and student support structures across the College.

Collectively, these investments in instructional capacity, program coordination, and strategic leadership strengthen CEHD's ability to advance its core objectives related to student success, retention, academic quality, and ongoing accreditation efforts. Together, they provide the structure and capacity necessary to support faculty work, implement new initiatives effectively, and sustain progress toward the College's mission and strategic priorities.

Efforts to Improve Access and Affordability

In addition to securing support for faculty resources, I advocated for tuition and fee adjustments that improve affordability and access for CEHD students, including the online comprehensive fee for CEHD online programs, a reduced tuition rate for provisionally licensed teachers completing P3 coursework, and a tuition discount for teacher apprentices.

I requested that CEHD online graduate programs be assessed the online comprehensive fee rather than the standard comprehensive fee, aligning tuition structures more appropriately with program delivery models. As a result, the Educational Leadership program began receiving the online comprehensive fee in Summer 2025. Following this change, the program experienced an increase in enrollment, reflecting the positive impact of a more competitive tuition rate for working professionals. Special Education certificate programs and the Mathematics certificate program will receive the online comprehensive fee beginning Fall 2026.

I also brought forward a recommendation to establish a single flat tuition rate for provisionally licensed teachers enrolled in the Provisional to Professional Pathway (P3). The proposed rate

of \$275 per credit hour with no additional fees was submitted to the President, Chief Financial Officer, and Provost, in collaboration with the Director of Academic Budgets. With minor adjustments, the recommendation was approved by the Board of Visitors at a reduced rate of \$285 per credit hour, inclusive of tuition and fees (\$855 per course), effective Fall 2026. This action represents a significant step toward improving affordability and access for teachers while supporting workforce needs across the Commonwealth.

To expand access to the Registered Teacher Apprenticeship program, I secured a 75% tuition discount for teacher apprentices beginning this past fall. This affordability measure reduces out-of-pocket costs for working adults and career-changers, strengthens partnerships with school divisions, and has contributed to increased interest and enrollment in the pathway. The action aligns CEHD's pricing with workforce needs and advances our mission to provide affordable, practice-based preparation for future educators.

Together, these advocacy efforts reflect CEHD's commitment to reducing financial barriers, strengthening enrollment pathways, and ensuring that our programs remain accessible, responsive, and aligned with the needs of educators, school divisions, and the broader region.

Looking Ahead

The remainder of this report addresses progress toward each of the goals outlined at the Fall College Meeting in August 2025. I welcome your feedback on this report and your suggestions as we begin shaping goals for the 2026–2027 academic year.

The CEHD Leadership Team will hold its annual planning retreat this summer to review accomplishments, assess ongoing challenges, and establish priorities for the year ahead. Your insights and perspectives are essential to this work.

Please feel free to share your questions, comments, and suggestions. I look forward to our continued work together.

Goal 1: Enhancing the strength and visibility of CEHD’s academic programs and student learning opportunities while elevating Radford University’s institutional brand.

1.1 Accreditation and Assessment

I devoted significant time this year to assessment and accreditation activities across CEHD programs. Below, I summarize my involvement and report on the accreditation status of each program.

CACREP

- Reviewed and provided feedback on the Mid-Cycle Progress Report

Note: Received confirmation from CACREP that accreditation will be continued for each concentration area, Clinical and Mental Health Counseling and School Counseling.

CAEP Reaccreditation

- Wrote the response to Formative Feedback Report and submitted it on September 1. (Wrote the self-study report which was submitted in February, 2025).
- Created the schedule for the site visit.
- Held meetings with program faculty and university supervisors to prepare them for what to expect during the site visit (October 24 and October 30). During these meetings, we shared the site reviewers’ feedback to our self-study report, identified appropriate P-12 stakeholders to participate in the site visit, discussed the questions we anticipated site reviewers would ask during the interviews, and reviewed the site visit schedule. We also held meetings with P-12 partners to provide an overview of what they could expect during their interview with the site team visitors (November 11, November 12, and November 13).
- Hosted site visit from November 17 – November 19.
- Participated in several interviews with the site reviewers throughout the visit.
- Attended the exit interview with the lead site reviewer and state representative on November 19.
- Wrote the rejoinder and submitted it on December 1.

