

## **Summary of Dean's Annual Report (2025–2026 Academic Year)**

**Kenneth M. Cox, Au.D., M.P.H., CCC-A, Professor and Dean**

**Waldron College of Health and Human Services**

---

### **Introduction**

The 2025–2026 academic year marks my fourteenth year serving as Dean of the Waldron College of Health and Human Services (WCHHS). Over my tenure at Radford University—as faculty member, clinician, director, chair, associate dean, and now dean—I have had the privilege of working alongside dedicated colleagues committed to student success.

Despite significant institutional transitions over the years, the College has remained steadfast in its mission. Our culture of collegiality, shared governance, and respect continues to define us. Most importantly, our faculty's unwavering commitment ensures that students receive a high-quality, professional education.

---

### **Strategic Goals and Progress**

This year, the College focused on advancing key priorities aligned with both the WCHHS and university strategic plans:

- Implementation of the WCHHS Strategic Plan
- Support for research and scholarship
- Advancement of diversity, equity, and inclusion (healthcare advocacy)
- Expansion of interprofessional education (IPE)
- Program growth and development

Significant progress was made, including:

- Appointment of Associate Deans for IPE and Research
  - Strategic hiring of faculty and staff
  - Continued accreditation success across programs
  - Expansion of communication and engagement efforts
-

## **Communication and Engagement**

A comprehensive Strategic Communication Plan was developed in collaboration with University Marketing and Communications. The plan focuses on increasing awareness, engagement, and reputation across key audiences, including faculty, students, alumni, and external partners.

Key initiatives include:

- Faculty and student newsletters
- Expanded social media presence
- Video storytelling for academic programs
- Targeted outreach to prospective students and alumni

Internally, communication remains a priority through regular meetings, direct engagement, and initiatives such as “Coffee with Ken,” which promote transparency and collaboration.

---

## **Faculty Development, Research, and Scholarship**

The College continues to invest in faculty development and scholarly productivity.

### **Key Achievements:**

- Launch of the Dean’s Leadership Fellows Program
- 23 grant proposals submitted across departments
- Over \$400,000 in grant funding secured this year
- Continued expansion of the “Wall of Scholars”

Since 2012, WCHHS faculty have secured nearly \$10 million in external funding, demonstrating sustained research excellence.

---

## **Strategic Plan Implementation**

Progress continues across the four pillars of the WCHHS Strategic Plan:

### **1. Teaching and Learning**

Efforts focused on fostering inclusive learning environments and promoting civil discourse through faculty engagement and professional development.

## **2. Research and Scholarship**

Increased faculty participation in research and interdisciplinary collaboration, supported by leadership and mentoring structures.

## **3. Community Engagement**

Expanded outreach initiatives, including health fairs, partnerships, and development of a mobile health clinic serving regional needs.

## **4. Interprofessional Education and Practice**

IPE remains a defining strength of the College, with:

- Over 600 participants in annual case study events
  - Continued growth of the Linville Center
  - Launch of IPE mini-grants
  - Development of a proposed IPE Scholars Program
- 

## **Student Success**

Student outcomes across WCHHS programs remain exceptional:

- Near or at 100% board pass rates in multiple disciplines
- Strong employment placement rates
- High levels of experiential learning engagement

These outcomes reflect the dedication of faculty and the strength of our academic programs.

---

## **Advocacy, Resources, and Growth**

Despite fiscal challenges, the College made significant progress:

- Secured funding for faculty and staff positions
- Minimized budget reductions
- Obtained full funding for equipment needs
- Advanced planning for a new Health Sciences building

Fundraising efforts continue to exceed expectations, with over \$20 million raised in recent years.

---

## **External Engagement and Leadership**

The Dean actively represents WCHHS in university governance and external partnerships. Engagement with healthcare organizations, policymakers, and community leaders strengthens the College's regional and statewide impact.

---

## **Facilities and Future Growth**

Planning continues for a new Health Sciences building in Roanoke, with a strong emphasis on collaboration, innovation, and future readiness. Faculty and stakeholder input will play a central role in the design process.

---

## **Conclusion**

The Waldron College of Health and Human Services continues to demonstrate excellence in teaching, research, and community engagement. Through strategic leadership and a strong commitment to students, the College is well-positioned for continued growth and impact in health and human services education.

---

## **Priorities for 2026–2027**

- Expand interprofessional education initiatives and launch IPE Scholars Program
- Increase external research funding and faculty scholarship
- Strengthen community partnerships and clinical placements
- Advance planning and funding for the Health Sciences building
- Continue strategic hiring aligned with program growth

Dean's Annual Report  
Waldron College of Health and Human Services  
2025-2026 Academic Year

I joined Radford University in 2002 as a faculty member. Since then, I've had the opportunity to serve as a classroom instructor, clinician, clinic director, department chair, and associate dean prior to my role as academic dean. During that time, I also learned an enormous amount from my colleagues and mentors about teaching and administration. I assumed my duties as dean in July of 2012, and continue to be inspired by working with faculty, staff and students in our College.

This year marks my fourteenth year serving as the dean of the WCHHS. In the time I've served as an administrator at RU (including my time as a chair and associate dean), I've worked with five different RU presidents. There have been thirteen changes in the provost's office. I've served with 39 different deans at RU. I've also had the privilege of serving with 25 different chairs/school directors within the WCHHS. Through all of the change we've seen at RU, faculty commitment to our students has never wavered. We continue our college culture that encourages collegiality, solicits input from faculty and treats people with respect. We make decisions regarding resources, planning that reflects a deep knowledge of the departments' and college's culture. I appreciate everything you do on a daily basis to make sure that students in our college get the highest possible quality education. The WCHHS continues to be a leader at Radford University, thanks to the entire WCHHS family.

**Achieving Annual Goals:**

At the all-college meeting on August 20, 2025, I shared some of my goals with you for the upcoming academic year and I encouraged collegiality by holding our Waldron College Olympics again in Kyle Hall. Major goals in the WCHHS for the 2025-2026 academic year were:

## WCHHS Dean's Annual Report 2026

1. Continue to implement the newly revised WCHHS Strategic Plan and align with the new RU Strategic Plan.
2. Continue to support faculty and student scholarship, research and innovation in the College.
3. Continue to provide support diversity, equity and inclusion initiatives in the College.
4. Continue to support interprofessional education (IPE).
5. Continue program growth (where possible).

There were several sub goals for this year, which included the following:

1. Name a permanent associate dean for IPE.
2. Name a permanent associate dean for research.
3. Replace vacant faculty positions.
4. Replace vacant staff positions.
5. Support accreditation and reaccreditation for programs in our college.
6. Continue to support alumni involvement with the college, fundraising efforts in the college and RU.
7. Meet with faculty and continue "Coffee with Ken." Keep faculty and staff informed regularly through meetings, emails and updates and our new WCHHS Strategic Communication plan.

In the following sections I've described my accomplishments for the goals listed above. It is an honor to serve as the Dean of the Waldron College of Health and Human Services.

**Dean Evaluation Question 4: The role or the dean is to lead the faculty and staff of the college in developing and delivering educational opportunities of the highest quality possible for students, consistent with the mission of the College. Keeps college faculty and staff informed, listens to and addresses college faculty concerns, encourages and facilitates college faculty development and excellence, solicits faculty input in decisions and is impartial and fair in making decisions.**

## WCHHS Dean's Annual Report 2026

In addition to regular Waldron College Leadership Team meetings, I regularly send email communication to the chairs to share with faculty. I share faculty notes from the faculty senate at-large representatives with chairs to share with faculty in the college. I also directly communicate with faculty on various issues through email, in person meetings and department level meetings. This year, the RU Board of Visitors (BOV) requested that President Bret create a strategic communication plan for university. As such, the colleges were invited to create our own communication plan. Since August 2025, Dr. Glen Mayhew and I have met several times with David Perryman, Ceclia Crow and Joya Garris in the RU Marketing and Communication. The follow communication plan was created, and we have been implementing it this semester (see detail plan at the end of the report).

### Communication Goal #1:

Increase awareness of and engagement  
in Waldron College events, activities and initiatives

Priority Audience 1: Waldron College Faculty and Staff

Tactics:

- o Dean's newsletter (using EMMA) - 1x/semester

Priority Audience 2: Waldron College Students Across All Programs

Tactics:

- o Student newsletter
- o Social posts, program-specific communications (Highlight student success stories and career outcomes)

Priority Audience 3: Prospective Waldron College Students and Families

Tactics:

- o Emails to prospective students - SLATE
- o Social media campaigns
- o University coverage
- o Videos – in progress

Priority Audience 4: Alumni (at department level)

Tactics:

- o Send e-newsletter or email to alumni once a semester
- o LinkedIn content, including social media (LinkedIn) "Alumni Spotlight" interviews  
that naturally transition into involvement opportunities

## WCHHS Dean's Annual Report 2026

- o Submit stories to The Wayfinder (alumni newsletter)

### Communication Goal #2:

Bolster Waldron College's reputation as a leader in interprofessional health education, research and practice

Priority Audience 1: Targeted Media

Tactics:

- o Press releases
- o Media interviews
- o Story pitches
- o Expert commentary
- o Facility tours for journalists
- o Develop faculty expert directory

Priority Audience 2: Healthcare Industry Leaders

Tactics:

- o Media coverage of case studies and faculty work in industry publications, executive briefings, outcomes data sharing (Share employment and licensure pass rate data)
- o Annual email/e-newsletter to list of healthcare industry leaders (using EMMA)

### Communication Goal #3:

Strengthen clinical partnerships and community engagement to enhance student experiential learning opportunities

Priority Audience 1: Strategic Clinical Partners

Tactics:

- o Industry conference presence
- o Targeted Event Invitations and Co-Branded Opportunities
- o Quarterly Partner E-Newsletter
- o Partner spotlights on social channels (LinkedIn)

We also have a very specific social media strategy for the WCHHS.

Social Media

Strategy – Year 1

Supporting college communication goals while aligning the broader university communications plan

Goals:

Connect with alumni

Increase engagement with all audiences

Increase awareness and participation in Waldron initiatives

Bolster reputation in interprofessional health education

Increase following on Facebook and Instagram

Establish a presence on LinkedIn

See additional details regarding our social media plan for year one at the end of the report. In the meantime, please follow us on Facebook and Instagram.

Creating video content has been another focus of the WCHHS Strategic Communication plan during the past year. Each department/program will have an updated video for our website and social media over the next year. Please see the links to the following videos we've already created over this past year.

PA: <https://vimeo.com/1101546648/b4f91fd70f?ts=72000&share=copy>

Emergency Services:

<https://vimeo.com/manage/videos/1151605822/227d452763>

IPE: <https://vimeo.com/1133940851?share=copy&fl=sv&fe=cj>

RU CARES Mobile Health Clinic: <https://vimeo.com/1138576655>

PHHL: <https://www.radford.edu/waldron-college-health-human-services/public-health-healthcare-leadership-department/index.html>

Respiratory Therapy: <https://www.radford.edu/news/2025/spring-commencement-tinsley-williams.html>

In addition, we worked with Marketing and Communication to update the content of our WCHHS website and our "Linville Center" website.

<https://www.radford.edu/waldron-college-health-human-services/index.html>

Over the past few years, I've continued to meet with faculty, mostly face to face. I've also continued my "**Coffee with Ken**" meetings. I continue to welcome ideas that come from these meetings with faculty in the College. These meetings are used to keep faculty and staff informed, to listen to college faculty and address concerns, and to solicit input on decisions related to the college.

### **Faculty Development and Excellence:**

I announced the Waldron College Dean's Leadership Fellow Program to support leadership development in our college the All-College meeting in August 2025.

