



COLLEGE OF LIBERAL ARTS AND HUMAN SCIENCES  
2008-2009 ANNUAL REPORT



College of Liberal Arts and Human Sciences  
2008-2009 Annual Report

Submitted to Provost Mark McNamee by Dean Sue Ott Rowlands

August 2009

**Mission Statement**

The mission of the College of Liberal Arts and Human Sciences is to illuminate human experience and expression through discovery, learning, and engagement. The College creates works of lasting scholarly, cultural, and aesthetic value, and empowers individuals to engage critically with the complexities of a diverse, global society. The College fosters the inquiry, innovation, and growth that produce individual and social transformation.

**Introduction to the Annual Report**

The College of Liberal Arts and Human Sciences successfully addressed a number of challenges during the 2008-2009 academic year. Our collective work focused on our tri-partite mission of learning, discovery, and engagement. Each of these mission areas was influenced by our ongoing commitment to diversity and inclusiveness, globalization, and undergraduate research. As the draft preamble to the College's new strategic plan states:

*The College of Liberal Arts and Human Sciences Strategic Plan 2009-2012 serves as a framework for strategic decision-making at the College level. The document's structure is aligned with that of the Virginia Tech 2006-2012 Strategic Plan, and its goals reflect the priorities of Virginia Tech as well as those specific to the College.*

*The plan provides evidence of the balance between undergraduate and graduate education inherent in the College. Likewise, given the College's role as a key provider of the Curriculum for Liberal Education, the plan echoes the balance between the commitment to majors as well as the responsibility for the education of every undergraduate student. Guiding the college's strategic planning are the principles of a commitment to excellence and diversity; participation; transparency; fairness; and an appreciation of past and present strengths and how they fit with the College's mission and identity and with the University's strategic plan. \**

In order to structure this report most effectively, I will first present an overview of the College (related to the three domains of the university mission) and then report on our progress in the goals identified for the College in 2008-2009.

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<sup>1</sup> Cited from the 13 August draft of the College of Liberal Arts and Human Sciences Strategic Plan 2009-2012.

## **PART I: COLLEGE OVERVIEW, 2008-2009**

The following sections provide an overview of the College's work in the three domains of the university strategic plan: learning, discovery, and engagement.

### **Learning Domain Overview**

In 2008-2009, CLAHS awarded **1318 undergraduate degrees** (28% of the university total) and **495 master's and doctoral degrees** (27% of the university total).

In the fall of 2008 we accepted a total of **759 new majors** (536 freshmen, 223 transfers), with a freshmen application yield at 38%. Freshmen mean SAT scores and mean HS GPAs increased over the previous year, with a mean SAT of 1186 and a mean HS GPA of 3.77. 64 of the entering freshman were from underrepresented racial and ethnic groups. Going into the fall of 2009 we have accepted **696 new majors** (474 freshmen, 222 transfers) into the College, with a freshmen offer yield of 36%. The average high school GPA of our entering freshmen increased again over the previous year, with a mean HS GPA of 3.8 and an average SAT score of 1190.

According to a data warehouse extract, CLAHS was the home to **4737 undergraduate majors** (primary and secondary) in the fall 2008. 487 CLAHS majors represent minority racial and ethnic groups, comprising 14% of the underrepresented minority students enrolled at Virginia Tech.

We also welcomed **387 new graduate students** to CLAHS in Fall 2008, representing a 73% yield of the total applications. Total graduate students in CLAHS in 2008-2009 numbered **1547**, with **241** of those students from underrepresented minority groups.

In the fall of 2008, 19 new tenure-track faculty joined CLAHS, bringing our total number of tenured/tenure-track faculty to **302**. Our total headcount of all faculty and staff (including GA/GTAs) is **935** (638.30 total FTE). New faculty included:

- Anthony Abiragi, Foreign Languages and Literatures/Spanish
- John Adler, Music
- Liesl Allingham, Foreign Languages and Literatures/German
- Yvonne Chen, Communication
- Travis Cross, Music
- Robert Efird, Foreign Languages and Literatures/Russian
- Mariana Falconier, Human Development
- Aarnes Gudmestad, Foreign Languages and Literatures/Spanish
- Matthew Heaton, History
- Dennis Hidalgo, History
- Minjeong Kim, Interdisciplinary Studies
- Julian Koslow, English
- Chad Lavin, Political Science
- Jenn Mackay, Communication
- Corinne Noiroot, Foreign Languages and Literatures/French
- Benjamin Sax, Interdisciplinary Studies
- Sonja Schmid, Science and Technology in Society
- Paula Seniors, Sociology
- Sarah Sierra, Foreign Languages and Literatures/Spanish

In addition, the College welcomed Colonel Mike Bumgarner as Professor of Military Science for the Army ROTC program and as Commander of the New River Battalion and Colonel Rusty “Waldo” Walden as the new Commander of the Air Force ROTC at Virginia Tech and Professor of Aerospace Studies.