Note: The site visit was highly successful. Reviewers highlighted the strength of our partnerships with P–12 schools and were complimentary of our students and alumni. **No stipulations or areas for improvement were identified** for either initial licensure or advanced programs. The CAEP Accreditation Council is expected to meet in April, and we anticipate receiving the full seven-year accreditation.

Acknowledgement: *I extend special thanks to Dr. Debora Bays Wilbon, who co-authored the self-study report and the formative feedback report, ensured accurate submission of all materials in AIMS 2.0, co-planned and co-facilitated the meetings with program faculty and stakeholders, and participated in site visit interviews. I also thank Dr. Joel Hanel for serving as our accreditation consultant,*

1.2 CEHD Grant Submissions

- a. For FY26 (beginning July 1, 2025), CEHD faculty submitted 22 grant proposals totaling \$3,578,308. Of these submissions, 14 proposals were funded, totaling \$2,648,215.

1.3 Program Recognition

- a. Radford University EdD program received the 2025 CPED Program of the Year Award. *Congratulations to Sarah, Max, and Rayya on this outstanding recognition!*
- b. Online Master's in Education programs were recognized by *U.S. News & World Report* for 2026, with Radford University ranked No. 193 among the Best Online Master's in Education programs.
- c. CEHD educator preparation programs were named among the Top Education Colleges for 2025–2026 by *Colleges of Distinction* for the fourth consecutive year.

1.4 New Programs and Program Changes

- a. Substance Abuse Certificate
COED submitted a proposal to create a Substance Abuse Certificate. The proposal has been approved at the college and university levels and is currently awaiting review by SCHEV.
- b. CIP Code Change
The Foods and Nutrition program submitted a proposal for a CIP code change to better align with program content. The proposal has been approved at the college and university levels and is awaiting SCHEV review.

1.5 High Impact Experiences for Students

- a. Trevor Ermel, Evan Caldwell, Reagan Adams, Elizabeth Tuck attended the North Carolina Sport Management Association (NCSMA) conference in October 2025. *They placed 1st in the Undergraduate Case Study Competition.*
- b. ESHE 375 Event and Facilities Management class put on their Annual Cornhole Tournament in November 2025. *The students raised \$574 for the Highlander Pantry. There were 40 teams.*
- c. Jacob Bickmore, Evan Caldwell, Trevor Ermel, Reagan Adams, Jaylen Lamb competed in the Undergraduate Case Study Competition at the Applied Sport Management Association (ASMA) conference in Philadelphia, PA in February 2026.
- d. Reagan Adams also presented research at ASMA entitled *From Classroom to Career: Navigating Gender Bias in Sport Management*. *She also received a SURF scholarship for Summer 2026.*
- e. Makenna Aiden co-presented with Dr. Josh Carroll at the Resort and Commercial Recreation Association Conference held at Kiawah Island. In addition, five RCPT students attended the conference, participating in networking and professional development activities.
- f. Ryan Andrews and Tanner Gillespie presented recreation program activities at the Virginia Adventure Education Conference in Harrisonburg, Virginia, and at the Association for Experiential Education Mid-Atlantic Conference in Morgantown,