This program is designed to provide additional knowledge, experiences, mentorship and training for individuals to succeed in administrative, faculty or other leadership positions. A call for proposals was sent out in fall, and two faculty were selected to serve for the spring 2026, summer 2026 and fall 2026

semesters. Drs. Doug Wright and Elliot Carhart were selected to serve as the inaugural Dean's Leadership Fellows. They have attended and participated in WCHHS Leadership Team meetings, other planning and policy meetings, receive mentoring from the Dean and other college leaders, and explored participation in leadership conferences. In addition, they have both selected special projects with college-wide implications and have started work on those projects.

Dr. Elliot Carhart is working on an extended reality (XR) which is a structured experiential learning pathway concept that outlines an approach to strengthen structure experiential learning pathways across health, healthcare and human service programs by intentionally progressing students from early contextual exposure to immersive readiness to optimize internship performance and workforce transition. Dr. Carhart and I have applied for a V-TOP grant and requested \$15,000 for start-up funding to get the facilitate the project.

Dr. Doug Wright is working with Dr. Jenny Hall to re-imagine Disaster Day IPE event for the Waldron College. The program will take place in Roanoke at Community Hospital and include disciplines from Waldron College, College of Nursing and other disciplines. Students will learn to communicate and collaborate effectively with health care team members to clarify each member's scope of practice, roles, and responsibilities when providing simulated services to patients and their family members. The students will be able to demonstrate professionalism with health care team members, peers, and simulated patients by listening actively and encouraging ideas and opinions of other team members, using respectful language appropriate for the given situation, and utilizing effective communication tools and strategies to facilitate discussions and interactions that enhance team function. Students will reflect on individual and team performance for individual, as well as team, performance improvement. Students will demonstrate critical self-reflection of own assumptions, values, knowledge, and skills as applied to working with other disciplines and within

interprofessional teams. The IPE simulation event will take place in the spring 2027 semester.

**Dean Evaluation Question 5: The role of the dean is to lead the College in procuring and managing fiscal, human and physical resources to accomplish the goals. Effectively plans, budgets and allocates fiscal resources, effectively manages human resources, effectively leads college in procuring fiscal human and physical resources, effectively utilizes the position of assistant/associate dean to accomplish the college's goals, encourages college faculty to establish and/or implement strategic plan, and achieves annual goals.**

**Dean's Office Updates: Effectively using Associate Deans to Accomplish College's Goals**

Dr. Glen Mayhew continues to serve half time as the Associate Dean for the Waldron College as well as half-time as assistant provost for Radford University Roanoke. Glen has and continues to have my full support in this role. He continues to advocate for the WCHHS in this capacity and returning to the WCHHS full time in July 2026. We were able to hire a permanent Associate Dean for Interprofessional Education and Practice (IPE) this year. Dr. Jenny Hall from the Department of Public Health and Healthcare Leadership is serving as our permanent Associate Dean for IPE. In addition, after an internal college search, Dr. Kevin Chui was selected as the permanent Associate Dean for Research.

**Advocating for the College: Budget, Human Resources, Faculty/Staff Hires**

I've advocated for the WCHHS within and beyond the university. The 2025-2026 academic year has had a number of challenges for RU. We've been able to stabilize our enrollment last year which helped the bottom line. Two years ago we were asked to cut about \$350,000 from our college budget. I advocated for the college and instead, we only had to cut about \$52,000 from our operating expenses. This year, again many positions across academic affairs were still not refilled. I was able to advocate for our open positions to be filled and worked with the provost's office to secure the only new faculty line in academic affairs for our

## WCHHS Dean's Annual Report 2026

department of PA Studies. Our total E&G budget for the WCHHS for this fiscal year is \$11,974,209 with an operating budget of \$1,258,350. The vast majority of our budget is in salaries. Most of the money in our operating budgets are within the departments. The WCHHS Dean's office operating budget is about \$48,000. Our total RU Foundation budget (including scholarships) as of 3/23/26 is \$10,132,660. Despite not having our budgets restored this year from the cuts in our operating budget from 2 years ago I was able to work with the administration to get permission to replace or to hire new faculty and staff lines. We received permission to hire a total of ten replacement faculty lines, three replacement staff lines and one new staff line in the WCHHS. We were able to hire four new tenure-track or special purpose faculty in the School of Social Work, with one pending contract offer. I was able to secure two replacement positions in the Department of Occupational Therapy (in tenure-track and one special purpose). In addition, I was able to get approval to convert two 9-month faculty lines to 12-months in OT. We hired a replacement tenure-track faculty line in Physical Therapy and a special purpose line Emergency Services. We are searching for a director of clinical education in Physical Therapy. Dr. Vesna Costello is stepping down as the permanent Chair for OT and we are in the process of hiring Dr. Jason Browning to take over as interim chair in August 2026. Dr. Kerry Vandergrift was hired as the permanent Direction of the School of Social Work in August 2025. Dr. Chase Poulson received a Faculty Professional Development Leave for 2026-2027 academic year, and we will be following the handbook to name an interim chair for Respiratory Therapy in the next few weeks. We hired new staff positions in OT and PT. Congratulations to those serving in new roles this year.

I requested over \$757,000 in new initiative funding from the university for the next fiscal year. After meeting with the provost and her team, we were able to fund a new faculty line in PA Studies, increase budgets for unavoidable increase in expenses for cadaver purchases in anatomy, increase funding for the deans budget to partially offset budget cuts from 2 years ago, increase funding to cover

the costs of accreditation and funding for a new staff line in OT. We will continue to work with the provost's office for additional faculty lines in the upcoming years.

Last year we submitted a request for \$182,163 for the Equipment Trust Fund (ETF) and we received the entire amount for our college. We have also submitted for and received several one-time requests (\$63,990 requested) working directly with the provost's office. For the next fiscal year, we've requested a total of \$623,970 for the Equipment Trust Fund.

### **Strategic Plan Update and Implementation**

At the all-college meeting in August 2024, we unveiled our WCHHS 2024-2029 strategic plan. This plan was created through a year-long faculty engaged process to reimagine the WCHHS strategic plan and it align with the RU two-year strategic plan. This process was led by Dr. Kevin Chui. He, along with the committee, used an iterative process that incorporated feedback from multiple stakeholders including the Leadership Team and me. The Strategic Plan, including the Mission, Vision and Core Values statement for WCHHS is attached at the end of this document. The plan has 4 overarching pillars:

- Excellence in Teaching and Learning
- Excellence in Research and Scholarship
- Community Service, Outreach and Engagement
- Interprofessional Education and Practice

The WCHHS Leadership Team reviewed and approved the plan over the summer and fall 2024 and implementation began in the fall 2024. Here is a summary of the of what we have achieved so far in the plan. In 2025-2026, we've continued to implement the goals and strategies for the strategic plan. In addition, we worked with Marketing and Communications to develop the "glossy version" of the plan to be included on the WCHHS website (see document at the end of this report).

Under the first pillar of the strategic plan (excellence in teaching and learning) we have started to gather baseline information under the three main objectives. This year we have focused on fostering an inclusive learning environment by participating in the RISE QEP Food for Thought Programming, having multiple faculty and staff participate in the Healthcare Advocacy Committee "lunch and learn" programming, and engaged with CITL on facilitating civil discourse.

### **Pillar I: Excellence in Teaching and Learning**

Objective 3: Fosters an inclusive learning environment.

Measure 1: Three (3) undergraduate departments/schools participated in 1 or more RISE Food for Thoughts events.

Measure 2: Two (2) departments/schools participated in 1 or more events sponsored by CITL on topics related to civil discourse.

For the pillar excellence in research and scholarship, I hired Dr. Kevin Chui as the permanent Associate Dean for Research for the WCHHS. This year data reported for the strategic plan showed five departments submitted 23 grants. We've displayed research from 81 faculty and students in the college through our Waldron Wall of Scholars. We have 91 submissions thus far for our 2026 WCHHS Interprofessional Symposium. We have reviewed the WCHHS Distinguished Faculty award as incentive for scholarship production and provided faculty mentoring opportunities with our associate dean for research. We've also deployed a survey to establish a baseline for areas of research interests in the college that will be deployed later this year.

### **Pillar II: Excellence in Research and Scholarship**

Objective 1: Increase faculty and student participation at the WCHHS Symposium.

Measure 1: Seven (7) 7 departments/schools participated

Measure 2: Six (6) partners outside of WCHHS participated: Medical Laboratory Science, Music, and Health and Human Performance, the College of Nursing, VCOM, VCU School of Social Work.

Objective 2: Increase the number of faculty members engaged in research and scholarship.

Measure 3: Five (5) departments/schools submitted 23 grant proposals.

Measure 4: Five (5) departments/schools produced 90 presentations, 31 publications, 16 book chapters, and 2 books.  
Measure 5: Associate Dean for Research and Scholarship position has been filled.

For the pillar of community service, outreach and engagement we have continued to thrive in the Waldron College. We continue to grow our clinical placements and partnerships. We have created opportunities for students to be engaged with community service across the departments. We have participated in health fairs and homeless count for Roanoke City. We continued work on a mobile clinic or "health bus" for the Waldron College and College of Nursing. Drs. Sallie Beth Johnson, Carey Cole and Amanda Hudgins lead the effort and obtained a Radford University Interdisciplinary Research Grant. We also received a donated bus from Anthem Healthkeepers and are continuing to develop out the IPE programming being this spring.

**Pillar III: Community Service, Outreach, and Engagement**

Objective 1: Increase community outreach programs.

Measure 1: Three (3) departments/schools participated in 23 outreach programs.

Objective 2: Enhance student involvement in community service.

Measure 1: Five (5) departments/schools reported a total of 205 students participating in community service activities.

Objective 3: Foster sustainable community partnerships.

Measure 1: Four (4) departments/schools reported 25 new community-based partnerships.

Objective 4: Facilitate community engagement events

Measure 1: Three (3) departments/schools reported 109 students participated in community engagement events.

Measure 2: Two (2) departments/schools reported conducting 11 community engagement events.

For the pillar of interprofessional education and practice we've had a generous donation to name our Waldron College Center for Interprofessional Education and Practice (CIPEP) after our former dean and colleague Dr. Raymond N. Linville. We moved the "Linville Center" into the Artis Center for Adaptive Innovation and Creativity (CAIC) building and held the naming event in March

2025. We have expanded participation in our Case Study events and the WCHHS IPE Symposium.

**Pillar IV: Interprofessional Education and Practice**

Objective 1: Increase faculty and student participation in IPEP events.

Measure 1: Fifty-five (55) faculty help moderate IPEP events in 2025.

Measure 2: Four hundred eighty-eight (488) students participated in IPE events for 2025.

Measure 4: The Associate Dean for IPE position has been filled.

Objective 2: Advance a culture of belonging for faculty, staff, and students that enables them to reach their full potential as individuals and as health professionals.

Measure 1: Fifteen (15) faculty members participated in Health Advocacy events for 2025.

Measure 2: Five (5) staff members participated in Health Advocacy events.

Measure 3: Ten (10) students participated in Health Advocacy events.

Objective 3: Create opportunities for civil discourse discussions.

Measure 1: Fifteen (15) faculty members participated in civil discourse discussions.

Measure 2: Five (5) faculty members participated in civil discourse discussions.

**Faculty Development and Excellence: Support Scholarship and Research in the College**

Scholarship is critical to the health sciences and is part of our WCHHS strategic plan. To that end, I hired Dr. Kevin Chui to serve as interim associate dean for research for the College. He has been instrumental in helping us move the needle in the area of scholarship by mentoring faculty and assisting with projects. He mentored multiple WCHHS faculty on research and scholarship, reviewed six manuscripts, reviewed four grant submissions and provided data to me regarding scholarship several times each semester. Kevin worked with faculty from the Departments of Clinical Health Professions (Respiratory Therapy) and the Department of PA Students ARC-PA on reaccreditation efforts. Dr. Chui served on Ed.D. student committees, supported the Associate Dean for IPE and

## WCHHS Dean's Annual Report 2026

provided the Office of the Dean with data as requested. I look forward to the seeing the outstanding outcomes of those mentoring efforts.