The following collegiate faculty were awarded tenure and promoted to associate professor at the June 2009 Board of Visitors meeting:

- **Sheila Carter-Tod**, English
- **Jim Kuypers**, Communication
- **Walter Ott**, Philosophy
- **Steven Salaita**, English

Promoted to the rank of professor were:

- **James Hawdon**, Sociology
- **Joan Hirt**, Educational Leadership and Policy Studies, School of Education
- **Patricia Raun**, Theatre Arts.

The following were promoted to advanced instructor:

- **Kathleen Fallon**, English
- **Dale Jenkins**, Communication
- **Julie Mengert**, English
- **Matthew Vollmer**, English

Individuals promoted to senior instructor were:

- **Michael Bliss**, English
- **Michael Dunston**, Music
- **Nancy McDuffie**, Music
- **Leslie Neilan**, English
- **Herbert Patton**, English
- **Linda Skinner**, English
- **Jane Wemhoener**, English

**Peter Doolittle**, Learning Sciences and Technologies, School of Education, was appointed director of the Center for Excellence in Undergraduate Teaching (CEUT) in 2008. **Terry Papillon**, Foreign Languages and Literatures/Classics, was appointed director of the University Honors Program effective July 1, 2008. In April 2009 **Karen Roberto** became the permanent Director of the Institute for Society, Culture, and Environment. **Rosemary Blieszner**, Human Development, was appointed an associate dean in the Graduate School in the summer of 2009.

### **Discovery Domain Overview**

The College of Liberal Arts and Human Sciences is involved in a wide range of research and creative production that reflects the diversity of disciplines and programs housed in the College. The overarching goal of discovery efforts in the College is to aid Virginia Tech in its quest for membership in the Association of American Universities by extending its activity, reputation, and influence among educational institutions as well as globally and increasing its external sponsored funding and research and creative productivity. Although our work spans many disciplines, much of our research is tied to and supportive of the university research focus on Individual and Social Transformation.

The 20 research centers either located in or affiliated with the College (13 departmental centers, five College centers, and two university centers) contribute significantly to the research mission of the

College. Since 2007, we have been actively engaged in a number of initiatives designed to increase the amount of external funding coming into the College. These efforts are discussed later in this report. The strength, diversity and applicability of our externally funded projects are reflected in the following illustrative titles:

- “TTAC 08-09 continuation project (an assistive learning center to support disabled youth).” (\$1.9 million from the Virginia Department of Education) Dr. Patricia Bickley, School of Education
- “A proposal to reestablish the Southwest Virginia writing project.” (\$30,000 from the National Writing Project) Dr. Kelly Belanger, Department of English
- “Evaluation of the Building Children’s Future/Smart Beginnings Program” (\$15,000 from Building Children’s Futures/Smart Beginnings, Roanoke) Dr. Isabel Bradburn, Department of Human Development

Even so, the research activities in CLAHS are represented only in part by looking at external funding. Many of our faculty are engaged in non-funded research activity, particularly those faculty in the humanities and the arts. Although we are working to build our external funding through the activities above, it would be a mistake to overlook the scholarly and creative research in the College or to relegate it to a secondary position. Our scholarly and creative research productivity continues to flourish and is reflected in the chart below.

College	2008-2009
Books	18
Book Chapters	158
Journal Articles	344
Papers and Reports	1192
Creative Activities	759
Editorial Activities	316
Software and Patents	10

### 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, **949** CLAHS students engaged in a service learning experience in 2008-2009, 36% of the university total. As well, **994** CLAHS students engaged in experiential learning in 2008-2009, 26% of the university total.

Notable College outreach and engagement activities included the following:

- The School of Education continues to lead the College in PK-12 partnerships, and has reestablished its working relationship with the Taubman Museum of Art through the Center for Creative Technologies in the Arts.
- The Center for Gerontology celebrated its 30<sup>th</sup> anniversary in 2008. In addition, the International Association of Gerontology and Geriatrics named the Center a “Collaborating Centre,” making it

one of only two centers approved from the United States and one of only four in the North America region.