- West Virginia. These conference presentations provided students with opportunities for professional engagement and knowledge sharing within the field.
- g. RCPT students completed Beyond Boundaries Disability Inclusion Training at Selu. During the training, students learned key principles of disability inclusion, the importance of inclusive practices, and strategies for fostering inclusive environments. Upon completion, students received a Disability Inclusion Training certificate.
 - h. Jeanelle Mayberry attended the 2026 Virginia Athletic Trainers' Association Symposium (January 2–4, Hampton, Virginia) with her faculty sponsor, Dr. Andrea Bender. During the symposium, she engaged in professional networking with students and stakeholders in the athletic training community. As a result of her participation, she is now serving as a district representative to the VATA Student Senate, contributing student perspectives and assisting in planning the 2027 symposium in Blacksburg, Virginia.
 - i. Hannah Simmons presented with Dr. Nadine Hartig at the Appalachian Transactional Research Network Annual Health Summit.
 - j. Sylvie Couture-Nowak and Richele Henry, Clinical Mental Health Counseling graduate students, had a presentation proposal accepted by the American Mental Health Counselors Association. They will present their work at the association's national conference in Portland, Oregon, this summer.

1.6 Social media and promotion of CEHD

- a. Promoted CEHD events and celebrated student, faculty, and alumni accomplishments across CEHD social media platforms (Facebook and Instagram), including:
 - Recruitment events (Open House, Highlander Days)
 - New faculty introductions
 - CEHD Outstanding Award recipients
 - Undergraduate student researchers
 - Crowdfunding campaigns

Acknowledgement: *A very special thanks to Meghan Viet for her outstanding work as our Social Media Ambassador!*

1.7 External programming and events that garner attention to Radford University

- a. Scripps National Spelling Bee
Radford University serves as a regional partner for the Scripps National Spelling Bee, hosting a regional competition and sponsoring the winner to the national event. On March 28, 2026 we hosted the Western Virginia Regional Spelling Bee. *Special thanks to Dr. Debora Bays Wilbon for her leadership, to Counselor Education graduate students for their volunteer support, to Niels Christensen, Katie Hilden, and Barbara Tait for serving as judges, to Meghan Viet for serving as a recorder, and to Dr. Stirling Barfield for again serving as pronouncer!*

b. National History Day

Radford University hosted Virginia History Day on March 27, 2026 welcoming over 150 middle and high school students. Students presented research projects aligned with the annual theme through posters, websites, videos, papers, and performances. Judges provided formative feedback, and top projects advanced to state and national competitions. *Thank you to Dr. Darren Minarik and all faculty and staff who contributed to this successful event!*

c. Radford Reads

On April 8, 2025, the College of Education and Human Development sponsored a *Radford Reads* author event featuring children's author Carole Boston Weatherford and poet and illustrator Jeffrey Boston Weatherford. This award-winning mother-son author-illustrator duo is widely known for their children's and young adult books. During the event, Carole and Jeffrey read selections from their works and signed copies of their books for attendees.

Radford Reads is a collaborative partnership among McConnell Library, the Radford Public Library, and the Teaching Resources Center. *Special thanks to Meghan Viet for leading and coordinating this successful community event.*

d. Peak+

In February 2026, the Department of Health and Human Performance relaunched its Peak program as **Peak+ (Physical Exercise and Activity for Kids + Parents, too!)**. The program provided physical activity experiences for children led by physical education students, alongside workshops for parents and guardians on health and wellness topics delivered by HHP faculty. Peak+ provided a meaningful, high-impact learning experience for students while engaging families and promoting community health. *Congratulations to the HHP faculty for delivering a successful, interdisciplinary program that leveraged departmental expertise!*

1.8 CEHD Strategic Plan

- a. During the fall semester, we began developing the CEHD Strategic Plan, including the adoption of a new mission statement and tagline:

CEHD Mission:

The College of Education and Human Development promotes academic excellence, personal growth, and professional readiness. Guided by a deep commitment to community engagement, the College prepares students to collaborate with diverse populations and address evolving societal needs. Through innovative teaching, experiential learning, and a focus on developing a strong professional identity, we equip graduates to lead with compassion, integrity, and impact.

Tagline:

Inspiring students through care, learning, and community.

- b. Committee members are continuing their work throughout the spring semester to develop goals and strategies aligned with the College's new mission and vision statements.

