



Radford
UNIVERSITY

College of Education and
Human Development

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

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

Date: March 28, 2025

Subject: Annual Dean's report (March 21, 2024 – March 28, 2025)

Please accept my dean's report for the 2024-2025 academic year.

My goals for this year have been to:

1. Enhance the outstanding academic programs and opportunities for students in the college and elevate Radford's brand.
2. Establish programs and initiatives that enhance student success, retention, and completion of CEHD programs.
3. Support college, department, and university efforts to enhance the recruitment of new students and transfer students.
4. Cultivate partnerships with external stakeholders that will support enrollment growth, program expansion, and economic development in the southwest region and beyond.
5. Collaborate with CEHD alumni and friends in efforts to promote the work of the college and enhance philanthropic giving.
6. Support efforts to achieve university goals in the Capital Campaign.

It is difficult to separate my efforts as dean from the accomplishments of all of the faculty and staff, programs, and departments in the college. In all things, I believe the agent is mostly a "we" and not an "I."

Before sharing our progress toward the aforementioned goals, I am going to provide an update on our efforts to address on-going challenges of enrollment growth and faculty resources.

Enrollment Growth

We have been working diligently to address the decline in the College's overall enrollment since the COVID-19 global pandemic. From 2020 - 2022, there was a significant decline in the overall College enrollment. Each year, enrollment declined by over 100 students. In fall 2023, the total enrollment declined by only 50 students. And, for the first time in five years, the fall 2024 census shows a slight increase in the college's total enrollment. (Radford University Electronic Factbook <https://ir.radford.edu/electronic-fact-book/chart.php?chart=EN111>).

While there continues to be some decline in the total enrollment of the undergraduate and graduate degree programs, the rate of the decline is less significant than it was five years ago, especially at the undergraduate level. This suggests that the College's enrollment might be beginning to stabilize. It is also important to note the positive impact that the post-baccalaureate certificate programs have had on the College's overall enrollment.

I believe that our collective recruitment and retention efforts are making a difference. There is still more work to do to but I am confident that we are moving in the right direction. We will remain focused and stay the course!

Faculty Resources

We have been successful in our efforts to refill vacant positions of individuals who resigned or retired. The chairs and directors provide extensive data and help me craft compelling rationales for position requests which I have brought forward to the Provost.

We are in the process of conducting several searches all of which are to fill positions that became vacant due to retirements or resignations in 2023-2024 or 2022-2023. Some positions have been filled while other searches are still in process:

- Athletic Training TT position
- Doctor of Education TT position
- Elementary Education position
- Literacy Education TT position

The following report addresses each of the goals I outlined at the Fall College Meeting in August 2024. Please send me your comments on this report and suggestions for setting our goals for the 2025-2026 AY. The Leadership Team will hold its planning retreat this summer. We will review accomplishments and plan goals for the next year. We need your input.

Please send me your questions and suggestions.

CEHD 2024 – 2025 Goals

Goal 1: Enhance the outstanding academic programs and opportunities for students in the college and elevate Radford's brand.

1.1 Accreditation

- a. AT program earned five-year accreditation from the Commission on Accreditation of Athletic Training Education (CAATE). Congratulations Angela and Michael!
- b. Collected and organized educator preparation data (program admission, program completer, entry assessment data) used for annual reporting.
- c. Wrote and submitted the CAEP annual report on May 5, 2024.
- d. Wrote the annual spring Title II report (Institutional Report Card) and submitted it on April 30, 2024.
- e. Wrote and submitted the VDOE Annual Educator Preparation Profile (AEP3) on May 1, 2024.
- f. Submitted the data collection worksheet for annual Title II report on November 6, 2024.
- g. Co-authored the CAEP self-study report with Dr. Debora Bays Wilbon and submitted it on March 2, 2025. *A special thanks to Debbie for the countless hours she invested in the development of this report. Many thanks to Jodi Carr, our new Director of Assessment, who was a tremendous help in recreating our data files and editing the self-study report!*

1.2 CEHD Grant Submissions

- a. FY25 (July 1, 2024), CEHD faculty submitted 13 grant proposals totaling \$2,765,192 (through 3/24/2025). Of the 13 proposals submitted, **12 were funded totaling \$2,176,183** (through 3/24/2025).