- The College played an active role in the visioning and establishment of the new Center for Peace Studies and Violence Prevention. Working with director Jerzy Nowak, ISCE director Karen Roberto and Dean Ott Rowlands oversaw the working group and the appointment of the Center's advisory group, chaired by Dean Karen DePauw. The Department of Sociology will house the new minor in peace studies, intended to 'go live' in the fall of 2010.

## **PART II: PROGRESS MADE ON CLAHS GOALS FOR 2008-2009**

### **Goal #1: Conduct a comprehensive review and revision of the College Strategic Plan**

The strategic planning process in the College began in August 2008, with the appointment of members of the CLAHS Strategic Planning Steering Committee by Dean Ott Rowlands. Members are:

- Mark Barrow (History)
- Brenda Brand (Education)
- Brian Britt (Interdisciplinary Studies)
- Tracy Cowden (Music)
- Brian Epstein (Philosophy), no longer at Virginia Tech
- Joe Eska (English)
- April Few (Human Development)
- Saul Halfon (Science and Technology in Society)
- Rachel Holloway (Communication)
- Ji-Hyun Kim (Apparel, Housing, and Resource Management)
- Ilja Luciak (Political Science)
- Sue Magliaro (Education)
- Sue Ott Rowlands (Office of the Dean/Theatre Arts)
- Terry Papillon (Foreign Languages and Literatures)
- Fred Piercy (Office of the Dean/Human Development)
- John Ryan (Sociology)
- Debra Stoudt ( Office of the Dean/Foreign Languages and Literatures)
- Randy Ward (Theatre Arts)

At the initial meeting in September 2008 Dean Ott Rowlands presented the charge to the committee. In November 20 the [College mission statement](#) was approved by the steering committee. The statement and other information about the strategic planning process were posted on the CLAHS [website](#).

In October the steering committee established six subcommittees:

- Learning - Graduate Education (Fred Piercy, chair)
- Learning - Undergraduate Education (Mary Ann Lewis, Office of the Dean, chair)
- Discovery (Joe Eska, chair)
- Engagement (Sue Magliaro, chair)
- Core Values (Brian Britt, chair)
- Foundation Strategies (Terry Papillon, chair)

Each subcommittee was charged with formulating its respective part of the College's strategic plan. Each part was reviewed by the steering committee in the second half of spring semester.

By the end of spring semester a rough draft of the entire plan was assembled. During the summer the draft was edited and enhanced by the College's Leadership Team. The revised draft will be ready for review by the steering committee at the beginning of fall semester and will be presented to the CLAHS faculty for a vote by December 2009.

### **Goal #2: Complete revision process of College and all departmental Promotion and Tenure Guidelines**

After reviewing departmental P&T guideline documents and the Faculty Handbook, Associate Dean Debra Stoudt prepared a draft of the College P&T Guidelines. The document was reviewed by the Dean, then forwarded to the College P&T Committee, the College Faculty Council, department chairs and heads, the Office of the Provost, and finally to all CLAHS faculty for their comments. Based on the feedback provided, the document was modified and sent out a second time to all groups above for final recommendations. Final changes were made before the document was put before the faculty for a vote; it was approved on 31 March 2009. In light of diversity discussions held on campus in April and May, the document is being revised a final time over the summer and will be presented to the faculty for another vote at the beginning of fall semester.

During this academic year the 13 academic units in the College that have tenured/tenure-track faculty engaged in revising their own promotion and tenure guidelines and augmenting them to reflect essentials in the College and University documents. Five units have already submitted their revisions to the College for review; the others will do so by the end of fall semester.

Instructor Promotion Guidelines for the College were drafted in spring and circulated among department chairs and heads. These guidelines will be reviewed and approved at the College level during fall semester 2009. Departments who employ instructors already have completed their departmental guidelines.

### **Goal #3: Increase numbers of CLAHS students engaged in service and experiential learning activities**

According to preliminary scorecard measures, **949** undergraduate students participated in service learning (36% of the university total). Assuming these numbers hold or increase, they will represent a significant increase in service learning from the previous year (from 458 to 949). **994** students completed courses featuring experiential learning (26% of the university total). The data on experiential learning is incomplete pending review of course attributes. We anticipate a significant increase in experiential learning numbers as well.