Acknowledgement: *I extend a very special thank you to Dr. Melissa Grim, Dr. Brian Kitts, Dr. Bethany Lanier, Dr. Jon Poole, and Dr. Josh Roe for their service on this important committee. Drawing on broad input from across the college, the committee's collective expertise and thoughtful engagement were instrumental in shaping and refining a clear and compelling statement that will guide the college's work moving forward.*

1.9 Faculty Leadership, Scholarship, and Recognition

- a. Fred Pierson received the We Are Radford Award, honoring his 20 years of dedicated service as Director of RU ABLE. Throughout his tenure, he has mentored and supervised numerous student facilitators, many of whom have gone on to successful careers in outdoor recreation and leadership. His work reflects a sustained commitment to student-centered leadership and high-impact learning experiences.
- b. Melanie Blanton served as lead author on a peer-reviewed proceeding for the National Society for Information Technology and Teacher Education (SITE) Conference. The paper, *Finding Our Way Through the Forest: A Proposed Continuum for K–5 Computational Thinking Integration*, was recognized with the Computational Thinking SIG Outstanding Paper Award at the 2026 annual meeting.
- c. David Brock was named an Elevate Research Faculty Fellow for the 2026–2027 academic year, recognizing his scholarly productivity and contributions to research advancement at Radford University.
- d. Brandt Brickell and the interprofessional team secured two mini-grants through the Dr. Raymond N. Linville Center for Interprofessional Education and Practice. This funding supports experiential learning opportunities for Recreation Therapy students while enhancing services provided through the Radford University Brain Injury Clinic.
- e. Tiesha Martin was selected to serve as Associate Director of the Office of Undergraduate Research (OURS), reflecting institutional confidence in her leadership and expertise in supporting undergraduate research and scholarly engagement.
- f. Bethany Lanier was selected to participate in the Association for Counselor Education and Supervision (ACES) Leadership Academy, a national program focused on developing leadership capacity among counselor educators.
- g. Carrie Sanders was selected as a member of the National Career Development Association (NCDA) Leadership Academy, Class of 2026, recognizing her emerging leadership in career development and education.
- h. Kristin Dehr earned her Doctor of Health Science (DHSc) degree in December 2025, further strengthening faculty expertise within the Health and Human Performance discipline.

Goal 2: Advancing student success, retention, and degree completion through intentional programs, advising structures, and support systems.

2.1 Outreach to new students: Connection programs

- a. Exam Care Packages (April 2025)
- b. Popcorn Bar (April 2025)
- c. Snow Cones and Games (August 2025)
- d. Cupcakes and cookie decorating (October 2025)
- e. Sweet and salty snack bar (December 2025)

Outcome: These events were well attended and provided informal opportunities for students to connect with faculty, staff, and peers, supporting a positive transition experience and early engagement with the college.

Acknowledgement: *Special thanks to Lea Monday for her creativity and leadership in helping to expand CEHD's connection programs for first-year students. These events have been consistently successful and well received.*

2.2 Food for Thought

Each Tuesday morning from 9:00–11:00 a.m., CEHD hosts *Food for Thought*, providing free snacks and beverages to students. In addition to food, Mrs. Valerie Goad and COED graduate students facilitate interactive activities that encourage student engagement with faculty and peers. Highlights included themed events such as the Chili Cook-Off and Green Pancakes, which created a welcoming, community-centered environment.

Outcome: Food for Thought has become a consistent support structure that promotes student well-being, connection, and a sense of belonging—key contributors to student persistence and retention.

Acknowledgment: *Many thanks to Valerie Goad and the COED team for their sustained commitment to student engagement and support.*

2.3 Student Success and Academic Support

- a. Progress of students returning to good academic standing

At the start of Fall 2025, eight upper-division CEHD students were on academic probation. Through targeted outreach, advising, and academic support during the semester, seven of the eight students demonstrated academic improvement, each earning a term GPA above 2.0. Five of the seven students met the criteria to return to good academic standing by the end of the fall term, while the remaining students showed measurable progress. These outcomes reflect the effectiveness of early intervention, coordinated advising, and sustained academic support.