1.3 Program recognition

- a. Online Master's in Education Programs recognized among the best by *US News and World Report* for 2025. Radford ranked in a tie for No. 189 in the Best Online Master of Education programs, which is up from 201 in 2024.
- b. Educator preparation programs in the College of Education and Human Development recognized among the Top Education Colleges for 2024 – 2025 by *Colleges of Distinction* for the third consecutive year.
- c. Radford University EdD program was a finalist for the 2024 CPED Program of the Year Award.
- d. The American Council on Rural Special Education (ACRES) has selected the Special Education Program at Radford University to receive the 2025 Exemplary Rural Special Education Program Award for Preservice and Inservice Training.

1.4 Faculty recognition and accomplishments

- a. Dr. Katie Hilden co-authored a book entitled *There's research for that! Your K-5 literacy instruction questions answered*.
- b. Dr. Max Yurkofsky, assistant professor in the School of Teacher Education and Leadership, was selected to be Radford University's nominee for SCHEV's Outstanding

Faculty – Rising Star Award.

- c. Anne Marie Horn's and Karen Douglas' article that was published in *Rural Special Education Quarterly* was selected as the 2024 article of the year for the journal. *Rural Special Education Quarterly* is the quarterly refereed journal of the American Council on Rural Special Education (ACRES).

1.5 Student/Alumni Recognition

- a. One of our Allied Health Science students, Ms. Sierra Moore, was offered a fully funded, National Institutes of Health (T32) summer research fellowship in the Department of Reproductive Health and Developmental Sciences at Michigan State University. Ms. Moore will spend 10 weeks rotating through/working/publishing with some of the top researchers/labs in the world in their respective disciplines (i.e., National Science Medal Award Winners).
- b. Recent graduate Joanna Crowe received the Outstanding Student Award at the Recreation Experience Community Network (RecNet) Conference.

1.6 High Impact Experiences for Students

- a. In October 2024, 8 Sport Management students attended the North Carolina Sport Management Association (NCSMA) Symposium in Charlotte, NC. Two student teams competed in the undergraduate case study competition against teams from schools in NC, VA, and SC. One of our teams took first place with their case solution on increasing Sport Tourism in the 3 regions of North Carolina! Congratulations to Matthew Maldonado, Evan Caldwell, Trevor Ermel, and Ethan Shreve!
- b. In November 2024, Maddie Kayes (senior Sport Management student) and Dr. Tiesha Martin attended the North American Society for the Sociology of Sport (NASSS) conference in Chicago, Illinois. They presented their research entitled: *Empowering Communities Through Holistic Sport for Development Program Design*.
- c. Jeremiah Garretson and Dr. Josh Roe presented at the Southeast Recreation Research Conference in Young Harris, GA.
- d. Nicole Sathre, Harleigh Britt, Camden McGookin, and Max Schaaf presented the Playnote for the Association for Experiential Education AEE Mid-Atlantic conference in Williamsburg, VA.
- e. Jady Spoto and Lane Snow presented at the Virginia Adventure Education Conference in Harrisonburg, VA and Association for Experiential Education AEE Mid-Atlantic conference in Williamsburg, VA.
- f. Students in RCPT 314 Event and Program Planning organized a successful Bisset Park Appreciation Day and clean up.
- g. Jordan Hill, Matthew Maldonado, Evan Caldwell, and Reagan Adams attended the Conference on College Sport hosted by the College Sport Research Institute (CSRI) in Columbia, South Carolina from March 19-21. They competed in the Undergraduate case study competition against teams from 13 other institutions.

1.7 Professional Development for External Partners

- a. Dr. Melissa Lisanti secured funding from the VDOE to provide professional development workshops to P-12 professionals who mentor our student teachers, new teachers, and provisionally licensed teachers. Dr. Lisanti and her team have provided a total of six workshops on high leverage practices. *A special thanks to our TTAC colleagues for helping Dr. Lisanti facilitate the professional development workshops for our P-12 colleagues!*

1.8 Social media and promotion of CEHD

- a. Promoted CEHD events and recognized student, faculty, and alumni accomplishments on CEHD social media platforms (i.e., Facebook, X, and Instagram). Here are a few examples of our efforts:
 - Promoted recruitment events such as Open House and Highlander Days
 - Highlighted Welcome Social
 - Celebrated faculty earning promotion and tenure
 - Celebrated CEHD Outstanding Award winners
 - Celebrated alumni achievements and accomplishments
 - Promoted crowdfunding campaigns such as *Highlander Giving Day*
A very special thanks to Meghan Viet for her outstanding work as our Social Media Ambassador!