There are four main objectives that I continued to focus on to help facilitate scholarship and research in the College. The support for these objectives has been accomplished by various activities in the college that were carried out by our team in the Dean's Office. The first was to provide targeted funding for scholarship and/or faculty development support again this year. The second was to continue to support the WCHHS research "Wall of Scholars" on main campus and digitally at RUC. The third was to provide a forum to gather and interact socially while discussing research and scholarship adventures and opportunities. Finally, for the past several years we have provided a venue to showcase research and scholarship in the College.

As of March 2026, faculty have already submitted 9 external grants and 7 internal grants (Seed grants and IPE mini grants through Sponsored Programs and the WCHHS) in the College (for \$583,086). We have already received funding this year totaling \$400,442. Over the past 14 years the Dean's Office has been helping to facilitate research by meeting with faculty and helping them develop proposals. In line with the objectives above, I have supplemented opportunities financially from Dean's Office funding. This year, I provided over \$3,700 in additional funding from the dean's office for professional development and service-related items. Additionally, our continued goal to support the research activities in the College by showcasing them digitally on our "Wall of Scholars" is ongoing. We re-organized and displayed work and scholarship from faculty and their students digitally at RU and RUC, including 81 faculty and student recognitions for publications, grants and presentations.

All of our efforts in the WCHHS Dean's office to support research and scholarship in our college have paid off. Since 2012, we have funded a total of 60 internal WCHHS Research Awards within the College. Faculty have

submitted and received 19 university SEED grants for \$144,648. This year, faculty submitted 16 grants for \$583,086 and received 6 of those grants for \$400,442. Additionally, WCHHS faculty have submitted 101 external grants for a total requested amount of \$22,794,559 in the past 14 years. WCHHS faculty have received \$9,929,657 in extramural funding from 77 of those submitted grants since 2012. Additionally, we received an addition \$624,081 in funding from RU for new strategic initiatives. Kudos to all of our faculty for their hard work over the past fourteen years!

**Dean Evaluation Question 6: The role of the dean is to represent the college, its goals and needs to other external as well as internal constituencies. Dean is an advocate for college within and beyond the university. The Dean makes decisions that reflect knowledge of the department's/school's culture.**

I represent the WCHHS everyday both to internal and external constituencies. In my fourteen years as dean, I've served on just about every university level committee. I'm a member of the Academic Affairs Leadership Team, the President's Leadership Council and currently chair the Academic Policies and Procedures committee as your representative. Additionally, I am chairing the search committee for the Assistant Vice President for Health Sciences. Prior to taking over as chair, I represented the college on the committee for the first iteration of the search. I serve as the college representative on the Roanoke Leadership Group, the RUC Operations Committee, and represent our college on the Dean's Council. I also serve as a representative to establish the mission, vision and core values for our new Center for Rural Health. This Center will have a central role in the overall university strategy for how health sciences will help to impact the overall health and well-being of the entire region. I also serve on the Mobile Health Clinic Steering Committee, which is one of many initiatives to be a part of our Rural Health Center. I'm representing the college on the building committee for the new health sciences building in Roanoke. I attend multiple

university events representing the WCHHS (advancement events, sporting events, BOV meetings and dinners, RadTalks, advisory board meetings, etc.). As such, I have the opportunity to have a direct impact on the institution in my role as dean all while advocating for the college and helping to shape decisions at the university level with the college's culture and mission front and center.

I also represent our college to external constituencies. For example, last fall I attended the 2025 Virginia Education and Workforce Conference in Richmond VA representing the college and Radford University, where I participated in the meetings and events, and had the opportunities to see the candidates for governor speak. I attended meetings with representatives from the Appalachian College of Pharmacy in the spring 2026 to discuss pathways for our students, I attended the VCOM research day representing the WCHHS. I regularly attend external events to represent the college, such as networking events with local and regional representatives (such as a lunch meeting to get a federal update with Congressman Morgan Griffith). I've attended meetings with donors and was able attend the annual Council for Advancement and Support for Education (CASE) conference in Washington, DC in the fall semester with our RU Advancement team. I also represented RU and the WCHHS at the at the Regional Healthcare Workforce Findings and Future Strategies event last spring. I represented the WCHHS at the 25<sup>th</sup> Anniversary Celebration for the Roanoke Higher Education Center, as well as the Roanoke Chamber of Commerce State of Healthcare conference in March 2026. I have several opportunities to represent and advocate for the college at multiple external events and activities each year.

**Dean Evaluation Question 7: The role of the dean is to promote overall excellence and welfare of the University. Contributes to an environment conducive to effective teaching, establishes a culture with the college the promotes inclusion, equity and diversity, encourages collegiality, treats**

**people with respect, demonstrates concern for student growth and development.**

### **The Artis Center Interprofessional Clinic: Contributing to an Environment Conducive for Teaching**

Last year I was able to secure an additional \$2000 per year in additional resources for the Artis Clinic that opened in fall 2024. We have been able to install a phone line and a printer, as well as a monitor in the Linville Center. We continue to serve approximately 90 clients/patients per week in the Artis Clinic. The Radford University Brain Injury Center (RUBI) operates out of the Artis Clinic. We provide speech-language therapy and occupational therapy and collaborate with music therapy and rec therapy in a clinical teaching environment. The OT Department uses the fourth-floor clinic for level 1 fieldwork and uses the gym and classroom/clinic rooms for hands on class and lab activities. In addition, they use the storage space for various assessment and materials related to clinic. They are also utilizing the space for their summer clinical activities. In addition, the OT Department uses the state-of-the-art driving simulator for weekly driving screenings, and the Artis clinic for weekly therapy sessions and the Musculoskeletal Intervention course.

I was able to work with RU Advancement to secure addition funding for the RUBI Center. The Carlot Fund has long served Radford University by providing needy elderly with hearing aids. That program was no longer viable, so we were able to work with the donor to convert that funding to the RUBI Center. Moving forward, they will have approximately \$5000 per year in additional resources to support therapy supplies and materials, client and caregiver support materials, travel support for students, support for outings related to therapy, research projects and IPE practice, service and research.

## **Support for Interprofessional Education and Practice in the College**

### **Naming of the Center for Interprofessional Education and Practice: The Dr. Raymond N. Linville Center for Interprofessional Education and Practice. "The Linville Center."**

Expanding interprofessional education and practice is an ongoing goal for the WCHHS. As such, we established the Center for Interprofessional Education and Practice (CIPEP)

(<https://www.radford.edu/content/wchs/home/interprofessional-education.html>) in

August, 2017. For the past fourteen years, we have worked to create an interprofessional culture, and dialogue has permeated the college over the past several years. Since August 2017, interprofessional events and activities in the WCHHS have been organized from the Center, including the annual Interprofessional Symposium and Expo, the WCHHS Student Education and Practice Symposium, and the Waldron College Interprofessional Simulation Day.

In the fall 2024 the Artis Center for Adaptive Innovation and Creativity (CAIC) opened, and we moved the CIPEP into suite 415 in the Artis Center. This was the culmination of several years of planning and construction and we now have a state-of-the-art interprofessional clinic and center in that building. Our former dean and colleague unfortunately passed away in summer 2024. We were able to secure a generous gift from the Linville family and on March 27, 2025, we gathered for a ceremony to name the CIPEP for Dr. Raymond N. Linville. The CIPEP is now known as the "Linville Center."

The goals of the "Linville Center" remain the same and include the creation of interprofessional partnerships to promote student engagement and interprofessional education, holistic care of clients, and collaboration with funding research initiatives/grants to advance interprofessional health care and human services education throughout the Commonwealth of Virginia, with a particular focus on southwest Virginia. The Linville Center allows us to expand and sustain

these experiences for students, as well as provide continuing education opportunities for professionals in the region. The Linville Center will allow us to continue to meet the goals of our WCHHS strategic plan as well.

Case Study Events:

This year marked the 15<sup>th</sup> year of the *Waldron College Interprofessional Education and Practice Symposium (WCIPEPS)*, or *Case Study Activity* (we now hold this twice per year). It was a huge success again, and because of the extremely important nature of the concept of interprofessional education, we continue to support the programming through the WCHHS Dean's Office. The purpose of the Waldron College Interprofessional Education Case Study Activity is to create interprofessional learning opportunities for health and human services students at Radford University. This event requires interprofessional student groups to work together to develop a care plan for a patient described in the case study.

The goals of the activity vary but are all based on the Interprofessional Education Collaborative framework. Students learn to practice teamwork and communicate their scope of practice, and roles and responsibilities, as well as learn from students in other professions. Participants make connections between academic knowledge and participation in local and national health and education systems, and problem-solving in the context of contemporary real-world issues.

The bi-annual Waldron College Interprofessional Case Study Events continue to be a cornerstone of interprofessional education at Radford University, fostering the skills, knowledge, and collaboration necessary for future healthcare professionals to provide comprehensive, patient-centered care.

This year, the Dr. Raymond N. Linville Center for Interprofessional Education and Practice hosted two case study events on October 31, 2025, and February 20, 2026. Across both events, over 600 participants engaged in interprofessional,

team-based learning experiences designed to strengthen collaboration, communication, and patient-centered care across disciplines. Event highlights are provided below.

The purpose of the events was to enhance students' understanding of interprofessional teamwork, roles, and communication in healthcare, with a focus on Interprofessional Education Collaborative (IPEC) Core Competencies: values and ethics, roles and responsibilities, communication, and teamwork. A summary of each event is below.

### **Summary of the Waldron College Fall 2025 Interprofessional Case Study Event.**

#### **Fall 2025 IPE Case Study Event**

**Date:** Friday, October 31, 2025

**Location:** Artis Center and Heth Hall

Over 300 students, staff, and faculty from 15 disciplines representing five Radford Colleges and the Edward Via College of Osteopathic Medicine (VCOM) participated, including over 255 student participants and 45 faculty moderators and event support staff.

All cases were designed around a Halloween theme and focused on pediatric patients. The main case featured a 13-year-old boy living in rural Appalachia who sustained a traumatic brain injury after falling off a haunted hayride. He presented with ongoing cognitive, communication, physical, and emotional challenges affecting his recovery, return to school, and daily functioning. Interprofessional teams engaged in case discussions and developed collaborative care plans across the continuum of care.

Students from 10 disciplines were organized into 26 interprofessional groups with 7-8 disciplines per group (marked with an asterisk). Participating disciplines (15 across students, staff, and faculty) included:

## WCHHS Dean's Annual Report 2026

- Athletic Training
- Emergency Services\*
- Occupational Therapy\*
- Osteopathic Medicine (VCOM)\*
- Medical Laboratory Science
- Nursing\*
- Physical Therapy\*
- Physician Assistant Studies\*
- Public Health and Healthcare Leadership
- Recreational Therapy
- Respiratory Therapy \*
- School Counseling\*
- School Psychology\*
- Social Work
- Speech-Language Pathology\* - Communication Sciences and Disorders

Evaluation: Student participants completed the Interprofessional Collaborative Competency Attainment Survey (ICCAS) following the event, and faculty moderators completed pre- and post-surveys based on the Interprofessional Facilitation Assessment Scale (IFAS). Formal analysis of ICCAS and IFAS data is planned to assess changes in interprofessional competencies and facilitation effectiveness.