#### **Goal #4: Solidify new relationships with international partner institutions**

International collaborations and education abroad opportunities continue to grow in the College, with activities in Africa, Europe, and South America at the forefront this year. A number of new and ongoing initiatives are worth mentioning here and represent the increased efforts of faculty in the College to expand our globalization efforts. These initiatives include the following:

- School of Education faculty led key initiatives in Africa, with Patricia Kelly and Josiah Tlou in the vanguard. Kelly's work in **Malawi**, in collaboration with Radford and NC A&T, is now in its 12<sup>th</sup> year; the next trip is scheduled for June and July of 2010.
- Tlou visited 12 technical colleges in **Zambia** in summer of 2008. Both Tlou and Kelly continue to work with teachers at Kenyatta University in **Kenya**. Dean Ott Rowlands made a site visit in March and met with Kenyatta administrators.
- After several years of sustained effort on Tlou's part, a Memorandum of Understanding (MOU) was signed by VT and NEPAD E-Schools in Pretoria, **South Africa**. NEPAD, the New Partnership for Africa's Development, is a program of the African Union designed to accelerate economic co-operation among African countries. Dean Ott Rowlands participated in the ceremonial signing in Pretoria in March. Barbara Lockee, School of Education, was named by the Dean as the Virginia Tech representative to the NEPAD Group of Experts.
- In the spring semester of 2009 Mary Alice Barksdale, School of Education, was a Fulbright scholar at the Nelson Mandela Metropolitan University in Port Elizabeth, **South Africa**. Dean Ott Rowlands also made a site visit to NMMU and Barksdale's township school in March.
- Partnering with the Research Triangle Institute, faculty in the School of Education submitted a proposal for a VT MAED Program in Curriculum and Instruction in **Ethiopia**; collaborating with Winston Salem State, Kenyatta University, and Mzuzu University, they also are working on a pre-proposal for an HED planning grant.
- The 2008-2009 academic year witnessed the signing of MOUs with two institutions in the **United Kingdom**: Bangor University in **Wales** and the University of Kent in **England**. In both cases the arts have been identified as the most fertile fields for collaboration: creative writing, music, and cinema studies at the former and creative writing and theatre at the latter. Dean Ott Rowlands visited Bangor University in June 2008 and returned in November with faculty from cinema, English, and Music. CLAHS hosted a visit from their program director in January of 2009 during which an MOU between Bangor University and Virginia Tech was signed. The Dean visited the University of Kent with John Dooley in November 2008; CLAHS will host faculty from Kent in October 2009. Faculty in the Department of Philosophy also have ongoing research collaborations and teaching exchanges with faculty at the University of Kent. CLAHS will host a conference with faculty from the two institutions in the spring of 2010.
- In spring 2008 an initial meeting between Dean Ott Rowlands, Vice President Dooley, and colleagues at the Technical University in Darmstadt, **Germany** took place in Darmstadt. A follow-up visit by CLAHS faculty in Foreign Languages, Political Science, Sociology, and STS took place in June 2009. TUD faculty in the social sciences have visited CLAHS twice in the past year.



- The spring 2009 program at the Center for European Studies and Architecture (**CESA**), led by Michael Saffle, IDST, and Sue Saffle, English, was one of the most successful in recent years. Dean Ott Rowlands co-hosted a group from the Women's Leadership in Philanthropy in Lugano, Italy, and at CESA.
- The fourth MOU of 2008-2009 was signed with the Zurich University of Teacher Education in **Switzerland**. The School of Education again welcomed a delegation of international teachers to Virginia Tech in June of 2009 and is seeking to expand interaction with its Swiss partners.
- An initial meeting to explore the possibility of programmatic collaboration was held with colleagues from Santa Catarina State University in **Brazil**.
- In the summer of 2009 Dean Ott Rowlands and Professor Jacqueline Bixler participated in the IFDP trip to **Chile**, and met with colleagues at the Universidad Austral de Chile in Valdivia and Catolica University in Santiago. Although CLAHS will pursue collaborations with both universities, an initial faculty exchange is being planned for fall 2010 that will include 10-12 CLAHS Spanish majors.
- CLAHS has also been involved in discussions with Maria A. Tolmacheva, president of the American University of **Kuwait**, regarding the establishment of a formal MOU. Three departments in CLAHS provided curriculum reviews for AUK during 2008-2009.
- In July 2009 Dean Ott Rowlands participated in a site visit to an AIFS program in Cusco, **Peru**.
- In 2008-2009 there were faculty-led programs to **France, Malawi, Russia, Germany, China, Czech Republic, Italy, Spain**, as well as several to **England** and **Switzerland**. These are a few of the many international opportunities CLAHS faculty provided for our students during the past academic year.

