



College of Liberal Arts and Human Sciences

2007-2008 Annual Report

Dean Sue Ott Rowlands

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Submitted to Provost Mark McNamee by Dean Sue Ott Rowlands

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Introduction

The College of Liberal Arts and Human Sciences successfully navigated a year of transition in leadership, recovery from the events of April 16, 2007, and from a shortfall in projected Commonwealth revenue which led to significant one-time and base budget reductions during FY08 and into the FY09 budget cycle. Indeed, the College met these and other challenges and grew stronger and more unified in the process. This report, while referencing the three university strategic plan domains (Learning, Discovery and Engagement), will also identify College-based priorities and our progress towards meeting these goals. I have included my own accomplishments as Dean and my goals for the 2008-2009 academic year in a separate document.

The 2007-2008 academic year was a busy time in the College of Liberal Arts and Human Sciences. As incoming dean, I identified 15 priority areas for my first year. These priority areas (listed in random order) included:

- Diversity
- Excellence in Teaching
- Undergraduate Research
- Faculty Research (Scholarly, Social, Creative)
- The University Library
- Graduate Programs
- Foreign Languages
- Outreach and Engagement
- International Programs and Initiatives
- The Arts
- College Promotion and Alumni Relations
- The Capital Campaign and Development
- Mentoring of New Faculty
- Budget and Financial Strength
- Administrative Structures, Policies, and Procedures

In April 2008 I presented a State of the College address to the faculty of CLAHS and illustrated my talk with a PowerPoint presentation. I have taken the liberty of inserting slides from the presentation throughout this report. The presentation illustrates the College's significant contribution to the teaching, discovery, and engagement missions of Virginia Tech.

In order to structure this report most effectively, I will first present an overview of the College (related to the three domains) and then report on our progress in the 15 priority areas listed above.

Learning Domain Overview

In 2007-2008, CLAHS taught a total of **218,762 student credit hours** (26% of the university total SCH) and **336,224 weighted student credit hours** (25% of the university total WSCH). We awarded **1310 undergraduate degrees** (25% of the university total) and **519 graduate degrees** (28% of the university total).

In the fall of 2007 we accepted **487 new majors** into the College, representing a 39% yield rate of the total applications we received. The average high school GPA of our entering freshmen was 3.72 and the average SAT score was 1175. In 2007-2008 we were the academic home of **3866** of the university's undergraduates (17% of university total), including **346** under-represented minorities. CLAHS's majors currently include 235 Honors students (up from 29 in 2003).

We also welcomed **439 new graduate students** to CLAHS, representing an 81% yield of the total applications. Total graduate students in CLAHS in 2007-2008 numbered **1607**, with **262** of those students from under-represented minority groups. Representing 25% of the total university graduate students, CLAHS' graduate programs continue to grow and remain one of our priorities within the College.

In the fall of 2007, 18 new tenure-track faculty joined CLAHS, bringing our total number of tenured/tenure-track faculty to **296**. Our total headcount of all faculty and staff (including GA/GTAs) is **955** (257 total FTE).

Discovery Domain Overview

In 2007-2008, CLAHS faculty received a total of **\$11,487,619** in new external funding awards. This award amount represents **an increase of 52.8% over the previous year**, in which our total new external funding amount was \$7,518,718. Research expenditures for 2007-2008 were **\$9,097,553** which represents a **7.14% increase** over the 2006-2007 total of \$8,490,937. Perhaps most impressive is the fact that the average amount of external proposals submitted during FY08 (\$408,415) **increased 70%** over the FY07 average amount requested (\$252,883). This extraordinary growth represents the largest percentage increase of any college and ranks CLAHS fourth among the colleges in average amount requested.

In the past year, scholarly and creative research productivity increased as well, as illustrated by the following comparisons:

College	2005-2006	2006-2007	2007-2008	Change from 2006-07
Books	51	82	69	-13
Book Chapters	91	156	121	-35
Journal Articles	259	361	516	+155
Papers and Reports	734	712	928	+216
Creative Activities	799	782	1,004	+222
Editorial Activities	765	283	303	+20
Software and Patents	<i>Unknown</i>	<i>Unknown</i>	115	<i>Unknown</i>

Dean Jerry Niles wrote in last year's annual report, "Most notable this year was the significant rise in books authored and edited. There were 37 more books produced in the college this year, an increase of 61%. While some variation is expected for books due to publication schedules this particular increase across all categories of books is unusual." Whereas the number of books and book chapters not surprisingly fell in 2007-2008, the numbers are still remarkable higher than those in 2005-2006.

Engagement Domain Overview

The College of Liberal Arts and Human Sciences remains committed to the engagement mission of the university as evidenced in its partnerships, collaborations, and experiential learning programs. According to institutional research, **458** CLAHS students engaged in a service learning experience in 2007-2008, 27% of the university total. As well, **1085** CLAHS students engaged in experiential learning in 2007-2008, 26% of the university total.

The School of Education continues to lead the College in PK-12 partnerships and the 30 centers housed in CLAHS contribute greatly to the College's outreach and engagement mission. An example can be seen in the Neighbors Growing Together program, which was recently featured in *The Roanoke Times*. The program is a partnership between Adult Day Services and the Child Development Center for Learning and Research, both housed within CLAHS. The Neighbors Growing Together program engages over 100 undergraduate and graduate students annually. Additional information on the College's work in the engagement domain can be found later in this report.

CLAHS Priority Areas for 2007-2008

Priority #1: Increase diversity within the College of Liberal Arts and Human Sciences

The CLAHS Diversity Committee, under the leadership of Dr. Bob Leonard and Interim Associate Dean Fred Piercy, continued its promotion of diversity in the College and University. After serving as College Diversity Fellow for the past three years, Dr. Leonard stepped down and was replaced by Dr. April Few who will serve as diversity fellow and chair of the diversity committee 2008-2010.



Dr. April Few, CLAHS Diversity Fellow

A collage of images on a blue background. At the top, a text box reads: "▶ CLAHS serves more than 600 under-represented minorities in our undergraduate & graduate programs." Below the text are several smaller images: a man in a green shirt holding a book; a group of people sitting on a stone ledge outdoors; a man in a black shirt writing in a notebook; a man and a woman standing together; and a group of three people smiling.

In the fall of 2007 I asked the CLAHS Diversity Committee to create for College-wide review and approval a College Statement of Commitment to Diversity. The following affirmation statement was approved by a unanimous vote of the Diversity Committee of the College of Liberal Arts and Human Sciences on January 28, 2008. Unanimous approval followed by the CLAHS Administrative Council and the CLAHS Faculty

Council. The statement was then widely distributed within the university committee and to our alumni. The statement reads as follows:

We, the College of Liberal Arts and Human Sciences Diversity Committee, use the term "diversity" to mean the desirability and value of many kinds of individual differences while at the same time acknowledging and respecting that socially constructed differences based on certain characteristics exist within systems of power that create and sustain inequality, hierarchy, and privilege. The College of Liberal Arts and Human Sciences is determined to eliminate these forms of inequality, hierarchy, and privilege in our programs and practices. In this sense, diversity is to be actively advanced because it fosters excellence in learning, discovery, and engagement.*

** These characteristics include, but are not limited to ability, age, body size and condition, class, color, ethnicity, gender, gender expression, geographical and cultural background, health status, national origin, political affiliation, race, religion, sexual orientation, and veteran status.*

The 2007-2008 CLAHS Diversity Committee was made up of 32 members: 19 teaching faculty, 4 faculty administrators, 2 staff, 6 graduate students, and 1 undergraduate student. This was the first year the committee operated as a standing committee of the CLAHS Faculty Association. The committee pursued several initiatives during the year and made significant progress in each area. We identified 4 specific goals for the committee's work during 2007-2008:

1. Develop strategies for strengthening diversity of CLAHS
2. Conceive and develop a proposal(s) for a new initiative(s) within CLAHS and submit to Dean's Office for consideration for funding
3. Integrate diversity with academic programs and initiatives
4. Tackle "difficult conversations" in public venues