Outcomes and Impact: The event received strong positive feedback, with participants highlighting the value of collaborative problem-solving, effective communication, and a deeper understanding of interprofessional roles in patient care. Students gained an applied, experiential learning experience working in team-based settings, helping prepare them for real-world interdisciplinary collaboration.

Media: A [news story](#) and [video](#) a video were created about the event.

### **Summary of the Waldron College Spring 2026 Interprofessional Case Study Event.**

#### **Spring 2026 IPE Case Study Event**

**Date:** Friday, February 20, 2026

**Location:** Artis Center and Heth Hall

Over 300 students, staff, and faculty from 13 disciplines across five Radford Colleges and the Virginia College of Osteopathic Medicine (VCOM) participated, including over 270 student participants and 31 faculty moderators and event support staff.

All cases focused on regional health issues affecting adults in rural Southwest Virginia. The primary case featured Harold "Hal" Mitchell, a 48-year-old White, non-Hispanic male with a history of Lyme disease and babesiosis, with suspected Bartonella co-infection, who presented with persistent, function-limiting symptoms and complex healthcare access challenges. Interprofessional teams collaborated to develop care plans addressing patient needs across the continuum of care. To support case engagement, all students and faculty received pre-event videos to increase awareness of the role of interprofessional care in managing chronic Lyme disease and related complex conditions.

Students from 10 disciplines were organized into 22 interprofessional teams, with 7–8 disciplines represented per group (marked with an asterisk). Participating disciplines (13 total across students, staff, and faculty) included:

- Athletic Training
- Emergency Services\*
- Occupational Therapy\*
- Osteopathic Medicine (VCOM)\*
- Medical Laboratory Science\*
- Music Therapy\*
- Nursing\*
- Physical Therapy
- Public Health and Healthcare Leadership
- Recreational Therapy\*
- Respiratory Therapy\*
- Social Work\*
- Speech-Language Pathology\* - Communication Sciences and Disorders

Evaluation: Student participants completed the Interprofessional Collaborative Competency Attainment Survey (ICCAS) following the event, and faculty

## WCHHS Dean's Annual Report 2026

moderators completed post-event surveys based on the Interprofessional Facilitation Assessment Scale (IFAS). Formal analysis of ICCAS and IFAS data is planned to assess changes in interprofessional competencies and facilitation effectiveness.

**Outcomes and Impact:** The event received positive feedback from participants, including support for adding pre-event videos. Participants valued the opportunity to engage with multiple disciplines and collaboratively address complex patient cases. Students emphasized the value of applied, experiential learning in understanding other disciplines and strengthening their readiness for team-based, real-world healthcare practice.

Committee members.

### **2025-2026 Interprofessional Case Study Event Committee Members:**

- Patricia Airey, Physician Assistant Studies
- Kim Baskette, Public Health and Healthcare Leadership
- Brianna Blevins, Occupational Therapy
- Kelly Brown, College of Nursing
- Tom Castor, Public Health and Healthcare Leadership
- Michael Coleman, Social Work
- Emily Dove, School Psychology
- Jenny Hall, Linville Center for Interprofessional Education and Practice (Chair)
- Wil Kolb, Physical Therapy
- Jennifer McBride, Medical Laboratory Sciences
- Peter Meulenbroek, Communication Sciences and Disorders
- Kathleen Pellant, Respiratory Therapy
- Monica Rich, Waldron College Dean's Office
- Rachel Rotert, Music Therapy
- Kari Whitney, Emergency Services

### WCHHS IPE Symposium:

The **Annual Waldron College of Health and Human Services**

**Interprofessional Symposium & Expo (IPS&E)** was held on April 17, 2025.

The purpose of this event is to continue to develop relationships among faculty and students in the WCHHS programs in the areas of research and scholarship.

## WCHHS Dean's Annual Report 2026

The meeting objectives are to showcase research and scholarly work of the WCHHS faculty and students, encourage faculty to incorporate interprofessional scholarship in their course objectives and promote interprofessional scholarship and service in the WCHHS and across the University.

### **10th Annual Waldron College Interprofessional Symposium**

**Date: April 17, 2025**

The 10th Annual Waldron College Interprofessional Symposium brought together an estimated 245 students, staff, faculty, and healthcare professionals to share research, service initiatives, teaching strategies, and theoretical perspectives in an interdisciplinary setting. This annual event fosters interprofessional collaboration and scholarly exchange, reinforcing the importance of teamwork in healthcare and related fields.

There were 94 proposal submissions from 13 departments/schools/colleges. Presenters and participants from within Waldron College represented 7 departments/schools, and included:

- Communication Sciences and Disorders
- Occupational Therapy
- Physical Therapy
- Physician Assistant Studies
- Public Health and Healthcare Leadership
- Respiratory Therapy
- Social Work

There were also presenters and participants from 6 departments/colleges/schools external to Waldron College, and included:

- College of Nursing
- Department of Health and Human Services
- Department of Medical Laboratory Science
- Department of Music
- Edward Via College of Osteopathic Medicine (VCOM)
- VCU School of Social Work

**Keynote Speaker:** Dr. Bernard Kadio, Discipline Chair and Associate Professor for Epidemiology, Community and Public Health, and Preventive Medicine at the Virginia College of Osteopathic Medicine (VCOM).

The symposium program featured a variety of interactive and engaging sessions, allowing attendees to present research, share expertise, and foster dialogue. The session types included:

- 63 in-person poster presentations
- 25 virtual poster presentations
- 1 virtual Ignite presentation
- 3 workshops
- 2 roundtables

**Peer-Review Designations:** Presenters had the opportunity to submit abstracts for peer-reviewed designation across one of four tracks:

- Research
- Service
- Teaching/Pedagogy
- Theory/Literature Review

A total of 21 submissions underwent peer review for the 2026 Symposium and were designated accordingly.

### **Outcomes and Impact**

The 10th Annual Waldron College Interprofessional Symposium received highly positive feedback from participants, with the majority strongly agreeing that they learned something new, gained insights from other professions, and that interprofessional education and research were central to the event. Attendees particularly appreciated the variety of session formats, opportunities for networking, and the engagement of different healthcare disciplines. The poster sessions were widely praised for showcasing diverse research from students and faculty, and some suggested a need for larger space or space with less presenters in the future. Additional time for breaks between sessions was also recommended. Overall, the symposium was considered a well-organized, valuable learning experience that continues to foster collaboration and interdisciplinary growth.

**2024-2025 Symposium Planning Committee**

- Vrushali Angadi, Communication Sciences and Disorders
- Krystina Angelini, Biology Department
- Andrea Barrick, Social Work
- Kim Baskette, Public Health and Healthcare Leadership
- Brianna Blevins, Occupational Therapy
- Sara Brown, Nursing
- Laura Jacobsen, Center for Interprofessional Education and Practice
- Sallie Beth Johnson, Public Health and Healthcare Leadership
- Annette Kestner, Social Work
- Sarah Knoeckel, Nursing
- Wil Kolb, Physical Therapy
- Jennifer McBride, Medical Laboratory Sciences
- Kathleen Pellant, Respiratory Therapy
- Rachel Rotert, Music Therapy
- Kari Whitney, Emergency Services
- Samantha Wilkinson, Nursing

**2024-2025 Virtual Track Chairs**

- Kim Baskette, Public Health and Healthcare Leadership
- Sallie Beth Johnson, Public Health and Healthcare Leadership

**2024-2025 Interprofessional Symposium Peer Review Committee**

- Keith Gentry, Occupational Therapy
- Stephen Glass, Physical Therapy
- Dave Sallee, Health and Human Performance

This year the **Annual Waldron College Interprofessional Symposium** will be held on **April 17, 2025**.

**11<sup>th</sup> Annual Waldron College Interprofessional Symposium**

**Date:** April 9, 2026

**Location:** Artis Center

The 11<sup>th</sup> Annual Waldron College Interprofessional Symposium will be held at the Artis Center from 9:00 am-3:30 pm on April 9<sup>th</sup>. The event will bring together an estimated 250 students, staff, faculty, and healthcare professionals from at least 14 different departments, schools, or colleges to share research, service initiatives, teaching strategies, and theoretical perspectives in an interdisciplinary

## WCHHS Dean's Annual Report 2026

setting. This annual event fosters interprofessional collaboration and scholarly exchange, reinforcing the importance of teamwork in healthcare and related fields.

A total of 91 abstracts were submitted to present at this year's symposium, and include:

- 56 in-person poster presentations
- 18 virtual poster presentations
- 3 in-person Ignite Talks
- 5 virtual Ignite Talks
- 5 workshops
- 4 roundtables

### **Keynote Speaker**

Dr. Sarah Parker, Chair of Health Systems and Implementation Science at Virginia Tech Carilion School of Medicine, will be our keynote speaker. Dr. Parker's work focuses on improving healthcare team performance through human-centered design and systems thinking, and she has led more than \$7 million in funded research supported by organizations including the Agency for Healthcare Research and Quality, the Robert Wood Johnson Foundation, the CDC, and the National Science Foundation. She also oversees the health systems science and interprofessional practice curriculum at the school, helping prepare future clinicians for collaborative practice.

### **Peer Review Presentations**

Presenters had the opportunity to submit abstracts for peer-reviewed designation across one of four tracks:

- Research
- Service
- Teaching/Pedagogy
- Theory/Literature Review

A total of 29 submissions underwent peer review for the 2026 Symposium and were designated accordingly.

### **2025-2026 Symposium Planning Committee**

- Vrushali Angadi, Communication Sciences and Disorders
- Kim Baskette, Public Health and Healthcare Leadership

## WCHHS Dean's Annual Report 2026

- Brianna Blevins, Occupational Therapy
- Tom Castor, Public Health and Healthcare Leadership
- Sara Brown, Nursing
- Michael Coleman, Social Work
- Jenny Hall, Linville Center for Interprofessional Education and Practice (Chair)
- Sallie Beth Johnson, Public Health and Healthcare Leadership
- Monica Rich King, Waldron College Dean's Office
- Wil Kolb, Physical Therapy
- Kathleen Pellant, Respiratory Therapy
- Dave Sallee, Health and Human Performance
- Kari Whitney, Emergency Services Program
- Samantha Wilkinson, Nursing

### **2025-2026 Virtual Track Chairs**

- Kim Baskette, Public Health and Healthcare Leadership
- Sallie Beth Johnson, Public Health and Healthcare Leadership

### **2025-2026 Interprofessional Symposium Peer Review Committee**

- Michael Coleman, Social Work
- Keith Gentry, Occupational Therapy
- Dave Sallee, Health and Human Performance
- Samantha Wilkenson, College of Nursing

### *Diverse Session Formats*

The symposium program will feature a variety of interactive and engaging sessions, allowing attendees to present research, share expertise, and foster dialogue. The session types include:

#### **In-Person Sessions:**

- Roundtables (30 minutes): Facilitated discussions on broad interprofessional topics.
- Workshops (50 minutes): Interactive sessions designed to engage attendees in skill-building and applied learning, led by individuals or panels.
- Poster Sessions (50 minutes): A platform for presenters to engage with attendees through printed research posters.
- Ignite Talks (5 minutes): Fast-paced presentations using 20 slides that advance automatically every 15 seconds, designed to quickly convey key ideas.

#### **Virtual Sessions (Available to Online Program Participants):**

- Virtual Poster Sessions (50 minutes): Presenters will deliver a five-minute summary of their research and participate in a discussion with attendees.

## WCHHS Dean's Annual Report 2026

- Ignite Talks (5 minutes): An opportunity for online participants to share ideas in a concise, engaging format.

### *Peer Review Process*

This year, presenters had the opportunity to submit their abstracts for peer review designation, ensuring rigorous academic evaluation in one of four tracks:

- Research
- Service
- Teaching/Pedagogy
- Theory/Literature Review

The peer review committee has carefully evaluated submissions, providing presenters with valuable feedback and the opportunity to receive formal recognition for their scholarly contributions.