In spring 2009 the Dean's Advisory Committee on International Initiatives (DACII) was established. The 16-member group has been charged with providing guidance on issues concerning the College's engagement in study and research abroad as well as supporting the College's mission of international engagement and collaboration. Part of its agenda for 2009-2010 will be to:

- Promote new international initiatives, including efforts in the Caribbean and in Arab countries (to foster not only the study of the Arabic language but also Islamic studies)
- Explore interdepartmental global initiatives within the College and across colleges
- Enhance the CLAHS international webpage

The scorecard metric related to the number of graduating undergraduates who have participated in a study abroad experience or foreign language course continues to rise. In 2008-2009 **482** CLAHS students took a foreign language course (41%, up from 35% in the previous year) and **248** CLAHS students participated in a study abroad experience (21%, up from 18% the previous year). We anticipate continued growth in both of these areas. Currently all departments in the College but one have a foreign language requirement.

## **Goal #5: Increase externally funded research expenditures and meet Strategic Plan goals set for the College**

The quality, quantity, and diversity of research and scholarship in the College of Liberal Arts and Human Sciences continue to be substantial. Our external funding expenditures this year total \$8,479,206, a 12% decrease from last year's \$9,689,981. In an effort to increase external funding activity within the College, we have invested in a grant writing infrastructure that will support faculty efforts in the future. Some of these strategies include:

- **Grant Writing Incentives**

We invested **\$75,000** from the Office of the Vice President of Research in the following grant writing incentive programs:

- Graduate student summer research stipends to support faculty proposal writing in the summer
- Strategic faculty buyouts to support proposal writing during the year
- External grant writing consultants
- CLAHS senior grant writing mentors

- **Niles Faculty Awards**

We made available **\$75,000** in College funds for small grants to faculty. These grants, and grants like them, are intended to support pilot projects and other research that will make faculty more competitive for external funding in the future.

- **Adequate Start-up Packages**

We continue to improve our start-up packages to recruit the best researchers and support their research agendas. The College now offers a minimum of **\$15,000** in start-up to all new faculty.

- **Grant Writing Coordinator**

In the summer of 2009, CLAHS received **A-21 funding** to hire an experienced quarter-time grant writing coordinator. The grant writing coordinator, who began work in August 2009, will provide technical support to committed faculty in the following ways:

- Provide one-on-one and group grant writing tutorials;
- Assure that the grant proposal is consistent with the funder's and VT's guidelines;
- Provide boilerplate information necessary in many proposals;
- Provide appropriate assurances and other necessary grant materials;
- Provide logistic support related to on-line submissions;
- Liaison with the Office of Sponsored Programs and program officers;
- Collaborate, as requested, with the associate dean for post-award grant administration; and
- Disseminate RFAs and other information related to grant writers' areas of expertise.

- **Departmental Policies to Incentivize Grant Writing**

CLAHS departments have begun to initiate policies that provide incentives to faculty to write proposals for external funding. For example, one CLAHS department has the policy of providing a 50-50 split in salary savings between the principle investigator (PI) and the department. Several departments have a policy that allows course buy-outs when a faculty member has a certain percent of his/her salary covered through salary savings. Department policies also are being crafted for the sharing of indirect costs between a department and a PI.

- **College Level Grant Support Center**

The College hopes in the future to initiate a college-level grant support center similar to the one in the School of Education. We see the new grant writing coordinator position as a first step in this direction.

- **Grant Writing Workshops**

We have begun to partner with the OVPR concerning grant writing workshops for inexperienced faculty wishing to write proposals for external funding. In the past year, for example, we have sponsored several grant writing workshops specifically related to research in the humanities. Moreover, in September, we are hosting program officers from the Virginia Foundation on the Humanities, who will meet with interested CLAHS faculty. In addition, we continue to distribute widely information on the university's many grant writing workshops.

- **Educate Chairs and Faculty About Grant Writing Incentives**

We have begun to do a better job of educating chairs and faculty about the incentives that will come with increased external funding (i.e., additional 208 funds from salary savings, summer salaries, research assistants for the department, overhead money to the department).