1.9 External programming and events that garner attention to Radford University

- a. Scripps National Spelling Bee
Radford University is a regional partner with Scripps National Spelling Bee. As a regional partner, we commit to hosting a regional bee and sponsoring the regional bee winner to the national competition. We held our regional spelling bee for western Virginia on Saturday, March 22. *A very special thanks to Dr. Debbie Bays Wilbon for her outstanding leadership and making this spelling bee such a great event for the students and families! Thanks to Niels Christensen, Katie Hilden and Brian Kitts for serving as judges with me! Many thanks to Dr. Stirling Barfield for doing an AMAZING job as our pronouncer! Kudos!*
- b. National History Day
For the past several years, Radford University has hosted Virginia History Day (VHD) on campus. VHD is a competition where students conduct research on a theme and create a culminating product in the form of a poster, website, video, paper, or play. We have judges comprised of faculty, former teachers, students, and community people who provide rich empowering feedback to our students. The first and second place winners then proceed to the state competition and then the winners there move to the national competition. On March 21, we hosted over 200 middle and high school students for Virginia History Day. *Thanks to Dr. Darren Minarik for continuing this work and all of the faculty and staff members who worked to make this year's Virginia History Day a great success! Bravo!*

Goal 2: Establish programs and initiatives that enhance student success, retention, and completion of CEHD programs.

2.1 The Schoolhouse Living Learning Community (LLC)

- a. Students participating in the Schoolhouse are enrolled in common first year courses such as UNIV 100 and MATH 121 and are engaged in community building activities that foster connection with each other and the faculty. *A special thanks to Brian Kitts, Melissa Lisanti, and Carol Bland for their strong support and active engagement with the Schoolhouse.*

2.2 Outreach to new students: Connection programs

- a. On August 29, the college hosted a welcome social for new students. CEHD faculty and returning students greeted and socialized with new freshman and transfer students over popsicles! New students also received a Highlander Strong Start kit! *A very special thanks to Carol Bland for her excellent planning and organization of this event! Thanks to Meghan Viet for helping us set up the space and for photographing the event!*
- b. Fall Pancake Dinner
On December 3, CEHD hosted a pancake dinner for CEHD students in Peters Hall. *Thanks to Valerie Goad, Meghan Viet, Princess Clark-Gaspard, and Dr. Debora Bays Wilbon for their help and support in making this a successful event. A very special thanks to Radford alumni Tina Weiner, Susan Marchi, Kristen Houston, Deidre Journey Reynolds, and Kathy Groves for preparing the pancakes to fuel our students for exam week!*

2.3 New Admission Gateways into the Teacher Education Program

- a. Revised admission gateways into the Teacher Education Program to provide teacher candidates a little more time to meet testing requirements for program entry. The gateways were developed to provide candidates additional time to satisfy testing requirements for admission to field experience.
- b. Results from the pilot group show more students being eligible for acceptance to the first field experience. Additionally, all candidates who completed the first field experience progressed to student teaching. We did not lose any candidates to Praxis! *Congratulations, Drs. Debora Bays Wilbon and Kelly Robinson on a successful launch of this new pathway into our teacher education programs!*

2.4 Reopening of the COED Counseling Clinic

- a. This spring, the Department of Counselor Education brought back its counseling clinic for undergraduate students. Through their in-suite clinic, counseling students will provide 20 hours of free direct service. The clinic provides diverse individual counseling services, encompassing mental health concerns like anxiety and depression, career planning; navigating transitions; and goal setting, among other areas. *A special thanks to our COED colleagues for bringing back the in-suite clinic and making these services more accessible to our students!*

2.5 Expanding the CEHD laptop loaner program

- a. Wrote a grant proposal to the Jessie Ball DuPont Fund requesting funds to transform the college's short-term laptop loaner program into a robust long-term initiative, providing sustained access to technology for students in need. The current short-term loaner program provides laptops for temporary use but is challenged to meet the needs of students who lack consistent access to personal devices throughout the semester. Many of these students face academic challenges due to an inability to access essential software, participate in online learning, or complete coursework. Expanding the program to a long-term loan model would address this gap and improve student outcomes.

Goal 3: Support college, department, and university efforts to enhance the recruitment of new students and transfer students.

3.1 Engagement with community college partners

- a. Met with leadership from Virginia Highlands Community College (VHCC) on September 3, 2024, to discuss a potential partnership. VHCC launched a new education associates degree program this fall and are interested in creating a pipeline program for future educators in southwest Virginia. They currently have 61 students enrolled in their associate's degree program.