The four charges led to the following accomplishments:

- The CLAHS Diversity Committee has undertaken a two-year development process for a **College Diversity Strategic Plan** (under the leadership of Dr. Peggy Meszaros) and has completed Phase One. This process is based on a bottom up approach. Phase One gathered reports from every department in the College, each stating a departmental diversity assessment and perspective. A nine-member sub-committee has been formed under Dr. Meszaros to review the department reports and begin building a college strategy based on department needs and realities, as well as diversity priorities and mandates of the University. The timeline for this process sets December 1, 2008 as a completion date for the College Diversity Strategic Plan, with College approval by March 15, 2009. Following the adoption of the College's diversity plan, each department will be asked to create or update its departmental diversity plan. This work is intended to be completed during the 2009-2010 academic year.
- At my request, the Diversity Committee conceived and designed a new **Departmental Diversity Grant Program** for which the College provided \$25,000 for grant awards. Six proposals were submitted for review by a sub-committee panel and four projects were granted funding. The four funded proposals for 2008-2009 are:
 - Theatre Arts - "Virginia High School Performing Arts Visit Program" - \$2,805
 - Philosophy - "A Diverse Graduate Applicant Pool" - \$4,995

- History - "Segregated Public Schools in Southwest Virginia" - \$10,000
- Theatre Arts/Sociology - "Stage A Change: A Documentary Theatre Project on Classroom Climate" - \$5,629

Reports from each of these projects will be gathered in the Dean's office and available for public review in the fall of 2009. It is my intention to grow the amount of funding allocated for this new program to \$75,000 by 2010.

- CLAHS and the Office of Multicultural Affairs have forged a partnership in which we are both committed to working on promoting a climate of inclusion as well as increasing diversity in our faculty and students. To that end, OMA has provided preliminary financial support for the pilot implementation of a **Faculty Retention Initiative**, conceived and developed by a CLAHS Diversity Committee Work Group. OMA has allocated \$30,000 for this initiative which will be implemented within the College of Liberal Arts and Human Sciences. This project, independently developed, coincidentally parallels the findings and implementation of the Report from the Task Force on Race and the Institution. It specifically addresses the issues that gave rise to that Task Force. This project is conceived in the context of several other areas of institutional inquiry that could be implemented in other colleges, departments, and administrative units. Working in close partnership with the Office of Multicultural Affairs, this project will provide a completion report for wide distribution within the university.
- The 2007-2008 **College Diversity Award** recognized the extraordinary contributions of Drs. April Few and Kwame Harrison to the University community.
- The CLAHS Diversity Committee undertook preliminary steps to build a **YMCA/CLAHS partnership for public forums on campus and in Blacksburg**, with a projected implementation date of AY 2009-10. This rather low profile action this year is the start of a "difficult conversations" initiative that has the potential of high profile events on campus and in the communities of Blacksburg and the New River Valley. It intends to position the College as a university leader in the intellectual life of the campus and surrounding communities. This project re-activates a university/YMCA partnership that extends historically back to the end of the 19th Century and takes advantage of the YMCA's already established leadership in programming public forums in Blacksburg. It also looks to the College, its faculty, students, and staff as assets for the development of well thought out, well facilitated public discussions around issues of deep public concern.
- The College continues to support the work of **the Christiansburg Institute**. Although budget reductions forced us to discontinue graduate student support of the institute (through the student's assignment to the diversity committee), I intend to reinstate this GA as soon as the budget picture improves.
- No direct action was taken with regard to the integration of diversity within academic programs and initiatives. However, considerable discussion took place amongst the Committee members. Consensus seems to suggest that the plan would best be predicated on identifying the multiplicity of diversity-related academic courses, programs, and initiatives that already exist within the College. Further consensus suggests the importance of any strategy to honor and respect the function of the College Undergraduate Curriculum Committee.

In addition to the work of the CLAHS Diversity Committee, the College pursued additional diversity initiatives during the 2007-2008 academic year, including a number of new ones. Several of our efforts

were, and continue to be, directed at increasing the diversity of our student body, particularly our graduate students. And although these programs target graduate students, we expect that they will create new pipelines for recruiting minority undergraduates as well.

Under the leadership of Drs. Few and Harrison, CLAHS engaged in an aggressive graduate student recruitment program designed to increase diversity in our graduate programs. I allocated \$10,000 to the program this year. Simply described, the **Coordinated School Visit Program (CSVP)** is a unique program designed to coordinate disparate efforts to recruit and retain minority graduate students in the College of Liberal Arts and Human Sciences (CLAHS). The Graduate Recruiting Office of the Graduate School saw enough promise in this pilot program to have already incorporated its model into recent NSF grant proposals. The purpose of the CSVP is four-fold: (1) to increase the overall number of applications from students who identify as members of underrepresented groups; (2) to specifically target promising students from underrepresented groups; (3) to implement effective retention strategies to integrate these students into the Virginia Tech community; and (4) to establish and maintain strong connections with other diverse universities and potentially, high schools—connections which should prove fruitful in the years to come. The CSVP enjoys a partnership with the departments of Human Development and Sociology, the Graduate School, the Assistant Dean of Student Services' Office, the Multicultural Academic Opportunities Program, the CLAHS Dean's Office, the Office of Equal Opportunity, and the Provost's Office.

In its initial year, the CSVP successfully completed visits to seven minority-serving institutions in Virginia and North Carolina. Twelve faculty and graduate students connected with sister departments to attend classes, information sessions, and graduate school fairs. History, Human Development, Sociology, Theatre Arts, and the School of Education were the outstanding participating departments this year. We anticipate that more departments from the College of Liberal Arts and Human Sciences will participate next year as we tweak the logistics with the Graduate School and further connections with faculty and administrators from minority-serving universities. A first-year follow-up survey was conducted which helped determine how to better serve the needs and expectations of faculty in this process. Recently, the CSVP Implementation Committee met with faculty and administrators from the Virginia Bioinformatics Institute (VBI) and plans have been set into motion to partner with VBI next year. We anticipate the continued growth of the CSVP, and expect it to have a noticeable impact on the campus community in the years ahead.

A second graduate student recruitment initiative focuses on creating **Articulation Agreements between Departments in the College of Liberal Arts and Human Sciences and Historically Black Colleges and Universities (HBCUs)**. We are working on a plan to support collaborative partnerships between departments with graduate programs in CLAHS and similar departments at selected HBCUs with related undergraduate programs. In short, department chairs of CLAHS programs at Virginia Tech will work out department-level agreements with department chairs of undergraduate programs at HBCUs. (We are presently working with Hampton University on such an agreement.) While these agreements may involve a wide range of collaborative efforts such as faculty and/or student exchanges and research projects, ***one basic feature of all agreements is that the Virginia Tech graduate departments will agree to accept and provide a full two-year assistantship to a certain number of qualified HBCU undergraduate students applying to Virginia Tech sister departments.*** The specifics of each departmental agreement may differ from department to department. We hope that one or two departmental agreements can be developed in the coming year. These agreements will serve as prototypes for other departmental agreements to develop in subsequent years. Agreements may be developed immediately where departmental assistantships can be used to support these agreements.

The Virginia Tech collaborators also will explore additional sources of assistantship support through Virginia Tech’s McNair Program, Multicultural Achievement Opportunity Program (MAOP), the College of Liberal Arts and Human Sciences, and the Graduate School.

The College has also committed to be a partner in the **Virginia-Nebraska Alliance** and is contributing \$15,000 over the next three years to that initiative.

An analysis of our **hiring trends** over the past five years shows that the diversity of our faculty hiring increases each year. During our 2007-2008 hiring season we attracted 560 applicants for our tenure-track positions. Of those, 276 were female candidates and 100 were minority candidates. Of the 15 hires we eventually made, 7 were women, 2 were Asian, and 2 were Hispanic. In our non-tenure track searches, we had 26 women and 9 minority candidates in a pool of 52. We hired 6 individuals, 5 women and 1 Asian. With the help of the Provost’s office, we funded a special diversity hire in the Department of History this year (Dr. Dennis Hidalgo, a contemporary historian working on the Caribbean).