- **Greater Recognition of Externally Funded Projects in CLAHS**

Through our *News2Note* newsletter, quarterly "CLAHS Grants Funded" report, and other communication mechanisms, we are increasing the recognition of faculty who receive external funding.

- **Support and Engage in Opportunities Provided by the ISCE**

A primary goal of the Institute for Society, Culture and Environment (ISCE) is "capacity building" for securing extramural funds. It provides organizational and financial support to stimulate the growth of sponsored research and scholarship in targeted creative, interactive, multi- and interdisciplinary research endeavors addressing issues of social and individual transformation. **(Since its inception in FY07 through FY08, ISCE invested in 22 projects that included 38 faculty members from 16 CLAHS units.)** We have encouraged faculty members to make their work and interests known to the ISCE director and apply for support through the Institute.

### **PART III: CRITICAL ISSUES FACING THE COLLEGE OF LIBERAL ARTS AND HUMAN SCIENCES**

#### **Critical Issue #1: Impact of Ongoing Budget Reductions**

The budget reductions of 2008-2009 severely impacted the College, both in our ability to assist the departments with one-time funding needs and in our planning for 2009-2010 due to the base reductions for FY10. The College lost a total of \$1.83 million from our base budget and relinquished 24.03 faculty, staff and GTA FTEs (17.4 TR faculty, 5 staff, and 1.63 GA/GTA). Our reduction strategies included:

- Program elimination (Health Promotion in the School of Education, the ALHRD track in the Human Development PhD program, and the School of Education's Hampton Roads site)
- Elimination of vacant faculty lines
- Limited ASO program tied to those faculty in eliminated programs
- Conversion of some faculty from CY to AY

- Decrease in GA/GTA positions
- Elimination of staff positions
- Reduction of operating budgets
- Elimination of instructor positions

While these strategies served to meet the College's reduction targets, the impact of these decisions has been and continues to be far-reaching, severely hampering our ability to deliver the quantity and quality of coursework for our students, both majors and non-majors. Another round of reductions will most certainly result in significant compromises in what we can teach, when we can teach, and whom we can teach. Our time to degree will increase in many programs; our majors already have difficulty in securing the classes necessary to graduate. We must have the tools necessary to maintain the intellectual integrity of our programs: the ability to limit students majoring and minoring in certain programs, additional funding for summer offerings to ease demand during the fall and spring semesters, and a broader reaching ASO plan, for example.

The Administrative Council (chairs, heads, directors, deans) of the College focused on strategic planning during this difficult time. Each unit submitted a five-year plan, which included hiring needs. Were we to address all of these needs over the next several years, we would need 159 new FTEs and \$7.68 million in new base funding. Although these numbers will likely prove difficult to achieve, we do plan to begin addressing the most critical hiring needs as soon as we possibly can do so.

Continued support of the Foreign Language Taskforce hiring recommendations is essential to addressing the ongoing issue of capacity in foreign language instruction at Virginia Tech. Likewise, we need to complete the hiring of ASPECT faculty (2 remaining) and the full funding for GTA positions in that program (6 remaining). We also need support to complete the hiring for the CCTAD initiative. As well, we must find ways to grow our support of graduate students, particularly in our new and proposed programs (PhD in Rhetoric and Writing, MA in Religious Studies, MS in Women's and Gender Studies, and PhD in Africana Studies).

## **Critical Issue #2: Strengthening Curriculum and Stabilizing Structure within the College**

The above-mentioned budget reductions forced us to take a serious look at the way we are doing things in the College. We asked difficult questions, such as: Are we doing things that don't contribute to the mission of the department/College? Could we do things in a better, more efficient, more collaborative way? Are we structured in the best way to support the work of our faculty and students?

In answer to the last question, we undertook a year-long intensive set of discussions on the organizational structure of the College. After hours of meetings, conversations, and thoughtful interaction, we made the following changes to the structure of the College. Some of these changes were in response to budget reductions but none were made entirely because of budget constraints.