3.2 Hosted students on campus

- a. On March 26, we welcomed a group of students from Pulaski County High School. The students participated in a campus tour, visited an education class, and enjoyed lunch in Dalton Hall. *A special thanks to Dr. Amelie Smucker for allowing the students to visit her class! A very special thanks to Melissa Lisanti for coordinating this campus visit!*

3.3 Highlander Days, Open Houses, Quest

- a. Participated in signature university recruitment events such as Fall Open House, Highlander Days, and Quest.
- b. Participated in the large group and individual Quest advising sessions of incoming IDS students (i.e., explained differences among teacher endorsement areas; provided overview of progress sheet; explained REAL areas that are covered by the major and options for completing remaining areas; and helped students select courses and make modifications to their fall schedules)

Goal 4: Cultivate partnerships with external stakeholders that will support enrollment growth, program expansion, and economic development in the southwest region and beyond.

4.1 The [Southwest Virginia Teacher Apprenticeship Consortium](#) (SVTAC)

- a. Radford University in collaboration with school divisions in Superintendent's Regions 6 and 7 (i.e., Bland County, Carroll County, Galax City, Giles County, Pulaski County, Radford City, Wythe County, and Roanoke City) have established the Southwest Virginia Teacher Apprenticeship Consortium (SWVTAC) to support a cost-effective and flexible pathway into the teaching profession for aspiring teachers. Through our regional

Registered Teacher Apprenticeship program, teacher candidates will have the opportunity to gain professional experience; complete requirements for a bachelor's degree; and satisfy requirements for full teacher licensure with concurrent endorsements in Elementary Education (PreK-6) and Special Education: General Curriculum, Elementary (K-6).

- b. Our six inaugural teacher apprentices are on track to successfully complete the apprenticeship program in May 2025 and will be eligible to be employed as licensed teachers in fall 2025 in the following school divisions: Carroll County, Pulaski County, Radford City, Roanoke City, and Wythe County. *A very special thanks to Dr. Melissa Lisanti for being an amazing mentor to our teacher apprentices and her steady leadership of our apprenticeship program!*
- c. On November 1, 2024, Radford University submitted a \$420,000 State Apprenticeship Expansion Funding (SAEF) grant proposal to the Virginia Department of Education (VDOE) to support a second cohort of 20 teacher apprentices in fall 2025. Fortunately, the proposal was funded and we will receive **\$240,000 in grant funding to support programming costs for 12 teacher apprentices**. *A special thank you to Dr. Debora Bays Wilbon for co-authoring the grant proposal with me.*

4.2 [The Provisional to Professional Pathway](#): A Virtual Academy for Provisionally Licensed Teachers

- a. The Provisional to Professional Pathway provides provisionally licensed teachers with the professional studies coursework required for a ten-year renewable teaching license and targeted professional development that will help them to successfully navigate their first year of teaching. The required professional studies coursework is delivered through Radford University's competency-based education (CBE) (self-paced) model, while also providing the learner individualized instructor feedback and follow-up to ensure mastery of content knowledge and its pedagogical application.
- b. As of March 28, 2025, five of the eight CBE courses have been developed and are online. The remaining three courses are still in development and scheduled to go online by the end of the summer 2025.
- c. The university gave us a 3-year (renewable) temporary position to hire a coordinator. In April 2024, Lea Monday was hired to serve as the coordinator of P3. She has accomplished a great deal during her short tenure:
 - i. 44 teachers currently enrolled; teachers enrolled are from 17 school divisions across the Commonwealth
 - ii. Shared information about P3 at 13 school convocations
 - iii. Had individual meetings with nearly 100 students to share information and answer questions about P3, review VDOE transcript analysis; and help teachers enroll in the courses

4.3 School Counseling Cohort in Abingdon

- a. With support from the Tobacco Commission (TC), the university was able to sustain another School Counseling cohort at the SWVHEC. The grant funding from the TC provided a significant tuition discount to the students enrolled in the program. The

cohort will complete the program in spring 2025. *A special thanks to Dr. Bethany Lanier for her leadership of this cohort.*

4.4 Superintendents Breakfast

- a. Hosted breakfast meetings for region 6 and 7 superintendents. We use our time with them to provide updates on our programs and identify opportunities for collaboration and partnership.