Position Type	Total Apps	Female Apps	Minority Apps	Total Interviews	Female Interviews	Minority Interviews	Total Hires	Hires by Gender	Hires by Ethnicity
2005-2006									
Tenure-Track/Tenure	1270	477 (38%)	179 (14%)	107	50	17	21	F-10 (48%)	Non-W- 1 (5%)
Non-Tenure-Track	129	53 (41%)	17 (13%)	31	14	4	12	F-6 (50%)	Non-W- 1 (8%)
2006-2007									
Tenure-Track/Tenure	677	246 (36%)	155 (23%)	62	33	8	18	F-12 (67%)	Non-W- 2 (11%)
Non-Tenure-Track	296	151 (51%)	79 (27%)	45	31	3	20	F-15 (75%)	Non-W- 2 (10%)
2007-2008									
Tenure-Track/Tenure	560	276 (49%)	100 (18%)	50	21	7	15	F-7 (47%)	Non-W- 4 (28%)
Non-Tenure-Track	52	26 (50%)	9 (18%)	20	12	2	6	F-5 (83%)	Non-W- 1 (17%)

Ethnicity: A=Asian/Pacific Islander, B=Black, H=Hispanic, U=Unknown, W=Caucasian

As well, we were successful in a **retention offer** to Dr. Ananda Abeysekara and are working with Dr. Terry Kershaw and the Provost's Office to keep him here at Virginia Tech by strategically investing in the Africana Studies Program. Our retention offer to Dr. Antonio Vasquez was not successful, but due to the generosity of the offer he acknowledged our efforts and publicly affirmed the University's and the College's commitment to diversity.

Finally, our **College P&T Guidelines** were revised to include the appropriate language regarding a candidate's engagement in diversity efforts; departmental guidelines will be updated this coming year.

Priority #2: Promote and reward excellence in teaching within the College of Liberal Arts and Human Sciences

The College of Liberal Arts and Human Sciences is committed to providing instruction of the highest quality to our own majors and to all Virginia Tech students through the Curriculum for Liberal Education. In 2007-2008 we determined to recognize excellence in teaching and to promote and reward it throughout the College. The following illustrates some of the ways in which we are pursuing this goal.



▶ Since the formation of the College of Liberal Arts and Human Sciences in 2003, CLAHS faculty members have received 20 of the 46 University teaching awards presented.

The image shows a collage of approximately 15 small portrait photographs of faculty members. The background is a light blue gradient with a white arrow pointing to the right. The text is in a white sans-serif font.

During the 2007-2008 Promotion and Tenure process, CLAHS candidates were encouraged to demonstrate and emphasize excellence in teaching and, in some cases, were successful in being awarded tenure and promotion due to their outstanding records of teaching. We will continue to advocate for those colleagues who demonstrate excellence in teaching and are intent on rewarding these individuals. One of our goals is to increase the number of nominations of our faculty for major teaching awards, within and outside of the university. In addition to the many individual teaching awards received by CLAHS faculty, the **Digital History Team** (made up of 11 members of the Department of History faculty) received a 2007 **XCaliber Award for Excellence in Technology Assisted Teaching and Learning**.

The spring 2008 CLAHS Faculty Meeting showcased the excellence of teaching and research throughout the College. Each department displayed the best of their faculty achievements, many of which focused on teaching technology and pedagogy. We are currently in the early stages of planning for a **Dean's Series on the Scholarship of Teaching**. My hope is that a series of speakers and roundtables could take place during the 2009-2010 academic year which would further highlight our commitment to teaching and provide professional development for faculty throughout the university.

The Master Teacher Program is a new initiative designed to recognize and foster excellence in undergraduate teaching in the College. Master Teachers are expected to take an active role in the advancement of innovative teaching, provide advice and counsel on curriculum matters that affect the

College, and serve as a mentor to new faculty. The College will provide each Master Teacher with \$1000 each year for two years for research, scholarly or creative activity, and travel. The length of the term is two years so at any given time, the total number of Master Teachers will be ten (five selected each year). My intention is to launch this new program during the 2008-09 academic year.

Priority #3: Expand Support for Undergraduate Research

The College of Liberal Arts and Human Science continues to lead the university in the promotion of and support for undergraduate research. Our goal is to have 100% of our undergraduate majors engage in at least one research experience during their time at Virginia Tech. We currently lead the colleges in the percentage of our graduating undergraduates who successfully completed a research experience (70.2%). This percentage represents an increase within our College as well (up from 67.4% in 2006-2007).

The College of Liberal Arts and Human Sciences Undergraduate Research Institute (URI) continues to provide excellent leadership in this area of strategic priority. The URI, under the direction of Dr. Diana Ridgwell and the CLAHS Undergraduate Research Faculty Committee, aims to expose undergraduates to investigation, inquiry, and creative expression in the liberal arts and human sciences. Because of the URI's excellence in promoting undergraduate research, it was awarded a 2007-2008 University Exemplary Program Award. Specifically, the URI aids undergraduates by:

- Offering classes and workshops regarding research
- Maintaining a database of available research opportunities
- Providing information on research conferences
- Coordinating the awarding of faculty and student grants directly related to undergraduate research
- Coordinating a recognition program for student researchers and faculty mentors related to undergraduate research
- Providing information and resources for undergraduate researchers and faculty mentors



Perhaps the most exciting new initiative in the URI and the College as a whole is **Philologia, the new CLAHS Undergraduate Research Journal**. Funded by CLAHS with contributions from the Honors Program, the journal was launched in spring 2008 and is currently accepting submission for the first issue which will be published in the spring of 2009. I have provided space, equipment and a production budget for the journal, which is directed by a student editorial board and a faculty advisory committee.

Through the URI, the College has awarded \$16,000 to our undergraduates for research and/or conference presentations in the past two years. Our undergraduates have been selected to represent Virginia Tech at the ACC Meeting of the Minds Undergraduate Conference. We believe an undergraduate research emphasis in the College helps prepare our students to be the leaders of tomorrow.

The following illustration shows one measure of our success:

▶ Since 2004 four CLAHS undergraduates & one CLAHS graduate student have been selected as Virginia Tech Undergraduate Representatives to the Board of Visitors through a highly selective university-wide competition



Priority #4: Increase Externally Funded Research and Support for All CLAHS Research

As reported above in the College profile section, in 2007-2008, CLAHS faculty received a total of **\$11,487,619** in new external funding awards. This award amount represents **an increase of 52.8% over the previous year** in which our total new external funding amount was \$7,518,718. Research expenditures for 2007-2008 were **\$9,097,553** which represents a **7.14% increase** over the 2006-2007 total of \$8,490,937. Perhaps most impressive is the fact that the average amount of external proposals submitted during FY08 (\$408,415) **increased 70%** over the FY07 average amount requested (\$252,883). This extraordinary growth represents the largest percentage increase of any college and ranks CLAHS fourth among the colleges in average amount requested. These figures were provided by the Office of Research and the CLAHS Grants Specialist.

The College is on track to meet the goal set by the Virginia Tech Strategic Plan – to double CLAHS research expenditures from FY06 to FY12. This means that over the next four years, we need to increase our annual expenditures by \$8 million. The timeline spans six years and in the first two years we are more than halfway to our goal. I am confident, especially given the 52.8% increase in the awards received this year over last year. Indeed, Dr. Peggy Meszaros received word on August 8 that NSF had funded her most recent proposal in the amount of \$2.4 million over the next five years.

In addition to external funding, faculty members in the College are supported by CLAHS and university funding programs. This spring the College awarded \$75,000 in **Niles Faculty Research Grants**. This funding was given to 16 individuals within the College. In fall 2007 seven CLAHS faculty members participated in the grant writing workshops presented by the Faculty Development Institute. During 2007-2008, 27 CLAHS faculty received a total of \$83,000 from the **Institute for Society, Culture and Environment (ISCE)**. Many of these faculty members are working in trans-disciplinary (and many times trans-college) research collaborations. Additionally, the College provided \$40,000 for the Humanities Summer Stipend research program.