Acknowledgement - *This progress reflects the dedicated efforts of Ellen Bielema, Melissa Grim, and our faculty advisors, whose proactive outreach and individualized support helped students return to good standing.*

b. End of semester GPA reviews and Ongoing Progress Monitoring

At the conclusion of the fall term, Ellen Bielema and Melissa Grim conducted end-of-semester GPA reviews to identify students who may be at academic risk. The resulting GPA data were shared with faculty advisors at the start of the Spring 2026 semester to support early outreach and coordinated academic planning.

In addition, spring midterm grades are reviewed and shared with faculty advisors to allow for timely intervention as needed. Melissa Grim and Ellen Bielema serve as secondary advisors for at-risk students, with advising support aligned by program area (Melissa: HHP; Ellen: STEL and RCPT). This coordinated approach strengthens communication among advisors, supports early response to emerging concerns, and enhances continuity of support for students.

c. Workshops for CEHD Faculty advisors

Ellen Bielema provided workshops for CEHD faculty advisors to strengthen advising practices, ensuring advisors are equipped to guide students effectively through academic planning, resource referral, and degree progression.

Goal 3: Supporting college, department, and university efforts to recruit new students, transfer students, and nontraditional learners.

3.1 Hosted Teachers for Tomorrow high school students on campus

- a. We welcomed student groups from Franklin County High School and Pulaski County High School. The students participated in a campus tour, visited an education class, and enjoyed lunch in Dalton Hall.

3.2 University recruitment events

- a. Participated in signature university recruitment events such as Fall Open House, Highlander Days, and Quest.
- b. Co-created and co-planned a college Scavenger Hunt for new freshman. The goal of the activity was to acclimate new students to Peters Hall.
- c. Facilitated sessions for parents/families regarding what to expect during the first year of college and how to support their student.

Goal 4: Cultivating partnerships with external stakeholders to support enrollment growth, program expansion, and economic development in Southwest Virginia and beyond.

4.1 The Provisional to Professional Pathway (P3)

- a. All eight competency-based education courses for the Provisional to Professional Pathway have been fully developed and are now offered online. *A special thanks for Katie and Lisa for all of their work on the three literacy courses!*
- b. P3 has transitioned from the IMPACT Lab to Academic Affairs. As part of this transition, the head counts from P3 students are now included in CEHD enrollment (in the Licensure and Professional Certification category). According to the university factbook, 22 students were enrolled at fall census and 52 students at spring census. Students from 7 of the 8 Superintendent's Regions are enrolled in P3.
- c. The university approved funding for a permanent P3 Coordinator position. We are thrilled that Lea Monday now serves in this role on a permanent basis!
- d. CEHD successfully negotiated a new tuition rate for the P3 courses. Effective fall 2026, P3 courses will be assessed at \$285 per credit hour (\$855/3-credit-hour course).

4.2 Registered Teacher Apprenticeship Program

- a. In collaboration with school divisions in Superintendent's Regions 6 and 7 (Bland County, Botetourt County, Carroll County, Galax City, Giles County, Pulaski County, Radford City, Wythe County, and Roanoke City), Radford University established the Southwest Virginia Teacher Apprenticeship Consortium (SWVTAC). This Registered Teacher Apprenticeship program provides a cost-effective and flexible pathway into the teaching profession. Teacher candidates gain paid professional experience while completing bachelor's degree requirements and meeting full licensure requirements in one of the following:
 - Concurrent endorsements in Elementary Education (PreK–6) and Special Education: Elementary K-6
 - Special Education: General Curriculum, K–12
- b. Six inaugural teacher apprentices successfully completed the program in May 2025 and are currently employed as licensed teachers in Carroll County, Pulaski County, Radford City, Roanoke City, and Wythe County. We celebrated their completion with K–12 partners on April 30 (National Apprenticeship Day).
- c. A second cohort of 13 teacher apprentices was welcomed in Fall 2025. With the support of a \$60,000 supplemental VDOE grant, two additional apprentices joined the program in Spring 2026, bringing the cohort total to 15. These apprentices are expected to complete the program by June 2027.
- d. CEHD successfully secured university funding to hire a full-time program coordinator to support continued program growth. We anticipate initiating the hiring process after the start of the new fiscal year.