### *Looking Ahead*

As we celebrate the 11th year of the Waldron College Interprofessional Symposium, we look forward to a stimulating and enriching event that highlights the strength of interdisciplinary collaboration. With growing participation and an expanding scope of topics and research areas, this symposium continues to serve as a cornerstone for interprofessional education and scholarship in Waldron College and beyond.

### **Linville Center IPE Mini-Grant Pilot Program**

In 2025-2026, the Dr. Raymond N. Linville Center for Interprofessional Education and Practice piloted a \$500 Mini-Grant Program to support interprofessional education (IPE) initiatives. Three proposals were submitted, and two were selected for funding. The two \$500 mini-grants were awarded to the Radford University Brain Injury Program and an interprofessional faculty team including Keith Gentry (Occupational Therapy), Brandt Brickell (Recreation Therapy), Rachel Rotert (Music Therapy), and Rebecca Epperly and Terri Shelor (Communication Sciences and Disorders). These projects focus on expanding IPE activities and strengthening student learning outcomes and assessment through client- and caregiver-centered, community-based experiences.

The titles of the awarded projects were:

## WCHHS Dean's Annual Report 2026

- Integrating Interprofessional Learning and Collaboration Beyond the Classroom Through Experiential and Community-Based Service Learning
- Radford University Brain Injury Clinic: Interprofessional Education and Practice Collaborative Case Studies

Awardees will present their projects at the 2026 Waldron College Interprofessional Symposium. This pilot initiative represents an initial investment in faculty-led innovation in interprofessional education across the college.

### **IPEC and RUCC Curricular Mapping & Outreach Readiness Snapshot**

During Spring 2026, the Linville Center launched an IPEC and RUCC curricular mapping initiative to better understand and strengthen the integration of interprofessional and Rural and Underserved Community Care (RUCC) competencies across Waldron College programs. Programs are providing curricular mapping data aligned with the Interprofessional Education Collaborative (IPEC) Core Competencies and Rural and Underserved Community Care (RUCC) competencies to identify where these areas are introduced, practiced, and assessed, as well as to highlight opportunities for intentional integration and expansion. This work is intended to inform future curricular development and support the design of a more coordinated, developmental pathway for interprofessional and community-engaged learning.

In addition, programs are contributing course-level outreach and mobile health unit readiness information to identify where community-based and clinical outreach experiences currently exist and where programs may be positioned to expand student engagement through the Radford CARES Program and Mobile Health Initiative. These efforts are intended to inform future curricular development, strengthen experiential learning opportunities, and guide the design and implementation of the proposed IPE Scholars Program.

### **IPE Scholars Program Proposed for 2026-2027**

The Dr. Raymond N. Linville Center for Interprofessional Education and Practice developed a proposal to establish an Interprofessional Education (IPE) Scholars

Program for 2026–2027. The program builds on the College's existing large-scale Interprofessional Case Study Events and Interprofessional Symposium by creating a more structured and intentional pathway for student engagement.

The proposed program is designed to provide a coordinated sequence of applied, experiential learning opportunities that prepare students for collaborative practice in the healthcare workforce. Students who complete program requirements will earn an IPE Scholars Certificate, with an optional IPE Scholars Leadership Certificate available for those seeking advanced preparation in interprofessional leadership and community-based experiential learning.

The IPE Scholars Program is proposed to strengthen and expand existing College initiatives by intentionally connecting them within a developmental pathway that includes foundational preparation, team-based experiential learning, and applied, partner-engaged projects. The program aligns with ongoing efforts across Waldron College to advance interprofessional and community-engaged education, including IPEC and RUCC curricular mapping and mobile health outreach readiness initiatives.

By integrating these experiences, the program creates a cohesive experiential learning model that prepares students for entry-level roles in healthcare settings where collaboration across professions is essential. This approach supports the development of IPEC competencies needed to function effectively within interprofessional teams addressing complex patient and population health needs.

This proposed program represents a strategic expansion of interprofessional education at Waldron College, positioning graduates for success in increasingly team-based healthcare environments.

Special thanks to Dr. Jenny Hall of all of her outstanding work as Associate Dean for IPE this year. Special thanks to the IPE Steering Committee as well.

**2025-2026 IPE Steering Committee Membership**

- Patricia Airey, Physician Assistant Studies
- Kim Baskette, Public Health and Healthcare Leadership
- Andi Bendor, Athletic Training
- Brianna Blevins, Occupational Therapy
- Louise Coats, College of Nursing
- Keith Gentry, Occupational Therapy
- Jenny Hall, Linville Center for Interprofessional Education and Practice (Chair)
- Erin Hokanson, College of Nursing
- Amanda Hudgins, College of Nursing
- Renee Huth, Physical Therapy
- Wil Kolb, Physical Therapy
- Meg Lubas, Social Work
- Kari Whitney, Emergency Services Program
- Brent Williams, Respiratory Therapy

**Established a Culture that Promotes Inclusion, Equity and Diversity:**

**Support Diversity, Equity and Inclusion Issues in the College**

Fourteen years ago, I laid the groundwork for faculty in the College to be leaders at RU in diversity, equity and inclusion issues on campus. Following the formation of the WCHHS Equity Committee, I supported the work of the Committee to formulate a series of Brown Bag Sessions to provide an opportunity for faculty, staff and students in the WCHHS to participate in diversity and equity issues at RU. Over the years the Equity Committee has focused on engaging faculty to make changes at both administrative levels and in the classroom. They used the “Tough Talks” structure and later renamed them to “Conversations for Change,” during which the committee committed to “...*listen compassionately, share honestly, and learn bravely, in an effort to create a kinder world*” and required confidentiality, allowing others to make mistakes, and being supportive of each other.

Last year, the members developed and affirmed the focus of the committee on social determinants of health as it relates to healthcare, healthcare advocacy,

belonging and civil discourse. As such, the committee voted to change the name of the "Equity Committee" to the "Healthcare Advocacy Committee." The committee has adopted the structure of "Lunch and Learn" events to facilitate discussion and engagement. These series of Lunch and Learn sessions, faculty, students, and healthcare professionals engaged in conversations on the Carilion Roanoke and New River Valleys health needs assessments, rural health access, access to women's reproductive health and trauma and resiliency training. These events provided a platform for interdisciplinary learning and reflection, reinforcing the importance of addressing non-medical factors that influence health outcomes.

### **2025-2026 Waldron College Healthcare Advocacy Events**

The Waldron College Healthcare Advocacy Committee, worked throughout the year to provide five opportunities for students, staff, and faculty to critically discuss social determinants of health and key issues impacting the Southwest Virginia region. Through various events, participants, including faculty, staff, students, administrators, and healthcare professionals, engaged in dialogue focused on community assessment findings, health and resource needs, and strategies to improve health and well-being in our region.

These events provided an interdisciplinary platform to explore the non-medical factors that influence health outcomes and to strengthen awareness of the complex social, economic, and environmental conditions shaping health in our communities. Key highlights from the five Health Advocacy Committee events are summarized below.

#### **1. Roanoke Valley Regional Health Discussion**

**Presenters:** Aaron Bousch and Molly Roberts, Carilion Clinic

**Date:** Tuesday, November 11th, | Time: 12:00 - 1:30 pm

**Location:** Hybrid – RUC 3<sup>rd</sup> Floor Boardroom and Zoom

**Description:** This session focused on priority areas identified in the Roanoke Valley Community Health Needs Assessment and explored strategies to strengthen regional partnerships.

**Participants:** 56 students, staff, and faculty. Across both regional health discussions, participants represented three colleges and 10 disciplines.

## **2. New River Valley Regional Health Discussion**

**Presenters:** Aaron Bousch and Molly Roberts, Carilion Clinic

**Date:** Wednesday, November 12th, | Time: 12:00 - 1:30 pm

**Location:** Artis 312 and Zoom

**Description:** This session focused on priority areas identified in the New River Valley Community Health Needs Assessment and explored strategies to strengthen regional partnerships.

**Participants:** 29 students, staff, and faculty. Across both regional health discussions, participants represented three colleges and 10 disciplines.

## **3. Rural Healthcare Access: Evidence, Challenges, and Community Impact**

**Presenter:** Dr. Morgan Montanez, Director, Center for Social and Cultural Research

**Date:** Tuesday, February, 10, 2026 | Time: 12:00 - 12:50 p.m.

**Description:** This session presented findings from multiple research projects conducted by the Center for Social and Cultural Research, highlighting barriers to accessing aid programs (e.g., Virginia 211), housing, and healthcare in rural Southwest Virginia. Discussion emphasized the implications of these challenges for patients, clients, and students across the region.

**Participants:** 40 participants (11 disciplines): PHL, Athletic Training, Respiratory Therapy, COSD, Psychology, CITL/STEL, Biology, Nursing, Education/Human Development, Social Work, Sociology

**Evaluation:** 15/15 found the event meaningful

At the time of this report, these three Health Advocacy Committee events have engaged 125 participants from multiple disciplines across Waldron College and external disciplines and college, with two additional events scheduled for Spring 2026. The remaining events are outlined below.

## **4. Access to Women's Reproductive Health in Southwest Virginia - Common Grounds Discussion**

**Presenters:** Heather Keith and Geoffrey Pollick

Co-Sponsored by the Highlander Center for Character and Public Impact and the Civil Discourse Working Group

**Date:** Tuesday, March 24th | Time: 12:00 - 1:00 p.m.

**Location:** RUC 3<sup>rd</sup> Floor Boardroom and Zoom

**Description:** This Common Grounds discussion topic is in recognition of National Social Work Month and Women's History Month and will explore issues related to access to women's reproductive health services in Southwest Virginia. Participants will engage in dialogue around challenges, perspectives, and strategies to improve access and support within the region.

## **5. Trauma and Resiliency Training**

**Presenter:** Cora Taylor, Assistant Director, RU SAVES Program

**Date:** Monday, Apr. 13, 2026 | Time: 2:00-3:30 pm

**Location:** Linville Center Boardroom

**Description:** This training session will provide faculty and staff with foundational knowledge and practical strategies to support trauma-informed and resilience-focused approaches in educational and professional settings. Participation is limited to 20, and registration is required.

### **2025-2026 Health Advocacy Committee Members**

- Kim Baskette, Public Health and Healthcare Leadership
- Tom Castor, Public Health and Healthcare Leadership
- Jenny Hall, Linville Center for Interprofessional Education and Practice (Chair)
- Diane Hodge, Social Work
- Rachel Bailey, Occupational Therapy
- Renee Huth, Physical Therapy
- Sallie Beth Johnson, Public Health and Healthcare Leadership
- Diane Millar, Communication Sciences and Disorders
- Luke Swatzyna, Physician Assistant Studies
- Kari Whitney, Emergency Services Program
- Diana Willeman-Buckelew, Public Health and Healthcare Leadership
- Brent Williams, Respiratory Therapy

### **College Ambassadors – Student Growth and Development:**

Our revised Waldron College Ambassadors Program continues to thrive. As a Student Ambassador, the student has the opportunity to represent the undergraduate and graduate student body of Waldron College and participate in campus events that relate to admissions, student retention, and alumni affairs. While expanding his/her own professional knowledge and experience, the Ambassador provides a student perspective to potential students and their families, current students, and alumni while working with the Waldron College and Office of the Dean.

### **Program Growth**

We received approval from SCHEV for the new Certificate of Advanced Graduate Study in Health Professions Education in the Public Health & Healthcare Leadership (PHHL) Department last year. This 100% online certificate allows

eligible students to pursue advanced study in health sciences education, with a target population of health professionals with advanced clinical degrees and experience who wish to teach in their field of expertise but lack background in educational strategies.