In an effort to provide additional support for faculty travel, archival research, course buyouts, and graduate research assistants, I recently added to our Capital Campaign goals a **Dean's Fund for Faculty Research**. My intention is to raise a minimum of \$500,000 to establish an endowment which will provide annual support for faculty research.

The strength, diversity and applicability of our externally funded projects are reflected in the following illustrative titles:

"Virginia in the Civil War: A Sesquicentennial Documentary" (\$300,000 from Virginia Division of Legislative Services) Dr. James Robertson, History

"Virginia Tech Army Youth Development Program Implementation and Assessment Project" (\$2,196,673 from U.S. DOA) Dr. Jay Mancini, Human Development

"Teaching Human Computer Interaction" (\$471,145 from NSF) Dr. Katherine Cennamo, School of Education

"The Orchestra Forum" (\$4,067,197 from Mellon Foundation) Dr. John McCann, Innovative

"Strategies for Collaborative Teaching of Mathematics in Grades 6 and 7" (\$192,659 from Virginia DOE) Jay Wilkins, Educational Research & Outreach



Finally, it is important to note that the College of Liberal Arts and Human Sciences is integrally involved in many university research initiatives, including: **ISCE**, the **Collaborative for Creative Technologies in the Arts and Design (CCTAD)**, the **Arts Initiative** (including the **Center for Creative Technologies in the Arts**), **VT-STEM**, the new **Center for Peace Studies and Violence Prevention (CPSVP)**, and the new **Virginia Tech-Carilion Clinic Medical School and Research Institute**.

Priority #5: Advocate for Improvements in University Libraries

Virginia Tech's library ranks 100 out of 113 university libraries in the U.S. and Canada in total library expenditures. In 2006-2007 the university spent \$14 million on the library compared to Harvard's \$106 million. Although the comparison may not be fair, the fact remains that Virginia Tech's library is under-resourced. This makes recruitment of top faculty and expansion of area studies and language programs challenging. Working with Dean Eileen Hitchingham, I appointed a 12-person Library Taskforce in the spring of 2008. The charge to the taskforce, chaired by Dr. Dan Thorp of the Department of History, is to formulate and recommend to the Dean of the College of Liberal Arts and Human Sciences strategies for strengthening the Library at Virginia Tech. The taskforce will consider a variety of issues such as: the collection of comparative data regarding the VT library and the libraries at peer institutions; the strengths and weaknesses of the library from the perspectives of faculty and students; specific deficiencies in library holdings and services; and issues surrounding access to library holdings. The taskforce includes members of Dean Hitchingham's staff. Recommendations in the form of a final report to the Dean are due by the end of the fall semester.

Priority #6: Strengthen Graduate Programs within CLAHS

The College of Liberal Arts and Human Sciences graduate programs expanded significantly during 2007-2008 due to the following programs receiving final approval:

- The **Ph.D. in Alliance for Social, Political, Ethical, and Cultural Thought (ASPECT)** was approved by SCHEV and SACS in spring 2008. The first cohort of doctoral students is set to begin its studies in the fall of 2008. Twelve graduate assistantships have been awarded to the program with an additional twelve to be added over the next three years. Tentative plans have been made to conduct a search for a senior ASPECT hire – if approved and funded, the search for this position will be conducted during 2008-2009.
- The **Master of Arts in Foreign Languages** was also approved by SCHEV in the spring of 2008. As with ASPECT, an initial cohort of four masters students is scheduled to begin fall 2008.
- Additionally, the CLAHS graduate curriculum committee approved three new certificate programs, all in the School of Education: **Certificate in Integrative STEM Education**, **Certificate in Instructional Design for Education and Training Practitioners**, and **Certificate in Higher Education**.
- School of Education Director Dr. Sue Magliaro, Dean Karen DePauw of the Graduate School, and I worked throughout 2007-2008 to make adjustments throughout the School's graduate programs. As a result, all programs are in compliance with Graduate School guidelines and accreditation requirements. Acceptances into the **Ph.D. program in Health Promotions** are currently on hold until issues between Virginia Tech and the Edward Via College of Osteopathic Medicine (VCOM) are resolved. Dean DePauw, Dr. Magliaro and I will continue to work to strengthen these programs, but my assessment is that enrollments are being brought in line with resources and that the programs are the strongest they have been since the formation of the College.
- CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in Counselor Education programs. During 2007-2008, our **Counselor Education program** in the School of Education successfully completed the CACREP re-accreditation process.
- Aggressive planning is in process to begin renovations in 112 Seitz Hall which will result in the creation of an **Integrated STEM Education Laboratory**. Our Integrated STEM Ph.D. program is the first of its kind in the country and the lab is essential to train our graduate students and also to support our outreach efforts with PK-12 educators. The estimated cost of the renovation is \$750,000. I am working with a private donor on a gift that would more than cover these costs. I am also working with colleagues throughout the university to identify funding sources for the project. The university architect's office and facilities planning staff estimate that it will take 18 months to complete the project so we need to begin immediately in order to be able to occupy the space by summer 2010.
- The School of Education has been heavily involved in the Carnegie Foundation's efforts to redesign the **Doctorate in Education**. The School is also playing an integral role in the creation of the Center for Creative Technologies in the Arts (CCTA).

- A critical issue faces the College in the lack of funding for **graduate assistantships**. Currently, the new Ph.D. in Rhetoric and Writing (English) has only six funded assistantships. In order to fully resource that program and the new ASPECT program I estimate the need for an additional 30 assistantships (at a minimum). I have added a goal to our Capital Campaign priorities that would provide a \$500,000 endowment to support graduate fellowships in the College. We are currently working with a potential donor.

According to Institutional Research, CLAHS awarded 68 Ph.D.'s and Ed.D.'s in 2007-2008. We also awarded 451 Master's degrees last year. Approximately 15% of these graduates were from minority groups and over 70% were female.

Priority #7: Expand Foreign Language Instruction at Virginia Tech

In the fall of 2007, following the recommendations of the Taskforce on Language Competency, the Provost allocated \$250,000 in new base budget funding to expand language offerings through the Department of Foreign Languages and Literatures. The following new positions were filled and those faculty members will begin fall of 2008:

- Professor of German and Associate Dean for Policies and Procedures: Debra Stoudt (began January 2008)
- Assistant Professor, Spanish: Aarnes Gudmestad
- Assistant Professor, Spanish: Sarah Sierra
- Assistant Professor, French: Anthony Abiragi
- Assistant Professor, French: Corine Noiret
- Assistant Professor, German: Liesl Allingham
- Assistant Professor, Russian: Robert Efird
- Instructor, Italian: June Stubbs

We have requested a second year of new funding (\$300,000) to support the following positions, all of which would begin fall 2009:

- Assistant Professor, Italian
- Assistant Professor, Spanish
- Assistant Professor, Chinese
- Assistant Professor, German
- Instructor, Arabic
- Instructor, Japanese

Our goal is to fully staff our major languages (Spanish and French), our mission-driven languages (Italian and German), and the strategic languages in demand by honors students and military science students especially (Chinese, Arabic, Japanese). Additionally, we have the second largest Russian program in the country (behind the University of Washington) in the number of sections offered and number of students. It is critical that we increase support for that program. Russian recently has been thought to be a fading language but studies have shown that both the demand for Russian language instruction and the need for Russian language translators are increasing. We are also committed to providing necessary resources to the newly-approved MA in Foreign Languages. With the appointment of Dr. Terry Papillon to the position of Honors Director, we have additional needs in the already under-resourced area of Classics.