4.3 Superintendents Breakfast

- a. Hosted breakfast meetings with Superintendent's Regions 6 and 7 superintendents to provide program updates, share data, and identify opportunities for collaboration and partnership.

4.4 Communication and collaboration with VDOE leaders and legislators regarding the teacher shortage

- a. Provided feedback to Lisa Ghidotti, Executive Director of Government Relations, on proposed legislation with direct implications for teacher education programs, including:
 - HB 85: Development and establishment of a Virginia-specific postsecondary transition certificate program
 - SB 174: Establishment of a Virginia Student Teacher Scholarship
 - HB 473: Establishment of a regional Special Education Ombudsman
 - HB 1460 / SB 450: Comprehensive review of alternative licensure pathways

4.5 Meeting with members of Pulaski Sports and Entertainment Authority and Pulaski County Visitor and Tourism Center

- a. Josh Carroll and I participated in conversations with representatives from these organizations to explore partnerships that would provide internship and experiential learning opportunities for RCPT students.

4.6 EPP Advisory Board Meeting

- a. On April 15, 2025, 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 completer satisfaction data, and employer data to identify strengths and growth areas.

4.7 Connect and Cultivate: Building Relationships to Advance School Counseling Efforts in Southwest Virginia

- a. On February 13, 2026, the Counselor Education program hosted a luncheon for School Counseling Division Leaders from across Southwest Virginia, providing an opportunity to share perspectives, discuss current needs, and learn about existing programs and a planned Substance Abuse Certificate. School divisions from Virginia's Regions 6 and 7 were represented, reflecting broad regional engagement. *Special thanks to Dr. Bethany Lanier and Dr. Carrie Sanders for their leadership and efforts in planning a successful event.*

4.8 SWVTAC Leadership Team Retreat

- i. On July 10, 2-25 we hosted a retreat for school division partners in Southwest Virginia Teacher Apprenticeship Consortium. The retreat focused on shared expectations, division and university commitments, and the two-year apprenticeship model for the second apprentice cohort. Division leaders and Radford University faculty discussed onboarding, placements, mentoring structures, and key timelines to ensure coordinated implementation and a strong start for apprentices in the 2025–2027 cycle.

4.9 Professional Development Opportunities for External Partners

- a. Dr. Melissa Lisanti continued providing professional development workshops for our P-12 professionals who mentor student teachers, new teachers, and provisionally licensed teachers. Dr. Lisanti and her team delivered a total of five workshops, with sessions focused on three high leverage practices: assessment, behavior management, and collaboration.

These workshops supported mentor teachers in strengthening instructional practice and enhancing their capacity to support developing educators. *Special thanks to our TTAC colleagues, whose partnership and collaboration were instrumental in facilitating these professional development opportunities for our P-12 partners.*

- b. Dr. Katie Hilden Clouse and Dr. Lisa Aker provided coaching support to elementary teachers in Gretna, Virginia, modeling evidence-based reading and writing instructional strategies within third-grade classrooms. Their work was exceptionally well received, resulting in a neighboring school division requesting a follow-up meeting to explore professional development opportunities for its elementary teachers. Special thanks to Dr. Hilden Clouse and Dr. Aker for delivering high-quality, practice-embedded professional development that demonstrates CEHD's impact on P-12 teaching and learning.

Goal 5: Engaging CEHD alumni and friends in promoting the work of the College and strengthening philanthropic support for students and programs.