- The Department of Interdisciplinary Studies was restructured and renamed the **Department of Religion and Culture**. The department is made up of the programs in Religious Studies, Humanities, Appalachian Studies, and other small studies programs. Issues now being worked through include:
  - The redesign of the Interdisciplinary BA degree
  - The review and probable redesign of the Humanities minors
  - The eventual establishment of a master's program in Religious Studies

- The Department of Sociology expanded with the move of the **Women's and Gender Studies** and the **American Indian Studies** programs to that department and the planned expansion of the **Africana Studies** program. Issues now being addressed include:
  - Integration of the new programs into the department
  - Planning new research and curricular collaborations between programs
  - Planning for growth in Africana Studies, including a new PhD program
  - Planning for growth in WGS, including a new master's program
- The film and film studies programs moved from the Department of Communication to the Department of Theatre Arts, which was then renamed the **Department of Theatre & Cinema**. Curriculum revisions and expansions are underway. The move added 2 new tenure track lines, 1 instructor, and 1 visiting assistant professor to the department.
- The graduate program in the **Department of Apparel, Housing and Resource Management** was discontinued due to a lack of degree productivity over the past 10 years.
- The **School of Performing Arts and Cinema** was established July 1, 2008, and took the place of the former School of the Arts.

### **Critical Issue #3: Faculty Retention**

The budget crisis which has resulted in a stagnation of faculty salaries continues to put a tremendous strain on individuals, resulting in job searches and low morale. The employment picture is not good across the country; those institutions with resources to attract faculty pose a challenge for us to retain people. As a consequence, we have employed a number of strategies this past year: pre-emptive retention offers, counter offers, additional research funding, child care placement, release time, etc. In a number of cases we have been successful in retaining the faculty member; in other instances, we have not.

It is critical that we find ways to reward excellent performance even in a time of strained financial resources. The compression spreadsheet submitted in the spring clearly outlines the additional issue of equity. We must find a way to address salary compression as part of our overall attempt to retain faculty.

### **Critical Issue #4: Facilities**

The College faces a number of challenges in terms of space, both teaching and research. We have had some successes in this area over the past year, including:

- **Henderson Hall/Theatre 101** (renovation and new construction). Work to be completed in early fall 2009. Music and Theatre & Cinema departments have moved into Henderson; dedication and opening of Theatre 101 (Black Box Theatre) scheduled for October 30-31, 2009. A \$2 million construction debt still exists and is intended to be paid off through private donations.

- **112 Seitz (STEM Lab)**. The renovation of the old industrial arts space in Seitz Hall has been slated for renovation into a state-of-the-art STEM lab for the School of Education for years. Funding has now been secured and work has begun with a move-date of fall 2010.
- **Solitude**. The renovation of Solitude has been planned for years, but lacked the funding to proceed. Thanks to a grant from the Mary Parsons Foundation and additional funding from the university, we have begun the renovation process. Substantially more funding will be needed to complete the interior renovation, but the exterior work can be done with existing resources. Solitude will house the Appalachian Studies program, a small museum, and meeting space for classes and community meetings.

However, we need additional facilities and/or funding for leased space. The following projects and the status of each illustrate the critical nature of this issue.

- **TTAC**. The mission of the Training & Technical Assistance Center (T/TAC) is to improve educational opportunities and contribute to the success of children and youth with disabilities (birth-22 years). Currently housed at Kent Square, the annual rent has become prohibitive.
- **Major Williams**. With the expansion of the Foreign Languages and Literatures faculty, more space is needed to house the department in Major Williams. Currently, ten faculty offices are in the 3<sup>rd</sup> floor the Performing Arts Building. The department needs to be together in the same building, particularly since new faculty should be close by their faculty mentors.
- **Performing Arts Building** (aka Liberal Arts Building). Now that the department of theatre & cinema has moved into Henderson Hall, PAB needs substantial renovation. Our plan is to move the dean's offices (including the Office for Undergraduate Academic Affairs) into PAB thereby freeing up a great deal of space in Wallace Hall. PAB is located in the part of campus where most of the College departments are housed and will be much more convenient for students and faculty.
- **McBryde Hall**. With the expansion of the Africana Studies program and the move of Women's and Gender Studies and American Indian Studies to the Department of Sociology, significant additional space is need in McBryde to house the growing number of faculty and graduate students. Between last year and this, the department has added 7 new faculty and 5 new graduate students. By next fall there will be at least 2 additional faculty and 4 additional GTAs.
- **Lane Hall and ROTC Space**. Lane Hall, one of the oldest buildings on campus houses the Department of Religion and Culture and the Department of Sociology and is badly in need of renovation. As well, the ROTC units badly need additional space for classrooms and storage.
- **Research Space**. The College needs affordable research space for several researchers in Human Development (Mancini, Bradburn, Smith) and the Center for Gerontology. Options are being explored at the CRC. We are also trying to reorganize existing space in Lane Hall and Wallace Hall to accommodate the growth of these research groups.
- **Adult Day Services**. The Adult Day Services program is housed in Wallace Hall and is a revenue-generating adult day care. The ADS could increase revenues dramatically if they had additional

space for the clients and staff. Space in Wallace is needed in order to maintain the relationship between ADS and the CDLRC, most importantly the Intergenerational Lab.