Japanese Studies benefited from a recent gift of \$25,000 and we will be working with the donor to expand this gift into an endowment for the program. Obviously, it will take several years to get these programs to the desired level of capacity. It is worth noting that this summer was the first time in a number of years that CLAHS was able to provide adequate seats for incoming freshmen. This can be attributed to increased support in CLE funding and to the increased resources provided to the Department of Foreign Languages and Literatures.

Priority #8: Increase Outreach and Engagement Efforts in CLAHS

In 2007-2008, CLAHS faculty reported the development of **114 new software programs** and granting of **one new patent**. We fared well on other scorecard metrics in the engagement domain.

The College continues to be a leader in **Study Abroad and the study of Foreign Languages** on the Virginia Tech campus; 50.4% of the VT students who studied abroad in 2007-2008 were from the College of Liberal Arts and Human Sciences. According to the Office of Institutional Research, CLAHS continues to grow in the numbers of students participating in a foreign language course and/or a study abroad experience. CLAHS also exceeds the University percentages in each of these areas.

Graduating Undergraduates With At Least One Foreign Languages and Literatures Course <u>or</u> Study Abroad Experience						
	2006-07			Prelim. 2007-08		
	Degrees	FLL or Study Abroad	%	Degrees	FLL or Study Abroad	%
Liberal Arts and Human Sciences	1150	455	39.6%	1161	469	40.4%
University Total	4785	1393	29.1%	4871	1405	28.8%
Graduating Undergraduates With At Least One Foreign Languages and Literatures Course						
	2006-07			Prelim. 2007-08		
	Degrees	FLL	%	Degrees	FLL	%
Liberal Arts and Human Sciences	1150	418	36.3%	1161	408	35.1%
University Total	4785	1205	25.2%	4871	1108	22.7%
Graduating Undergraduates With At Least One Study Abroad Experience						
	2006-07			Prelim. 2007-08		
	Degrees	Study Abroad	%	Degrees	Study Abroad	%
Liberal Arts and Human Sciences	1089	89	8.2%	1065	115	10.8%
University Total	4724	355	7.5%	4658	429	9.2%

The College again taught CESA courses in the spring semester of 2008; 30 CLAHS students participated. Faculty were from the Department of Political Science and the Department of Art in the College of Architecture and Urban Studies.

CENTER FOR EUROPEAN STUDIES & ARCHITECTURE AT VIRGINIA TECH



Nine units in the College offered one or more programs abroad during 2007-2008: Apparel, Housing, and Resource Management, Communication, Education, English, Foreign Languages and Literatures, Human Development, Interdisciplinary Studies, Political Science, and Theatre Arts. As might be anticipated, Foreign Languages was the most active, with eight different programs in seven different countries this year.

Approximately 112 students from CLAHS applied for College Study Abroad scholarships in 2007-2008. A total of \$30,000 was awarded from the CLAHS Education Abroad Scholarship.

In the spring of 2008 I appointed Associate Dean Debra Stoudt to oversee all study abroad education in the College. Dr. Stoudt is working with faculty members and our Office of Undergraduate Studies to promote these programs and increase our numbers of students engaged in abroad experiences.

- ▶ This year over 450 CLAHS students studied abroad, making up 50.4% of the total number of Virginia Tech students studying abroad.

(includes double majors)



Also in spring 2008 I traveled to the Technische Universität Darmstadt in Germany to explore expanding Virginia Tech's study abroad opportunities beyond engineering and into the areas of the humanities and social sciences. The conversations were successful and two CLAHS students joined other Virginia Tech students at TUD in summer 2008. Dr. Stoudt and I now serve on the TUD-VT working group and we anticipate expanding CLAHS at TUD in the coming years. I will describe faculty research opportunities later in this report.

In addition to study abroad, the scorecard tracks the College's progress in engaging our students in **Service Learning and Experiential Learning** activities. According to the Office of Institutional Research the number of CLAHS students participating in Service Learning Courses declined 39% in 2007-2008 from the previous year. The university total declined 16% so our difference was more than the university average and needs to be explored. We will take a look at this during 2008-2009 and find ways to increase student participation in service learning courses and also ways to make sure our courses are properly coded to capture the data accurately. Even so, CLAHS represents 27% of all university students participating in service learning courses.

Number of Undergraduates Who Participated in Service Learning Courses		
	2006-07	2007-08
	# with Service Learning	# with Service Learning
Liberal Arts and Human Sciences	754	458
University Total	2011	1692

As with service learning, the number of CLAHS students engaged in at least one experiential learning course declined from 2006-2007, but this decline was much slighter (only 3%). The university as a whole improved slightly in this metric (up 2%). CLAHS students made up 26% of the total university number.

Number of Undergraduates Who Participated in Experiential Learning Courses		
	2006-07	2007-08
	# with Experiential Learning	# with Experiential Learning
Liberal Arts and Human Sciences	1122	1085
University Total	4109	4206

The College of Liberal Arts and Human Sciences houses 30 centers, most of which contribute to the outreach and engagement mission of Virginia Tech. Notably, the Center for Gerontology celebrated its 30th anniversary during 2007-2008. The College presented three Excellence in Outreach Awards in spring 2008. Recipients were:

- **Carol J. Burger (Interdisciplinary Studies), Elizabeth Creamer (School of Education) and Peggy S. Meszaros (Human Development and Center for Technology Impacts on Children, Youth, and Families).** In their six years together, this team has made significant contributions to the dissemination of knowledge related to why girls do or do not choose to pursue careers in information technology. Their work has just been awarded a \$2.4 million NSF grant which will allow them to expand their research and outreach into five states: Virginia, Kentucky, North Carolina, West Virginia and Tennessee.
- **E. Thomas Ewing (History).** Dr. Ewing has played a key role in a wide range of outreach activities related to improving public school teachers' historical understanding, their awareness of

globalization, and their access to new teaching materials. The partnerships in the Teaching American History program are detailed in the chart below.

- **Irene Leech (Apparel, Housing and Resource Management).** Dr. Leech has sought to improve the financial well-being of Virginians and currently serves as president of the Virginia Citizens Consumer Council. She regularly participates in legislative and regulatory meetings and testifies before legislative committees.

Many of the College’s outreach and engagement efforts are related to our PK-12 partnerships, most of which are housed in and advanced by the School of Education. The following chart represents a sampling of current partnerships.

Partnership Name	Description of PreK-12 Needs	Partners and Collaborators
Southwest Virginia Professional Consortium	Addresses the recruitment/retention of qualified teachers through training mentors who work with pre-service teachers. Grant funded program.	Public Schools of: Roanoke; Botetourte; Craig; Floyd; Montgomery; Radford City; Salem City; Pulaski; Roanoke
Mathematics Specialists in Southwest VA	Addresses the shortage of mathematics teachers in the Montgomery County area.	Montgomery County Public Schools
Teaching American History in Montgomery County	This program addresses the shortage of history teachers in the Montgomery County area. A grant funded program.	Montgomery County Public Schools
Roanoke History Consortium	Addresses the shortage of history teachers in the Roanoke area. Grant funded program.	Public Schools of: Roanoke; Salem City; Roanoke City; Floyd; and the University of Virginia
MCPS/Virginia Tech FIRST Robotics	This program addresses the need to provide students with STEM related experiences.	Blacksburg High School; Christiansburg High School
Virginia Career VIEW	Conducts free counselor/educator training workshops and provides hands on web-based activities for K-adults.	Virginia Department of Education: Career Clusters in Virginia; Association of Computer-Based Systems for Career Information (ACSCI)
Training and Technical Assistance Center (TTAC)	Addresses and meets the needs of students with disabilities grades PK-12	Special Education Directors in Alleghany; Botetourt; Covington; Craig; Danville; Floyd; Franklin; Henry; Martinsville; Montgomery; Patrick; Pittsylvania; Roanoke City; Roanoke; Salem; Bland; Bristol; Buchanan; Carroll; Dickenson; Galax; Giles; Grayson; Lee; Norton; Pulaski; Radford; Russell; Scott; Smyth; Tazewell; Washington; Wise; Wythe
Collaborative Teaching of Mathematics in Grades 6 and 7	Addresses low statewide SOL mathematics scores for grades 6 & 7.	Montgomery County Public Schools
Fairfax Educational Leadership Cohort	Addresses the need for school leaders in urban areas.	Fairfax County Public Schools
Virginia School Leaders Institute	Provides opportunities for recently appointed school administrators to hone and expand existing administrative skills.	Public schools: Alleghany; Bland; Botetourt; Buckingham; Charlottesville City; Danville City; Floyd; Franklin; Giles; Lynchburg; Martinsville City; Montgomery; Patrick; Pittsylvania; Prince Edward; Pulaski; Roanoke City; Roanoke; Salem City
In the Zone for Lifetime Fitness	Addresses youth obesity from a personal health need for the students and a policy (intervention) need for the schools.	Henrico County Public Schools; American Heart Association-Mid Atlantic