5.1 CEHD Leadership Council

- a. The CEHD Leadership Council is comprised of committed volunteers who play a vital role in supporting the continued success of the College of Education and Human Development. The Council assists the Dean in advancing the mission and goals of the College by offering leadership and insight, helping to identify and secure resources for college priorities, and serving as ambassadors for CEHD and Radford University. Members are appointed by the Dean and meet as a full council twice annually.
- b. During this year, the Council piloted two initiatives aimed at engaging younger alumni:
 - a. A Friday evening alumni event during Homecoming Weekend.
 - b. The creation of a new Rising Impact Award, designed to recognize emerging leaders among recent CEHD graduates.

5.2 CEHD Alumni Events

- a. Hosted a Rooftop Reception on Friday, October 10, 2025 (5:00–6:30 p.m.) at the Highlander Hotel. CEHD alumni connected with one another as well as with CEHD faculty and college leadership. During the event, the College presented the 2025 Distinguished Alumni Award to Anna Pallozi '19 and the inaugural 2025 Rising Impact Award to Sara Shuler '23.

- b. Hosted a Coffee and Connect event on Saturday, October 11, 2025 (9:00–10:00 a.m.), providing an additional opportunity for alumni engagement prior to the Highlander Festival and other Homecoming activities.

5.3 Partners in Excellence Luncheon

- a. On November 14, 2025 I engaged with CEHD alumni and friends of the College at the Partners in Excellence Luncheon, strengthening relationships and highlighting the impact of philanthropic support on students and programs.

5.4 Exam Care Packages

- b. On April 29, 2025 CEHD stakeholders (faculty, staff, and alumni) came together and prepared 200 exam care packages for first-year students. Our faculty wrote notes of encouragement and wished students well as they prepared for end of the semester exams and projects. *Special thanks to Meghan Viet, Princess Clark-Gaspard, and Kelly Robinson for organizing materials, and to all CEHD faculty and staff who contributed their time to this meaningful student-focused initiative.*

5.5 Hattie M. Strong Scholars dinner

- a. On April 24, 2025 representatives from the Hattie M. Strong Foundation, Radford University administrators, faculty, and current scholarship recipients gathered to celebrate the twelfth cohort of Hattie M. Strong Scholars. The annual dinner provides scholars with an opportunity to express their gratitude and to share the transformative impact of these scholarships on their educational journeys.

5.5 Women of Radford Luncheon

- a. CEHD purchased two tables and invited alumnae and friends of the College to attend the Women of Radford Luncheon on Saturday, October 11, 2025 supporting institutional advancement efforts and strengthening alumni connections.

5.7 Fall 2025 Highlander Giving Day

- a. We raised \$5,440 from 42 donors to support the Betty Dore Scholarship!

5.8 Highlights of funds raised in college from March 2025 – March 2026

- a. Funds raised came from the following
 - o Cash - \$439,275
 - o Pledges - \$31,060
 - o Recurring Gifts - \$5,457
 - o Stock and Property - \$50,534

**Note: 17 new donors gave a total of \$2,947.*

Total gifts raised \$526,326.44

- b. Available scholarship dollars for the college: **\$317,522.**

Goal 6: Effectively implement other duties and service

6.1 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.
 - o Requested 1 FT technology position to provide support with classroom technology during the evening hours
 - o Requested 1 FT faculty position to support Teacher Apprenticeship program
- e. Advocated for additional funding in the college intersession and adjunct budgets.
- 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. Regular review of academic petitions for approval/disapproval.
- j. Evaluation of faculty and staff
 - o Reviewed 57 faculty performance evaluations.
 - o Wrote 18 reappointment letters.
 - o Reviewed evaluations, dossiers, and promotion materials for faculty going up for tenure and/or promotion.
 - o Provided recommendations for faculty going up for tenure and/or promotion.
 - o 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.
 - o Evaluated seven A/P and Classified staff members. I also met with them individually to discuss my evaluation of their performance.
 - o Reviewed supervisor evaluations of seven classified employees.
- k. Wrote support letters
 - o Wrote two letters of support for faculty seeking professional development leave.
 - o Wrote letters of support for faculty seeking positions within the university (i.e., Associate Director of OURS)
 - o Wrote support letters for faculty nominated for various university and state level awards (i.e., Distinguished Faculty Service Award, SCHEV, etc.)
- l. Advocated for faculty and staff positions to support the work of the college and departments. We were approved to search for the following positions with new faculty/staff members joining in AY 2026 – 2027:
 - o HHP: One special purposed position in Sport Management