4.5 Communication and collaboration with VDOE leaders and legislators regarding the critical teacher shortage

- a. Provided feedback to Lisa Ghidotti, our Executive Director Government Relations, on proposed legislation that would have a direct impact on our teacher education programs. Specifically, I provided feedback on the following: HB2053: baseline audits of education preparation program; HB1674: waiving certain licensure requirements for certain teacher endorsement programs; SB898: locally awarded subject matter expert teaching credentials; SB955: textbooks and other high-quality instructional materials; and SB822: training activities, requirements and limitations for elementary and secondary teachers.

Goal 5: Collaborate with CEHD alumni and friends in efforts to promote the work of the college and enhance philanthropic giving.

5.1 CEHD Leadership Council

- a. The College Leadership Council is a group of committed volunteers who serve a vital role in the continued success of the College of Education and Human Development at Radford University. The purpose of this group is to assist the Dean in achieving the goals and mission of the College. This is achieved by offering leadership and insight, helping to identify and secure resources for initiatives and priorities, and serving as ambassadors for the College and the University. Members are appointed by the Dean, serve as a resource for the College and meet as a full council twice a year.
- b. Met with members during of the Council during Homecoming Weekend and at the Volunteer Summit to discuss and plan alumni engagement activities.

5.2 CEHD Alumni Breakfast

- a. Met with members of the Reunion Planning committee throughout summer 2024 to plan the CEHD Legacy Breakfast.
- b. Hosted the annual CEHD Legacy Breakfast: Honoring the Golden Class of 1974 on October 5. There were over 30 alumnae in attendance.
- c. Presented the CEHD Distinguished Alumni Award to Kimberly Rygas '07, M.S. '08, '16.

5.3 Partners in Excellence Lunch

- a. On November 15, I engaged with CEHD alumni and friends of the college at the Partners in Excellence luncheon.

5.4 Exam Care Packages

- a. On April 23, CEHD stakeholders (faculty, staff, and alumni) came together and prepared 150 exam care packages for first-year students. Our faculty wrote notes of encouragement and wished students well as they prepared for end of the semester exams and projects. *A special thanks to Meghan Viet, Princess Clark-Gaspard, and Kelly Robinson for helping us sort and organize all the materials and all of the CEHD faculty and staff members who took time out of their busy schedules to help us assemble the packages!*

5.5 Volunteer Summit

- a. Facilitated a breakout session at the Volunteer Summit on February 22. I provided updates about our new initiatives, program accolades, and accomplishments to CEHD alumni and friends.

5.5 Hattie M. Strong Scholars dinner

- a. Robin Tanner, from the Hattie M. Strong Foundation, RU administrators, current scholarship recipients, and faculty, came together to fellowship and celebrate the eleventh cohort of Hattie M. Strong Scholars on April 18. The scholarship dinner provides Strong Scholars an opportunity to express their gratitude, with the hope of conveying how these awards are life-changing.

5.6 Women of Radford Luncheon

- a. Purchased two tables and invited alumna and other friends of the college to the Women of Radford luncheon on Saturday, October 5

Goal 6: Support efforts to achieve university goals in the Capital Campaign.

6.1 Capital Campaign Steering Committee

- a. Engaged with alumni, friends, and donors at quarterly Capital Campaign Steering Committee meetings.

6.2 Fall 2024 Highlander Giving Day

- a. We raised \$5,220 from 57 donors to support the CEHD Emergency Fund! *A very special thanks to Drs. Mick and Lee Stewart for providing a \$1,000 donation for our 20 Donors Challenge!*

6.3 Highlights of funds raised in college from March 2024 – March 2025: **\$3,140,871**

- a. Funds raised came from the following
 - Cash - \$131,897
 - Pledges - \$32,600
 - Recurring Gifts - \$5,374
 - Stock and Property - \$1,000
 - Bequest - \$2,970,000