The Department of Occupational Therapy revised their OTD program and have submitted the revision in Curriculog and will send to SCHEV this spring for approval. The target re-launch of the OTD is fall 2027.

Dr. Glen Mayhew and I have been exploring opportunities for new programs for the WCHHS. The Anesthesia Assistant profession was recently approved for independent practice in Virginia. After contacting the accreditation agency and exploring our ability to start an Anesthesia Assistant program we found that there was great potential for partnership and collaboration with Carilion Clinic. However, we found out this spring that VCOM plans to start a program for the fall 2007. We plan to follow up with VCOM to explore pathways and partnership opportunities. We are also continuing to explore the options in radiologic technology and other advanced imaging programs.

**Student Success: Student Growth and Development (aka student success**

The programs in the WCHHS and the dean's office are focused on the growth and development of our students. The programs in the WCHHS have tremendous student outcomes due to the ongoing commitment and dedication of the faculty and staff in the WCHHS. The success of our students is evidenced by our board pass rates, graduation rates and job placement rates in the WCHHS. Here are a few examples.

- Department of PA Studies: 2025 – 100% pass rate for the NCCPA PANCE exam.
- Department of Physical Therapy: 2025 – 96.6% first time pass rate, 100% ultimate pass rate, 2024 – 92% pass rate for the NPTE board exam, 100% employment rate.

## WCHHS Dean's Annual Report 2026

- Emergency Services: 2025 – 98% pass rate so far, 2024 - ES pass rates: First time pass rate: 100%, Overall 100% pass rate for their national EMS certification exam. 100% employment rate.
- Respiratory Therapy: 2025 – 95% pass rate, 2024 – 95% pass rates on national board for respiratory care exam. 95% employment rate for 2025.
- Communication Sciences and Disorders: 2025 – 100 % pass rate, 2024 - 100% pass rate on the Praxis II. 100% employment rate 2025, 2024.
- Occupational Therapy: 2025 – 93%, 2024 – 96%, 2023 - 100% pass rate on the NBCOT national board exam. 100% employment rate.

RU has continued to focus on Highlander Days in efforts to recruit students. As such, our office continues to work with admissions for these events at RU main campus and RUC.

### **Governor's School for Medicine and Health Sciences**

Radford University at Roanoke hosted the 2025 Summer Residential Governor's School for Medicine and Health Sciences last year. This is a VDOE program for high school juniors and seniors. Dr. Glen Mayhew is now serving as the Director of the Governor's School for Medicine and Health Sciences for 20 high school students. The theme for last year was public health and he and our team have developed the curriculum. The Governor's School will run for 3 weeks again this summer and will be managed mostly out of our office for at least the next three years. The Governor's School provides a unique opportunity to recruit some of the brightest students from across the state to RU and into the health sciences careers. Special thanks to Dr. Mayhew for taking on this role as part of his duties as Associate Dean of the WCHHS.

**Sub goals for the year**

Meet with Faculty and Staff – Keeping Faculty and Staff Informed:

See description above.

Support Accreditation and Curricular Revisions:

Congratulations to the Department of Public Health and Healthcare Leadership for the full accreditation for the master's in healthcare administration (MHA) from the Commission on Accreditation in Healthcare Management Education (CAHME). After 3 years of candidacy preparation, our fully online master's program received full accreditation this spring. Congratulations to the Respiratory Therapy for receiving re-accreditation for ten years from the CoARC Board. Congratulations to the programs for their successful annual reports. The Department of PA Studies had a positive accreditation result from the ARC-PA at the end of March 2025. Special thanks for all of your hard work! Also, special thanks to Drs. Kevin Chui and Glen Mayhew for their work on reviewing accreditation documents and providing excellent feedback to the departments.

Also, many of our departments' curricula were substantially revised this year. We had 28 curriculum proposals pass through the WCHHS Curriculum Committee and me again this year, with 9 pending. I know how much time, effort and energy go into accreditation and curricular revision, and I sincerely appreciate the work of the faculty and staff in continuing to make RU excellent by maintaining our rigorous professional accreditations. Special thanks to the WCHHS Curriculum Committee (Tom Castor (chair), Andrew Murray, Michelle Lenhart, Garth Mills, Sarah Garrison, Acro Paul, Matthias Naleppa and Emily Paisley).

Recruit Faculty and Staff:

See description above.

Alumni Engagement and Fundraising:

I've continued to work with University Advancement and Alumni Relations (Penny White and Danny Sterling) on fundraising activities, cultivating relationships with donors, alumni and friends. We again revised the dean's letters that are being sent out this year to solicit donations. We achieved our fundraising goals over 5 years for the Capital Campaign of \$9,600,000 (for WCHHS and Nursing). The total amount that we have received to date (since 2019) is \$20,246,532 (for WCHHS and Nursing). From 3/15/25-3/16/26 we raised an additional \$1,622,828 (including scholarships) for the WCHHS and Nursing (some of the funding for scholarships is reported still for both WCHHS and Nursing). In addition, we raised funds from 31 new donors this year. We have raised more than \$18,230,241 for the WCHHS (excluding nursing – except scholarships) since I've been the Dean of the of the College, and I'm confident we can continue to raise even more over the next 5 years.

As I mentioned above, I attended the CASE Conference in Washington DC with the RU Advancement team in the fall 2025. Danny Sterling is the new Associate Vice President for University Advancement and since that fall 2025 conference we have been working on a plan for advancement efforts and stewardship with young alumni in our college. Danny has meet with our WCHHS Leadership Team, as well as the chairs in the college to facilitate engagement. As many of you know, alumni in our college have an overwhelming affiliation with the department and program rather than the college in the healthcare disciplines. As such, Danny and I have developed a plan for the college focused on engagement at the program and department level. This draft plan has not been fully vetted by the Advancement Team but here is an overview.

The affinity at the department level is viewed as a major strength for our college. We can create program-specific cases for support that will be integrated into a unified Waldron College framework. For example, we can activate donor passion where it exists at the department level and still advance our shared priorities.

## WCHHS Dean's Annual Report 2026

Our major areas of focus will continue to be scholarships and student support, endowments, programmatic needs (equipment, etc.) as well as other opportunities as it relates to the Center for Rural Health and the new health sciences building in Roanoke. Special thanks to Penny White, Danny Sterling and their team for all they continue to do for the WCHHS.

### AVP for Health Sciences Search Committee and Chair:

Provost Bethany Usher appointed me to serve on the Assistant Vice President for Health Sciences in August 2025. The initial search was unsuccessful, and we moved on to a using a new search firm. Dr. Usher asked me to chair the new search in February 2026, and we are bringing candidates to campus in April 2026.

### Facilities Updates:

As you know, last academic year we received funding to hire an architectural and engineer firm as the next phase of our new health sciences building in Roanoke. I served on the Roanoke Campus Building Design Committee and Vender Selection Committee, and we met this spring to select the firm Perkins & Will to move us from concept to design. According to Rob Hoover, Building Design Committee is “charged with shaping a bold, innovative vision for the Health Sciences Academic Building—one that meets the evolving needs of faculty, staff, and students across academics, research, and operations. Meeting more regularly and with a focus on program alignment, functionality and future readiness, the committee will ensure the final design reflects the University’s strategic goals and brings its mission to life through thoughtful, purpose-driven spaces. This group will also ensure that the design process includes input from a variety of stakeholders, including faculty, staff, students and external partners such as Carilion Clinic.”

You will have multiple opportunities to provide input. The design phase is going to include multiple channels for feedback and input from the community,

including focus groups, stakeholder interviews, working design groups, surveys and community events. The design process to be fully transparent and collaborative. These meetings are tentatively scheduled to start in April 2026. President Bret Danilowicz and his team continue to work with legislators for funding for a new building.

We are working again this year with RU Facilities Management to explore upgrades to Waldron Hall. I continue to work with RU Facilities Management to discuss our needs in the building. This includes a comprehensive building assessment to identify systems like carpet, doors, etc. that have reached the end of their life spans and to review conditions of all spaces in our building.

### **Other Activities**

- Communicated with Faculty/Staff: Hold regular WCHHS Leadership Team Meetings, send regular email updates from the AALT meetings and the Dean's Council to the WCHHS LT and the WCHHS Staff Team Chair for dissemination to faculty and staff. Met individually with faculty and held regular "Coffee with Ken" meetings
- Provided guidance and counsel to chairs and directors
- Led regular WCHHS Leadership Team meetings
- Continued to support the WCHHS Staff Team and their initiatives
- Advocated for the College: Participated in the Academic Affairs Leadership Team (AALT) meetings
- Participated in the Dean's Council Meetings
- Attended regular (monthly) meetings with the Provost
- Attended and participated in meetings of the President's Leadership Council
- Attended and reported out to the RUC Operations Advisory Group
- Attended the RUC Integrated Services Steering Committee
- Attended RUC Academic Leader Working Group

## WCHHS Dean's Annual Report 2026

- Served on the VIAL Oversight Committee and attended regular quarterly meetings
- Provided support for refining the WCHHS Student Ambassadors program
- Met with candidates for various positions in the College
- Fiscal resources: Facilitated approval for over \$623,970 in ETF funding for the WCHHS
- Participated in commencement activities at RU
- Attended the State of the University Address
- Facilitated the distribution of WCHHS RU Foundation Scholarships
- Chaired the University Academic Policies and Procedures Committee
- Provided letters of support for faculty research grants
- Attended RU Board of Visitor meetings
- Assisted with facilitating agency contracts
- Evaluated chairs, directors, associate dean, and College staff
- Served as reference for faculty
- Wrote thank you letters to College donors
- Counseled faculty on tenure, promotion and career opportunities
- Provided materials for RU University Relations on stories about WCHHS
- Met with the personnel from University Relations
- Met with donors and RU Advancement personnel
- Met with HR regarding staff issues
- Continued to support the WCHHS Staff Team and their initiatives (special thanks to Monica King for Chairing the Staff Team)
- Submitted budget and “visionary” goals for the College to the Provost
- Met with RU personnel regarding clinical contracts
- Attended meetings on student retention
- Met with personnel from Student Affairs
- Approved the WCHHS summer school budget
- Met with Dr. Jessica Stowell regarding SACSCOC and SCHEV accreditation and program approvals

## WCHHS Dean's Annual Report 2026

- Met with Assistant Provost to discuss program offerings
- Met with representatives from the RU Foundation
- Met with representatives from VCOM regarding collaboration
- Completed mandatory CEU's to maintain licensure and certification
- Met with University Registrar to discuss classroom scheduling for units in the WCHHS
- Met with VP for Enrollment Management
- Awarded the WCHHS Staff Award
- Reviewed applications of the Dalton Eminent Scholar Program
- Met with representatives from the CAS office
- Met with potential donors
- Met with the Attorney General representative on student issues
- Supported the continuation of the TEACH program with VTC
- Met with University Relations to make revisions to the WCHHS website
- Facilitated the expansion of the WCHHS social media presence
- Participated in Highlander Day events
- Participated in Quest
- Attended Partnerships in Excellence event
- Attended the Assistant Provost for Graduate Affairs Search Meetings
- Attended the RUC Fall Festival
- Attended the RUC Spring Fling
- Represented the WCHHS at the Employee Service Lunch
- Attended AALT retreat at the Highlander Hotel
- Attended the Graduate Student Awards Reception at the HUB
- Met with Vice President for Finance and Administration
- Successfully advocated for 2 faculty professional development leave awards in the WCHHS
- Spoke at the OT and PA Pinning Ceremonies in December
- Attended the DPT White Coat Ceremony in May
- Continued to discuss possible collaborations with VT

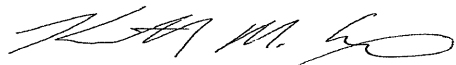
## WCHHS Dean's Annual Report 2026

- Attended WCHHS undergraduate and graduate commencement receptions
- Completed IT Security Training
- Met with the president to discuss the WCHHS
- Presented at the DPT student orientation
- Met with the facility management personnel for the Artis CAIC building
- Attended the Scottish Rite Luncheon
- Attended Quest and Highlander Days
- Attended Faculty Convocation
- Attended RU Student Convocation
- Attended the Homecoming
- Attended the president's holiday reception
- Participated in the Academic Affairs Leadership Team Retreat
- Participated in interviews for the dean positions
- Met with the Director of Budgets for Academic Affairs
- Met with IT and nursing personnel to discuss clinical clearance software
- Met with HR to discuss personnel issues
- Met with advisors from the Highlander Success Center
- Attended the COSD pinning ceremony
- Attended the RU Alumni Event at Elmwood Park
- Met with Carilion Representatives regarding collaborative funding
- Met with RU personnel regarding funding for a mobile health clinic
- Met with personnel from VTC and the FBMRI
- Met with Associate Provost
- Attended the Student Engagement Forum
- Attended training for the PageUp system
- Met with representatives from the VCU Dental School
- Represented the college at celebration events for retiring RU employees
- Met with consultants regarding Graduate Affairs at RU
- Attended EMMA training

WCHHS Dean's Annual Report 2026

In summary, I believe we have accomplished much during this year in the WCHHS and I look forward to the opportunity to continue to serve as dean.