- STEL: Tenure track position in Educational Leadership program; Tenure track position in Elementary Education; Special Purpose position in Deaf and Hard of Hearing Education; Full-time temporary position in Special Education
Note: Please understand that the aforementioned positions are NOT new positions but rather existing positions that were vacated as a result of resignations or retirements.

6.2 University Committee Membership

- a. Chair, Professional Education Committee
- b. Member, Academic Policies and Procedures Committee
- c. Member, Academic Program and Enhancement Review Committee
- d. Member, President’s Leadership Council
- e. Member, Council of Deans
- f. Member, Online Education Advisory Committee
- g. Chair, Search Committee, Dean of the College of Visual and Performing Arts
- h. Member, Search Committee, Assistant Vice President of Advancement
- i. Member, Search Committee, Director of Southwest Virginia Governor’s School for the Arts and Humanities.

6.3 Represent college/university

- a. Represented CEHD at statewide meetings for deans of Colleges/Schools of Education.
- b. Represented CEHD at BOV meetings, receptions, and other gatherings.
- c. Represented the university at the 2025 Virginia Education and Workforce Conference on October 14 in Richmond, VA.

6.4 Professional Development

- a. Attended the AASCU Forum on Addressing Regional Teacher Shortages (September 15–17, 2025, Washington, DC), which focused on the role of state institutions in developing strategies to respond to regional and statewide teacher workforce needs.
- b. Attended the CASE Conference (November 3–5, 2025, Washington, DC), participating in sessions focused on fundraising strategies and advancement practices for deans.

6.5 Grants

- a. Bays Wilbon, D., Wallace, T., and Lisanti, M. (2026). Grow Your Own-Radford Teacher Apprenticeship Program-Supplement. (01/01/2025 – 06/30/2027), Funding Source: Virginia Department of Education. **Funded \$60,000.**
- b. Wallace, T. and Minarik, D. (2026). Training and Technical Assistance Center (T/TAC), (10/01/2025 – 09/30/2027), Radford University, School of Teacher Education and Leadership. Funding Source: Virginia Department of Education. **Funded \$1,394,258.**

6.6 Professional Presentations

- a. Bozack, A., and Wallace, T., (2026, March). A Framework for Classifying and Addressing Faculty Concerns. Presented at the Academic Chairperson Conference. Atlanta, GA.

6.7 Professional Service

- a. Served as an external reviewer for the University of Richmond's Education Program Review (March 18–21, 2025). In this role, I reviewed the program's self-study report, participated in a two-day on-site campus visit, and conducted interviews with education program administrators, faculty, staff, and students. As a member of the review team, I authored a detailed report outlining the team's findings and recommendations.
- b. Invited resource expert and panelist at the Hunt Institute's State Policy Fellows Meeting, serving on a panel titled *Virginia's Teachers and Leaders* (June 1, 2025).
- c. Selected to serve on the Virginia Department of Education (VDOE) Standards Setting Committee for Sixth Grade Language Arts (June 11–13, 2025). As a member of the Grade 6 Reading Standards Setting Committee, I reviewed Standards of Learning (SOL) assessments and recommended performance-level cut scores to the Virginia Board of Education.

CEHD's strength is evident in the results we are achieving together: stronger enrollments, expanded pathways, program recognition, and sustained support for our students. Your creativity, resolve, and care show up in every class taught, every student advised, and every partnership nurtured, strengthening our impact in schools and communities across Southwest Virginia and beyond.

It remains a privilege to serve as your dean. Thank you for your counsel, support, and good will.

With deep appreciation,



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