Priority #9: Expand CLAHS International Activities and Engagement

The College of Liberal Arts and Human Sciences, since its founding in 2003, has been actively engaged in numerous international activities, research collaborations and partnerships. The commitment to enhancing its global engagement was one of the things that attracted me to Virginia Tech. 2007-2008 was a busy year for the College as we strengthened existing partnerships and explored new ones. I have listed a few examples below.



- **Center for Research and Development in International Education (CRaDIE)**

CRaDIE is a research and development center whose mission is to provide focus for international and cross-cultural research as well as provide outreach activities to clients in K-12, higher education, government, and non-governmental organizations at home and abroad. In 2007-2008 the center successfully expanded its focus to include the Ministry of Education in Zambia and involvement in NEPAD-Africa Commission, a consortium of African countries working on economic development through education and with the support of major U.S. foundations.

- **Apparel, Housing & Resource Management and the Art and Skills Institute of Saudi Arabia**

Following two separate trips to Riyadh, Saudi Arabia, the College is entering into a MOU with the Art and Skills Institute there. Possible partnerships include graduate student recruitment, faculty exchange, and curriculum development.

- **School of Education**

The School of Education continued its long relationship with Africa by hosting delegations from Kenya and Zambia and expanding its work into Ethiopia. Graduate students in SOE traveled to China in summer 2008 and both graduate and undergraduate students traveled to Malawi during summer 2008. The School continues to be a leader in international partnerships.

- **CLAHS Departments and Bangor University**

The Departments of Theatre Arts, Communication, Music and English became engaged in talks with the University of Bangor's National Institute for Excellence in the Creative Industries. Planning sessions are planned via a fall 2009 teleconference and a spring 2009 visit to Virginia Tech by the faculty of the university. An MOU is being drafted.

- **School of Education and the Pädagogische Hochschule Zürich**

The School of Education hosted a delegation of international teachers working on English and teaching pedagogy during the summer of 2007. The program continued in the summer of 2008 and an MOU is being drafted between the two institutions.

- **Virginia Tech International Faculty Development Institute**

Once again, CLAHS sponsored two faculty members to participate in the International Faculty Development Institute. In May 2008 Drs. Ji-Hyun Kim (AHRM) and Ilja Luciak (Political Science) traveled to Mexico and explored numerous collaborations with universities there. Follow-up trips are being planned.

In summary, the College expanded its international footprint during 2007-2008 with faculty and students traveling to and studying in **51** different countries during the year, including:

Argentina	England	Kenya	Slovakia
Australia	Finland	Kuwait	South Africa
Austria	France	Kyrgyzstan	South Korea
Canada	Germany	Malawi	Spain
Chile	Greece	Mexico	Sweden
China	Honduras	Morocco	Switzerland
Croatia	Hong Kong	Netherlands	Taiwan
Czech Republic	Hungary	Portugal	Tajikistan
Denmark	India	Russia	Turkey
Dominican Republic	Ireland	Saudi Arabia	United Arab
Ecuador	Italy	Scotland	Emirates
Egypt	Japan	Senegal	Wales
El Salvador	Kazakhstan	Singapore	Zambia

Additionally, CLAHS faculty members are currently involved in research collaborations in an additional **24** countries, including:

Botswana	Guatemala	Mali	Philippines
Bulgaria	Indonesia	Namibia	Poland
Cameroon	Israel	Nepal	Slovenia
Cuba	Lithuania	New Zealand	Thailand
Estonia	Madagascar	Nicaragua	Ukraine
Ethiopia	Malaysia	Nigeria	Zimbabwe

Priority #10: To Increase the Visibility of the Arts at Virginia Tech

The Departments of Theatre Arts, Music and Communication, the School of Education, and the Dean's Office were extraordinarily engaged in the Virginia Tech Arts Initiative during 2007-2008. Faculty and administrators in the College served on the Arts Initiative Steering Committee, the Center for the Arts Building Committee (and the Technical Sub-Committee), and the working group for the Center for Creative Technology in the Arts. In addition, several new developments in the arts came about during 2007-2008, including:

- The formation of two new schools in place of the School of the Arts – the School of Visual Arts (SOVA) in CAUS and **the School of Performing Arts and Cinema (SoPAC)** in CLAHS. Professors Patty Raun and Jay Crone were named director and associate director, respectively. The new schools went live on July 1, 2008. The identity statement of the school reads:

We are artists teaching artists.

We celebrate tradition and explore new directions.

We study, create, and experience.

We connect.

The mission statement is: ***We will elevate awareness and expand the impact of the shared creative experience through discovery, learning, and engagement.*** The working group articulated the vision of the working group as follows:

- **Foster – through advocacy, community engagement, and development – a reputation for excellence in performance, production, and creative technology,**
- **Support communication among our communities (national, regional, local, university, school).**
- **Support the experience and creation of music, theatre, and cinema at the highest artistic level in a student-centered environment.**
- **Expand and integrate our disciplines, and move the campus to a greater awareness of the importance the study and practice of theatre, music, and cinema to the life of every member of the university community.**

In order to support the new school, I allocated two new graduate assistantships, a CY conversion for the associate chair in theatre, and \$25,000 in one-time funds.

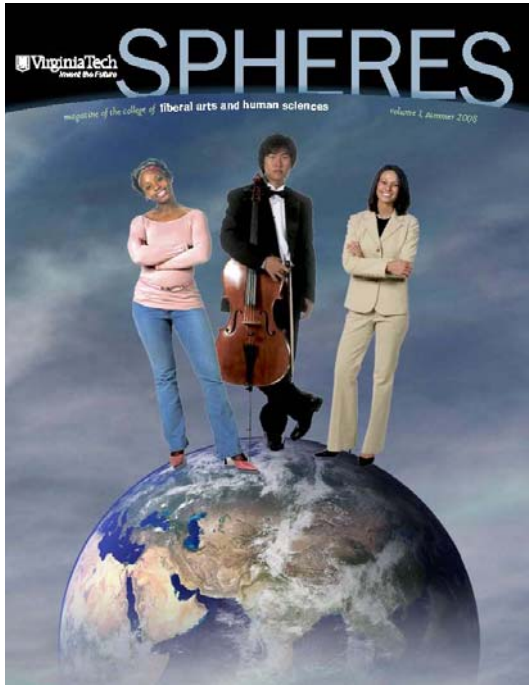
- In 2007-2008 ground was broken for the long-awaited renovation of **Henderson Hall** and the construction of the new **Experimental Theatre** on College Avenue.
- The Arts Initiative moved ahead by establishing a Building Committee and selecting the architectural firm of Snohetta (of Norway and New York) and a full construction team. CLAHS faculty and administrators participated in numerous meetings, interviews, and workshops related to the building of the new **Center for the Arts**.

Fun Fact: The Arts

- ▶ The Theatre Arts Department and the School of the Arts currently reside in the oldest Hokie Stone building on campus and will soon be moved to the oldest brick building on campus.



Priority #11: Promote CLAHS and Increase Alumni Engagement



In 2007-2008 we conceived the idea of an **annual College magazine** and began work on design and layout of the first issue. The magazine, entitled ***Spheres*** will be ready for mailing in late summer 2008.