Sincerely,

A handwritten signature in black ink, appearing to read "Ken Cox", with a stylized flourish at the end.

Ken Cox



**Radford**  
UNIVERSITY

**Waldron College of Health  
and Human Services**



**2024-2029**

# *Strategic Plan*

The Waldron College of Health and Human Services at Radford University is a premier health and human services educational destination in the Commonwealth of Virginia and beyond.



## Mission

The mission of the Waldron College of Health and Human Services is to educate health and human services professionals within an inclusive learning environment to provide high-quality, holistic healthcare services by incorporating cultural humility, interprofessional collaboration and evidence-based practice to promote the health and well-being of the diverse communities we serve.

## Our Vision

The Waldron College of Health and Human Services aspires to be a leading, innovative, student-centered institution that educates health and human service professionals with a focus on teaching and learning, research and service.

## Core Values

- **Student Success**  
Waldron College facilitates students' critical thinking, communication, self-reflection and creative problem-solving for professional development and lifelong learning.
- **Academic Excellence**  
Waldron College offers high-quality instruction, experiential learning, advising and mentoring to its students.
- **Inclusion and Belonging**  
Waldron College fosters an accessible and inclusive learning environment, embracing social justice and diversity in its community of students, faculty and staff.
- **Integrity**  
Waldron College is committed to upholding professional and ethical values, utilizing evidence-based practices in the areas of teaching and learning, research and service.
- **Community**  
Waldron College engages in experiential learning and service activities with our local, state, regional and global communities through practicums, partnerships, public stewardship and altruism.

\*The World Health Organization defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."  
Radford University Carilion Aspirational Vision (Academic Excellence and Student Success BOV meeting on June 6, 2024).

*Four Core Pillars of the  
Disciplines in Waldron College*



I. Excellence in Teaching and Learning



II. Excellence in Research  
and Scholarship



III. Community Service, Outreach  
and Engagement



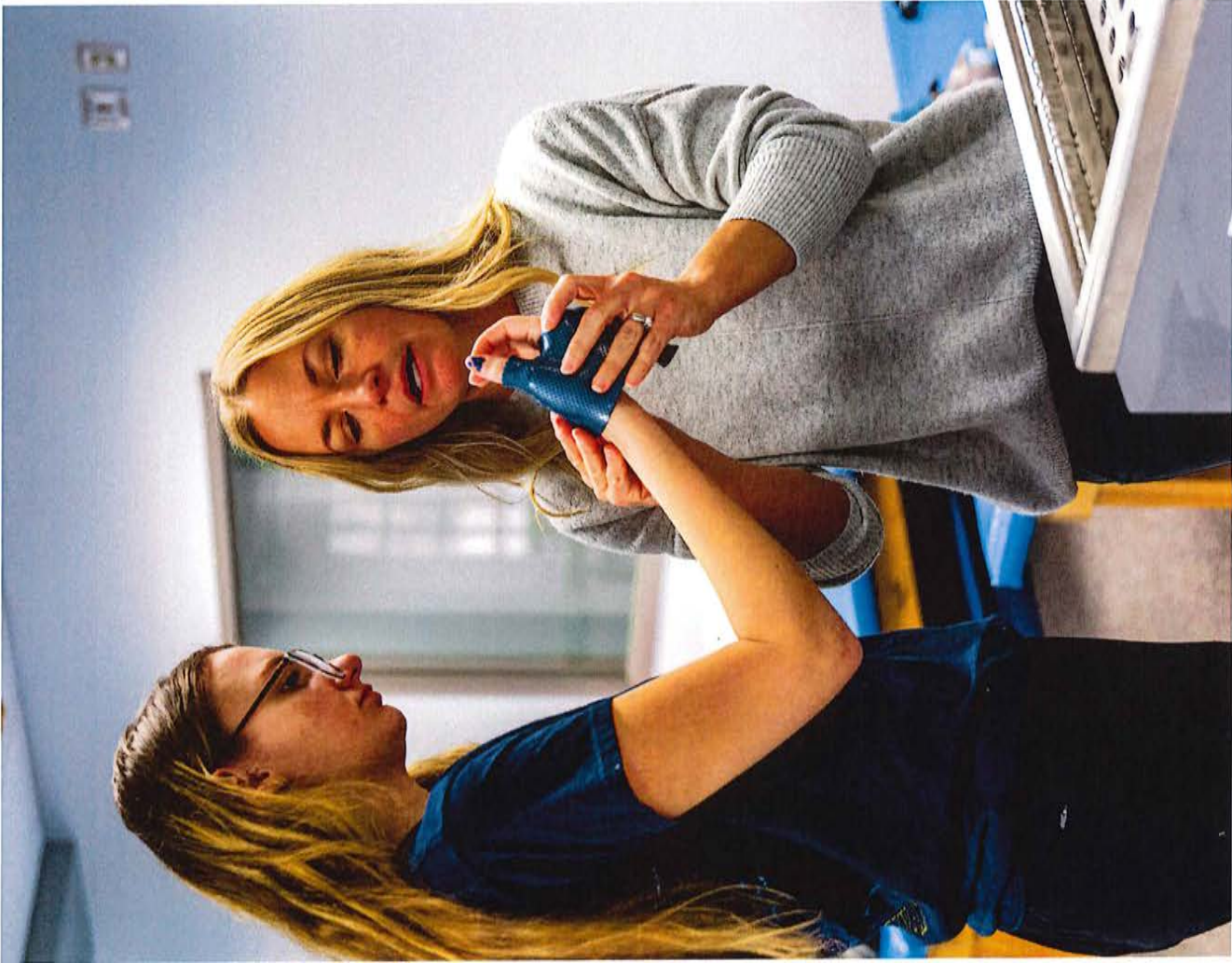
IV. Interprofessional Education  
and Practice

## Pillar I: Excellence in Teaching and Learning

Goal: Waldron College will be a leader in the use of technology in teaching, evidence-based practice and creating an inclusive learning environment in health and human services.



Objective	Tactics	Measures
1. Integrate innovative teaching technology.	<p>Conduct department/school needs assessments for teaching-related technology.</p> <p>Identify funding sources.</p> <p>Collaborate with the Radford University Center for Innovative Teaching and Learning (CITL) and instructional designers to develop programming that enhances the use of technology in the classroom and lab.</p>	<p>Conduct department/school needs assessments for teaching-related technology.</p> <p>Analyze the needs assessment results and consult with CITL regarding identified needs.</p> <p>Upgrade technology in the classroom/laboratory setting(s).</p>
2. Elevate the teaching of evidence-based practice within each discipline.	<p>Inventory current practices to establish a baseline.</p> <p>Engage with CITL and other available resources to provide educational programming for best practices to enhance the teaching of evidence-based practice.</p>	<p>Conduct an inventory of current practices.</p> <p>Analyze the needs from inventory results and consult with CITL regarding identified needs.</p> <p>Increase by 10% (over baseline) the programs of evidence-based practice by the end of the fifth year.</p>
3. Foster an inclusive learning environment.	<p>Participate in SACSCOC Radford University Quality Enhancement Plan (QEP) workshops and initiatives.</p> <p>Engage with CITL and other resources to provide educational programming on methods for facilitating civil discourse in the classroom.</p> <p>Participate in sessions available from the Waldron College Health Advocacy Committee.</p>	<p>All undergraduate departments will have participated in one or more of the RISE Food for Thought program events.</p> <p>All departments will have participated in at least one scheduled activity with CITL on topics related to civil discourse.</p> <p>Three-quarters of the faculty who have participated in Health Advocacy Committee activities will agree or strongly agree that the programming is meaningful.</p>



## Pillar II: Excellence in Research and Scholarship

Goal: Waldron College will elevate the productivity and engagement of students and faculty in research and scholarship.



Objective	Tactics	Measures
1. Increase faculty and student participation at the Waldron College Symposium.	<p>Enhance participation from each discipline by providing incentives.</p> <p>Invite additional disciplines outside Waldron to participate.</p>	<p>All departments will participate in at least one session of the symposium.</p> <p>Invite at least two new partners and/or disciplines outside Waldron to participate in the symposium each year.</p>
2. Increase the number of faculty engaged in research and scholarship.	<p>Assess the number of currently active research and scholarly works.</p> <p>Create a recognition and rewards system for faculty and students who participate in research.</p> <p>Provide development opportunities for faculty to establish and maintain research and scholarly efforts.</p> <p>Provide faculty development opportunities for mentoring and partnering with students on research and scholarship activities.</p>	<p>Conduct a survey to assess faculty members' current level of scholarly engagement and areas of interest.</p> <p>Review and modify the Waldron College Distinguished Faculty Award as it pertains to scholarly activity.</p> <p>Increase the number of grant submissions (internal and external) by 10% over five years.</p> <p>Increase scholarly work production (i.e. presentations, publications and creative works) by 15% over five years.</p> <p>Establish an associate dean for research and scholarship position.</p>





### Pillar III: Community Service, Outreach and Engagement



**Goal:** Waldron College will continue to lead the university in community engagement, including clinical, fieldwork and internship placements, collaborative community partnerships and other high-impact practices that have a positive impact on the social determinants of health.

Objective	Tactics	Measures
1. Increase community outreach programs.	<p>Survey current programming to establish a baseline.</p> <p>Establish a task force to identify priorities based on existing community needs assessments conducted in the Roanoke and New River valleys.</p> <p>Design and implement targeted outreach programs to address identified priorities.</p>	Increase the number of community outreach programs by 10% over five years.
2. Enhance student involvement in community service.	<p>Conduct an assessment of student-required community service across departments.</p> <p>Integrate community service components into curricula.</p> <p>Integrate community service into co-curricular activities.</p> <p>Provide support for faculty and students engaging in community service and recognize those efforts.</p>	Increase the number of students participating in community outreach activities by 10%.
3. Foster sustainable community partnerships.	<p>Establish long-term partnerships with community agencies.</p> <p>Assess partnerships regarding effectiveness and modify as necessary.</p>	Increase the number of community partnerships (non-clinical rotations) by 10% over five years.
4. Facilitate community engagement events.	<p>Organize regular community events focused on health and wellness education (e.g., health fairs).</p> <p>Collaborate with local media outlets to increase visibility.</p> <p>Evaluate event effectiveness with participant feedback.</p>	<p>Increase the number of students who participate in community engagement events by 10% over five years.</p> <p>Conduct at least five community engagement events per year.</p>

## Pillar IV: Interprofessional Education and Practice (IPEP)



**Goal:** Waldron College will continue to lead in the area of interprofessional education and practice through its Center of Interprofessional Education and Practice (CIPEP) and Health Advocacy Committee.