**Note: 33 new donors gave a total of \$9,295.*

- b. Available scholarship dollars for the college: **\$370,021**

Goal 7: Effectively implement other duties, responsibilities, and service

7.1 Administrative/Managerial

- a. Facilitated weekly College Leadership Team meetings to provide updates from the Academic Affairs Leadership Team and to make important decisions impacting the College (e.g., budget initiatives, strategic planning, etc.)
- b. Managed CEHD budget, including intersessions, research funds, and foundation accounts.
- c. Worked with chairs and directors on budget management.
- d. Developed ETF requests, one-time funding requests, and visionary requests in consultation with the CEHD Leadership Team.
 - Requested 2 FT faculty positions to support COED program; department lost 2 FT faculty lines to FERP (faculty early retirement plan)
 - Requested 1 FT faculty position to support the Provisional to Professional Pathway (P3) initiative
 - Requested 1 FT faculty position to support Sport Management program
 - Requested 1 FT faculty position to support Teacher Apprenticeship program
 - Requested funding to support a Graduate Dietetics Internship Coordinator position
- e. Advocated for additional funding in the college intersession and adjunct budgets.
- f. Met weekly with individual department chairs and directors.
- g. Met with faculty, staff, and students to address concerns and/or resolve issues.
- h. Regular review of curriculum proposals for approval/disapproval.
- i. Regular review of academic petitions for approval/disapproval.
- j. Evaluation of faculty and staff
 - Reviewed 46 faculty performance evaluations.
 - Reviewed evaluation materials of faculty, including special purpose faculty, and wrote 16 reappointment letters.
 - Reviewed evaluations, dossiers, and promotion materials for faculty going up for tenure and/or promotion.
 - Wrote two letters of support for faculty going up for promotion.
 - Reviewed evaluation materials of the school director and department chairs and evaluated each of them. I also met with them individually to discuss my evaluation of their performance.
 - Evaluated seven A/P and Classified staff members. I also met with them individually to discuss my evaluation of their performance.
 - Reviewed supervisor evaluations of seven classified employees.
- k. Wrote support letters

- Wrote four letters of support for faculty seeking professional development leave.
- Wrote support letters for faculty nominated for various university and state level awards (i.e., Distinguished Faculty Service Award, SCHEV, etc.)
- l. Advocated for faculty and staff positions to support the work of the college and departments. We were approved to search for the following positions with new faculty/staff members joining in AY 2025 – 2026:
 - HHP: One tenure-track position in Athletic Training
 - STEL: Tenure track position in EdD program; Tenure track position in Elementary Education; Tenure track position in Literacy Education;
 - *Note: Please understand that the aforementioned positions are NOT new positions but rather existing positions that were vacated as a result of resignations or retirements.*
- m. We were approved to renew the contracts of two temporary faculty in STEL (serving in Special Education program and coordinating the Provisional to Professional Pathway) for the 2025 – 2026 AY.

7.2 University Committee Membership

- a. Chair, Professional Education Committee
- b. Member, Academic Policies and Procedures Committee
- c. Member, Academic Program and Enhancement Review Committee
- d. Member, President’s Leadership Council
- e. Member, Council of Deans
- f. Member, Online Education Advisory Committee
- g. Chair, College of Visual and Performing Arts Dean Search Committee
- h. Member, Assistant Vice President for Advancement
- i. Member, University Bookstore Vender Selection Committee

7.3 Represent college/university

- a. Represented CEHD at statewide meetings for deans of Colleges/Schools of Education.
- b. Represented CEHD at BOV meetings, receptions, and other gatherings.

7.4 Grants

- a. Bays Wilbon, D. and Wallace, T. (2024). Registered Teacher Apprenticeship – State Apprenticeship Expansion Funding. (01/01/2025 – 06/30/2027), Funding Source: Virginia Department of Education. **Funded \$240,000.**
- b. Wallace, T. and Minarik, D. (2023). Training and Technical Assistance Center (T/TAC), (10/01/2024 – 09/30/2026), Radford University, School of Teacher Education and Leadership. Funding Source: Virginia Department of Education. **Funded \$1,679,972.**

7.5 Professional Presentations

- a. Bozack, A., and Wallace, T., (2025, March). *Accountability and the perils of faculty grievance*. Presented at the Academic Chairperson Conference. Indianapolis, IN.

7.6 Professional Service

- a. I was invited to serve as an external reviewer for the University of Richmond's review of its Education program. I served with two other colleagues (one from Vassar College and the other from Swarthmore College) as program reviewers. We read their self-study report, visited the UR campus over a two-day period, and interviewed education program administrators, faculty, staff members, and students. As a member of the review team, I will prepare a detailed report of our findings and recommendations.

I applaud the CEHD faculty for your ability to remain steadfast to our mission and vision during these challenging times. I am inspired by your creativity and resilience as you stay the course and prioritize our students in each and everything you do.

I am humbled and honored to serve the college in the role of Dean and am truly grateful for your counsel, support, and good will.

With sincere gratitude for all that you do,

Tamara K. Wallace

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