Spheres will help meet the need of increased visibility, name recognition and identity among our alumni. Many do not know which College they belong to and are not as engaged as we would like them to be. *Spheres* is one way for us to stay in touch with them and to build alumni loyalty for the College.

News2Note

In addition to the creation of an alumni magazine, the College initiated several other new communication devices. In January 2008 we began a new monthly electronic newsletter called ***News2Note***. The newsletter contains information on faculty, staff, and students and is sent to all members of the College, a number of Virginia Tech administrators and our more than 24,000 alumni. Feedback on the newsletter has been excellent.

We are launching several additional communication initiatives following discussions last year:

- **Monthly Email Update from the Dean** – to be distributed to all full-time faculty and staff in the College. It will contain information on College matters and University updates relevant to faculty and staff.
- **This Week in CLAHS** – a weekly announcement of events happening in the College sent to faculty and staff each Monday.

Finally, we have worked hard during the 2007-2008 academic year to update our websites throughout the College and to standardize their navigation for easier access by prospective students and alumni.

- ▶ More than 250 people attended the CLAHS Homecoming on Saturday, November 17, 2007 . . . a milestone compared to the 38 who attended in 2003.



Priority #12: Meet and Exceed Goals in Capital Campaign

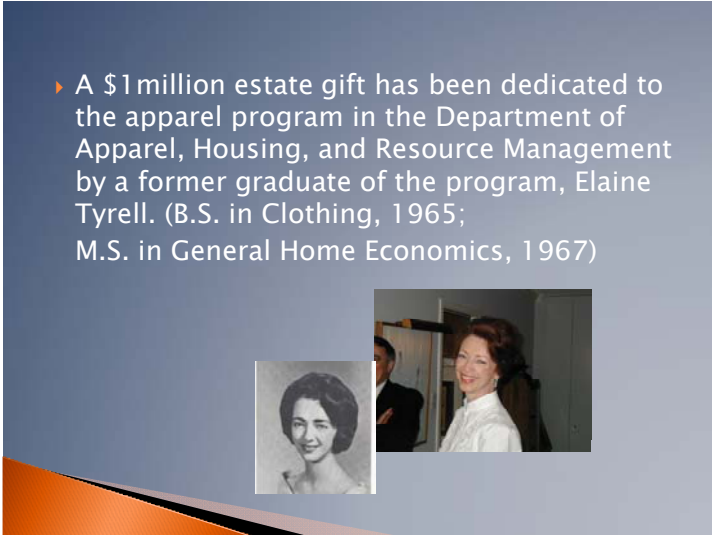
In spring 2008 the College of Liberal Arts and Human Sciences agreed to raise its campaign goals from \$19,000,000 to \$21,500,000. We welcomed the new goal since we had reached our previous one and were still expecting major gifts to come in. At the same time, we expanded our campaign priorities to include additional support for faculty development and graduate fellowships. To date we are within \$1,000,000 of reaching our new goal and expect to raise it again within the next year.

Our involvement in the Capital Campaign goes beyond our own college. We are currently supporting the development efforts of the Arts Initiative. I traveled to London as a co-host of an arts tour for potential donors. The tour was also hosted by Mr. and Mrs. Minnis Ridenour.



In addition, we are supporting the development work for CESA and the renovation of the Riva San Vitale facility. I am co-hosting, along with Mary Grace Theodore, a trip of the Women's Leadership in Philanthropy group to Riva San Vitale in March 2009. An exploratory trip was made in March 2008 to make the preliminary arrangements for this development event.

The new Center for Peace Studies and Violence Prevention is closely affiliated with CLAHS and we are engaged in fundraising opportunities for them as well. Private gifts, along with government earmarks have brought the current gifts to a (tentative) amount of over \$1,000,000.

In spring 2008, we awarded the first Mary Read scholarship from the fund set up in her memory. Several smaller but important gifts came in during 2007-2008. Political Science received its first endowed scholarship, a new \$100,000 scholarship endowment was given to the arts, and a gift was made to the Japanese program to begin an endowed fund for study abroad to Japan. Perhaps the most exciting gift of 2007-2008 is illustrated in the following slide.



- ▶ A \$1 million estate gift has been dedicated to the apparel program in the Department of Apparel, Housing, and Resource Management by a former graduate of the program, Elaine Tyrell. (B.S. in Clothing, 1965; M.S. in General Home Economics, 1967)



Priority #13: Improve Mentoring and Retention of Outstanding Faculty

The College of Liberal Arts and Human Sciences invested a great deal in the mentoring and retention of faculty during 2007-2008. Interim Associate Dean Fred Piercy provided leadership for this effort. The following are some of the mentoring activities we supported in 2007-2008:

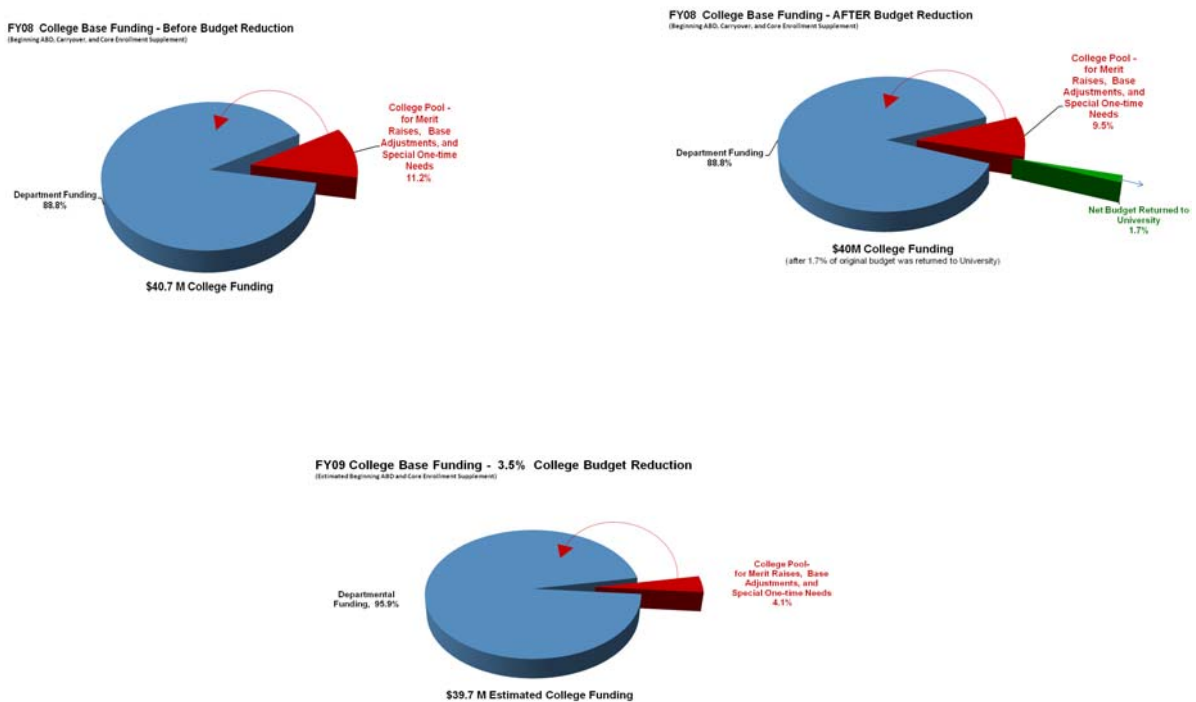
- A beginning of the year **reception** for all pre-tenure faculty in September 2007.
- **Monthly mentoring meetings** were held. The topics were decided by a committee which included pre-tenure and senior faculty. The meetings took place at The Inn as luncheon meetings.
 - *The Future of CLAHS and Your Place in it: A Conversation with Dean Sue Ott Rowlands*
 - *Creating a New Guard Culture in an Old Guard University: Coping with Being Different, Being Junior, Being a Parent, Breaking the Mold*
 - *Questions that May Not have Occurred to You to Ask Your Department Head: Uncovering Hidden Opportunities and Implicit Knowledge*
 - *CLAHS Resources: Development and Delivering your Message to the media*
 - *A Panel of College P&T Committee Members*
 - *Newly Tenured Faculty Discuss Milestones on the Road to Tenure*
 - *A Conversation with Several University Administrators*
- In fall 2007 we polled our department heads to determine the level of consistency (or inconsistency) within the College related to departmental practice on the granting of **pre-tenure teaching releases**. The survey revealed a wide range of practice which we worked to make more uniform throughout the College.
- The same survey revealed a wide range of **start-up packages** in the College. In the 2007-2008 hiring cycle we provided more equity to incoming faculty by making our minimum start-up package \$15,000. Reports have come back indicating that the increased packages were helpful in the recruitment of our first-choice candidates.
- Our P&T documents are being revised to provide **clarity in criteria for tenure and promotion** and to make sure that departments are in compliance with procedural guidelines outlined in the Faculty Handbook.
- Under the direction of Associate Deans Stoudt and Piercy, we continued our **department heads mentoring meetings**.
- We completed a **College Mentoring Handbook** written by Dr. Kathleen Jones, History.
- I met with **cohorts of pre-tenure faculty members** in luncheons throughout the year. These were unstructured conversations intended to increase communication and to introduce new faculty members to those in other departments. A total of eight of these lunches were held throughout the year.