**CIPEP Vision:** Improving the health of our communities by preparing learners for collaborative practice.

Objective	Tactics	Measures
1. Increase faculty and student participation in IPEP events.	<p>Complete a needs assessment for IPEP.</p> <p>Make events accessible across campus locations.</p> <p>Invite faculty and students from departments/schools outside Waldron to participate.</p> <p>Facilitate interprofessional research and scholarship.</p> <p>Solicit donations for the center and create an opportunity for the naming of the center.</p>	<p>Increase the number of faculty participating in IPEP events by 10% over five years.</p> <p>Increase the number of students participating in IPEP events by 10% over five years.</p> <p>Acquire a minimum of \$50,000 required for the naming of the IPEP center.</p> <p>Hire a permanent associate dean for IPEP.</p>
2. Advance a culture of belonging for faculty, staff and students that enables them to reach their full potential as individuals and as health professionals.	<p>Encourage each program to have its department representative attend Health Advocacy Committee meetings.</p> <p>Actively participate in the RU QEP Realizing Inclusive Student Excellence (RISE) program.</p> <p>Review and inform faculty and students about health disparities and how we can address them in Waldron programs.</p>	<p>Increase the number of faculty participating in health advocacy events by 10% over five years.</p> <p>Increase the number of staff participating in health advocacy events by 10% over five years.</p> <p>Increase the number of students participating in health advocacy events by 10% over five years.</p>
3. Create opportunities for civil discourse discussions.	<p>Align discussion and activities with the university's civil discourse committee.</p> <p>Create a safe environment and provide training for faculty, staff and students regarding belonging.</p>	<p>Conduct at least five opportunities per year to engage in civil discourse discussions.</p>



*Students in Radford University's Communication Sciences and Disorders program gain hands-on experience supporting communication development in clinical settings.*





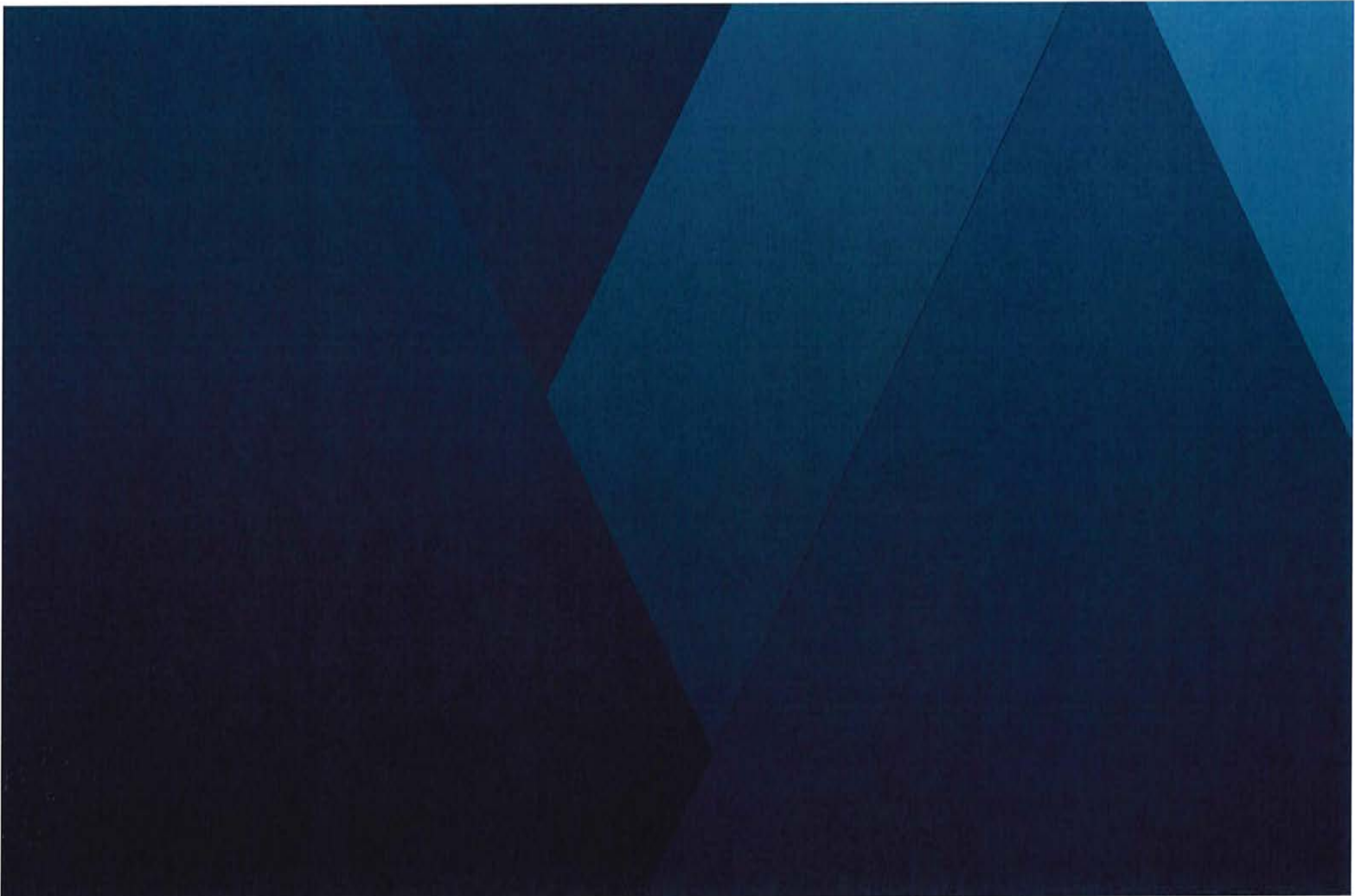
**Radford**  
UNIVERSITY

Waldron College of Health  
and Human Services

Waldron Hall

P.O. Box 6970 Radford, VA 24142

540-831-7600





## Bolster Reputation

### Priority Audience 1: Targeted Media

#### Tactics:

- o Press releases
- o Media interviews
- o Story pitches
- o Expert commentary
- o Facility tours for journalists
- o Develop faculty expert directory

Communications Strategy – 2.25.26



## Bolster Reputation

### Priority Audience 2: Healthcare Industry Leaders

#### Tactics:

- o Media coverage of case studies and faculty work in industry publications, executive briefings, outcomes data sharing (Share employment and licensure pass rate data)
- o Annual email/e-newsletter to list of healthcare industry leaders (using EMMA)

Communications Strategy – 2.24.26



## Communication Goal #3

Strengthen clinical partnerships and community engagement to enhance student experiential learning opportunities

## Strengthen Clinical Partnerships

### Priority Audience 1: Strategic Clinical Partners

#### Tactics:

- o Industry conference presence
- o Targeted Event Invitations and Co-Branded Opportunities
- o Quarterly Partner E-Newsletter
- o Partner spotlights on social channels (LinkedIn)

Communications Strategy – 2.25.26



## Social Media Strategy – Year 1

Supporting college communication goals while aligning with the broader university communications plan

## Goals

- Connect with alumni
- Increase engagement with all audiences
- Increase awareness and participation in Waldron initiatives
- Bolster reputation in inter-professional health education
- Increase following on Facebook and Instagram
- Establish a presence on LinkedIn

Communications Strategy – 2.25.26



## Tactics

Goals	Tactics
Connect with alumni	<ul style="list-style-type: none"> <li>Post alumni spotlights</li> <li>Partner with Alumni Association to spread the word about campus</li> <li>Create LinkedIn page</li> </ul>
Increase engagement with all audiences, including students	<ul style="list-style-type: none"> <li>Post student spotlights</li> <li>Increase use of videos</li> <li>Collaborate with campus partners when applicable</li> </ul>
Increase awareness and participation in Waldron initiatives	<ul style="list-style-type: none"> <li>Post "Did you know?" series</li> <li>Program promotional posts</li> <li>Share WCHHS news stories</li> <li>Create Facebook events for certain events</li> </ul>

Communications Strategy – 2.25.26



## Tactics Cont.

Goals	Tactics
Bolster reputation in inter-professional health	<ul style="list-style-type: none"> <li>Post clinical partner spotlights</li> <li>Share student success stories and outcomes</li> <li>Share news stories</li> </ul>
Increase Following on Facebook and Instagram	<ul style="list-style-type: none"> <li>Post original content 3-4 times per week</li> <li>Create a content calendar</li> <li>Follow program accounts, community partners, etc.</li> </ul>
Establish a presence on LinkedIn	<ul style="list-style-type: none"> <li>Post 1-2 times per week</li> <li>Create a content calendar</li> <li>Follow program accounts, community partners, etc.</li> </ul>

Communications Strategy – 2.25.26



## Content Strategy



Communications Strategy – 2.25.26



## Content Strategy

<b>Student Spotlights</b>	Posts highlighting a current student's journey and accomplishments
<b>Alumni Profiles</b>	Posts highlighting an alumni's career, accomplishments, and journey since leaving Radford
<b>Clinical Partner Spotlights</b>	Posts about featuring clinical partners in the region and how they help students
<b>Program Promos</b>	Posts and/or videos promoting WCHHS programs on rotating basis (original content)
<b>A Day in the Life Series</b>	Video series where the audience follows a student for a day
<b>Did You Know? Series</b>	Posts/videos highlighting programs, initiatives, and general info about WCHHS
<b>Content Gap Fillers</b>	Regularly post event promotion, event summaries, news links, share relevant content from program pages and other campus accounts, faculty research, faculty accolades, etc.

Communications Strategy - 2.25.26



## Posting Frequency

### Meta

- Facebook: 3-4 posts per week
- Increase reach

### LinkedIn

- 1-2 times per week
- Establish a following
- Increase reach

Communications Strategy - 2.25.26



# Social Media Best Practices

## General Best Practices

- Follow [Radford University's social media best practices and guidelines](#)
- Develop a monthly content calendar
- Post frequently and consistently
- High quality photos/videos outperform graphics
- Do **NOT** use QR codes in graphics
- Use relevant hashtags in moderation
- Tag relevant clinical partners, businesses, and people to boost reach
- Include links to news stories and web pages

Communications Strategy - 2.25.26



## Platform Specific Best Practices

Facebook	Instagram	LinkedIn
<ul style="list-style-type: none"> <li>• Short form videos (up to 30 seconds)</li> <li>• Use 1-5 emojis</li> <li>• Limit hashtags to 1-3</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of mediums                             <ul style="list-style-type: none"> <li>• Images, carousels, infographics</li> </ul> </li> <li>• Short form videos (7-30 seconds)                             <ul style="list-style-type: none"> <li>• Use 3-7 emojis</li> <li>• Use 3-5 hashtags</li> </ul> </li> <li>• Feature multiple web URLs using Linktree</li> </ul>	<ul style="list-style-type: none"> <li>• Use native LinkedIn video when possible</li> <li>• Limit text to 1-3 paragraphs</li> <li>• Limit emojis to 0-2</li> <li>• Use 1-3 hashtags</li> </ul>

Communications Strategy - 2.25.26



## Contact Information

Joya Garris – Communications Partner: [jgarris2@radford.edu](mailto:jgarris2@radford.edu)

Cécilia Crow – Director of Strategic Projects and Client Support: [ccrow@radford.edu](mailto:ccrow@radford.edu)