The mentoring of new faculty was particularly important to CLAHS in 2007-2008. In the fall of 2007, out of the 278 tenure/tenure-track faculty in the College, 89 of those were pre-tenure assistant professors.

Priority #14: Sustain and Stabilize CLAHS Through Budget Challenges

The FY08 one-time 2.5% reduction was absorbed entirely at the College level with no reductions in departmental budgets. This amounted to a \$900,000 reduction. The FY09 Base Budget reductions were shared by the departments (2%) and the College (1.5%). I appointed a 5-member Budget Advisory Committee which met once during 2007-2008.

The increased CLE funding from the Provost's Office, the investment of \$250,000 in new base funding for Foreign Languages and Literatures, the start-up budget allocated to the CPSVP, and assistance in funding Year One of the Instructor Promotion initiative have been critical to our ability to manage the reductions. The following charts illustrate a fundamental shift of base budget dollars from the College (which the previous dean had kept centrally for the new dean to allocate) to the departments. It is critical that we rebuild College reserves over the next few years.



The College underwent an internal audit during 2007-2008 which challenged us to make some adjustments in our business practices (particularly among our centers), add administrative oversight to some areas (such as Study Abroad), and to strengthen our IT group. Final compliance with all issues raised by the audit will be completed in the next few months.

Priority #15: Strengthen CLAHS Administration and Policies

Aligning a **Leadership Team** with College priorities and values was one of the most important tasks of 2007-2008. To that end, I hired two new associate deans: Dr. Debra Stoudt through a targeted hire and Dr. Fred Piercy through an internal search process. Dr. Stoudt joined the College in January 2008 and Dr. Piercy moved from his interim position to the permanent one July 1, 2008. As **Associate Dean for**

Academic Policies and Procedures, Dr. Stoudt oversees Assessment, Strategic Planning, Promotion and Tenure Policies, Emergency Action Planning, Continuity of Operation Planning, Education Abroad, Faculty Hiring Procedures and SACS Accreditation. As **Associate Dean for Graduate Studies and Research and Director of College Diversity Initiatives**, Dr. Piercy oversees graduate education, research, diversity, faculty mentoring, and outreach and engagement. They join three other associate deans already in place: Dr. Mary Ann Lewis, **Associate Dean for Undergraduate Education**; Dr. Sue Magliaro, **Associate Dean for Professional Education and Director of the School of Education**; and Brian Shabanowitz, **Associate Dean for Administration and Finance**. The five associate deans and I make up our Leadership Team. This team meets weekly and I rely on them heavily for advice and information sharing.

I also expanded our **Administrative Council** which was previously made up of the associate deans and department heads. I added Dr. Karen Roberto, Director of ISCE, and Dr. Wolfgang Natter, Director of ASPECT. The commanders of the three ROTC units are also members of the Council and regularly attend meetings. The Administrative Council meets monthly.

During 2007-2008 we also hired a new Associate Director of Development, two new secretaries, and a new IT specialist. We reconfigured office staff duties to achieve efficiencies and consolidate tasks. I established bi-monthly meetings with the Director of Development, monthly meetings with the CLAHS Director of Alumni Relations and weekly meetings with the associate deans for professional education and budget and finance. A new organizational chart was developed and is attached to this report.

We worked diligently in 2007-2008 to address policy and procedures that were inconsistent or non-existent in the College. Progress in these areas includes:

- **Assessment and SACS Accreditation.** In spring 2008 information about assessment across the College was gathered for the first time; the College identified almost 20 different assessment programs or processes, from accreditation of specific programs to academic program reviews in every discipline, in which it is involved. Some are annual reviews, and others are carried out at regular intervals every few years; some are internal assessments, others are statewide or regional, and a few are national. With regard to on-campus assessment, the College was represented at meetings regarding QEP and SACS assessment and worked with the Office of the Provost to establish timelines for internal Academic Program Review in every department in the College. By the end of June 2008 each unit had entered the first set of data regarding student learning outcomes in their respective academic programs – Mission, Outcomes/Objectives, Measures, and Findings – as requested by the Office of Assessment. In addition, the College recorded Findings in WEAVE on its Administrative Program Outcomes/Objectives, as directed by the Office of the Provost. During the 2007-2008 academic year there has been a substantial increase in engagement with and documentation of assessment in the College, especially with regard to student learning outcomes.
- **Promotion and Tenure Guidelines.** Current documents regarding promotion and tenure guidelines in each academic department were reviewed during spring 2008. With recommendations from the Office of the Provost the first Promotion and Tenure Guidelines document for the College was formulated; the document will be vetted at the beginning of fall 2008. Once the College document has been approved, departments will be asked to revise their documents to bring them into alignment with College guidelines and with recent recommendations from the Office of the Provost. All revised department-level documents will be vetted and on file in the College office before the end of spring 2009.

- **Emergency Preparedness.** Every academic department submitted a draft of both the Emergency Action Plan (EAP) and the Continuity of Operations Plan (COOP) to the College office during spring 2008. Since there was substantial variation in the nature and detail of information provided, all units in the College - including centers and ROTC units not originally required to complete these documents – and the Office of the Dean have been asked to submit a revised version of each document by 3 October 2008. There are 23 units in CLAHS for which we will have EAPs and COOPS: 13 departments, the School of Education, the School of Ed at Hampton Roads, 3 ROTC units, 4 centers (all affiliated with HD), and the College office. To date, of these 19 have submitted the first draft of the COOP, or 85%. Of these, 20 have submitted the first draft of the EAP, or 87%.

Summary

The College of Liberal Arts and Human Sciences is coming into its own as a cohesive group of academic units with a common purpose and shared vision. We are proud to take leadership roles within the university in Undergraduate Research, Education Abroad, International Engagement, delivery of the CLE courses, and service to our own undergraduate majors and our graduate students.

We remained challenged by limited resources, particularly as enrollments continue to grow in departments such as Communication, Political Science (particularly in the International Studies Program) and History. There exists real tension between the delivery of CLE courses and making it possible for our majors to complete their degrees in a timely manner. We are challenged to meet the foreign language demand of Virginia Tech students, even with the recent additional resources. We will continue to partner with the University to find creative solutions to these problems.

College Goals for 2008-2009

1. Conduct a comprehensive review and revision of the College Strategic Plan.
2. Complete revision process of all departmental Promotion and Tenure Guidelines.
3. Increase numbers of CLAHS students engaged in service and experiential learning activities.
4. Solidify new relationships with international partner institutions.
5. Increase externally funded research expenditures and meet Strategic Plan goals set for the College.