- **Center for the Arts.** A number of College faculty and administrators serve on the Building Committee for the new Center for the Arts. These individuals have devoted countless hours to workshops and planning meetings for the new center. A critical issue which has not yet been resolved is how to relocate the television studio during construction and whether or not the infrastructure for a television studio is being included in construction design and planning.
- **Marching Virginians Building.** Preliminary discussions are underway for a future building and practice field for the Marching Virginians. Currently we have no acceptable rehearsal space for the marching band or any of the large music ensembles. Neither do we have a practice field or changing rooms for the band. Given that the band is an academic program, the lack of any kind of appropriate facility is highly problematic and must be solved.

#### **PART IV: POINTS OF PRIDE**

The College of Liberal Arts and Human Sciences, the academic home of over 400 TR faculty and more than 6000 students, takes great pride in its achievements over the last year. Too numerous to list here, the accomplishments are included in the appended "News2Note" monthly newsletters. Begun in the fall of 2008, "News2Note" is sent electronically to all CLAHS alumni, faculty and staff each month and focuses on achievements of faculty, students and alums. In addition to the individual accomplishments listed in "News2Note," we are proud of the progress we've made this past year on key College-wide priorities.

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

The CLAHS Diversity Committee, under the leadership of Dr. April Few, CLAHS Diversity Fellow, and Associate Dean Fred Piercy, carried on its promotion of diversity and inclusiveness in the College and University. The CLAHS Commitment to Diversity continues to guide our work in this important area. 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 College Diversity Committee Report is attached to this annual report. Some highlights include:

- **Diversity Strategic Plan.** The College Diversity Committee wrote and adopted a diversity strategic plan that will support our commitment to diversity in a number of important ways.
- **Faculty Retention Initiative.** This a one-of-a-kind project in which three departments in the College ( AHRM, History, and Religion and Culture) have entered into a partnership with Dr. Damon Williams, an external consultant, to reflect on what they do well and not so well in the areas of departmental climate and faculty retention.
- **Departmental Diversity Grant Program.** This year, we again held a competitive diversity grant program to support diversity initiatives in the College. The departmental winners this year are Apparel, Housing, and Resource Management, Philosophy, and Music.
- **Professor Robert Leonard** won the second annual **CLAHS Diversity Award.** The award was presented at the spring 2009 College award ceremony.
- **Imagining America.** The College had a strong showing in the Imagining America Regional Meeting related to tenure policy in the engaged university.

### **Priority #2: Expand International Initiative and Globalization Efforts**

See the previous section regarding progress on goals from 2007-2008.

### **Priority #3: Expand Undergraduate Research Activities**

The College of Liberal Arts and Human Science continues to be a leader 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. The preliminary scorecard numbers for 2008-2009 indicate a continuation of the increase in graduating undergraduates who successfully completed a research experience. During last academic year, **941** of our graduating students participated in an undergraduate research experience (79%, up from 70% in 2007-2008).

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.

The unveiling of ***Philologia***, the undergraduate research journal in the College of Liberal Arts and Human Sciences, took place on April 13 in Owens Banquet Hall. The 71 pages of the inaugural issue of *Philologia* include featured articles, research articles, and creative scholarship by ten CLAHS undergraduates. With support from the CLAHS Undergraduate Research Institute, the Office of the Dean, and University Honors, copies were printed for distribution not only campus-wide but to guidance counselors throughout the state of Virginia and to undergraduate research offices at colleges and universities in the region. The inaugural issue is available online [here](#). The 2010 *Philologia* editorial board already is in place, with English majors Caitlin Laverdiere as editor-in-chief and Katie Stitt as managing editor.

#### **Priority #4: Provide Advocacy and Support for University Library**

The library continues to be a concern for faculty within the College of Liberal Arts and Human Sciences. The Dean's Taskforce on the Library issued its report during 2008-2009. The report along with an endorsement from Dean Ott Rowlands and Dean Eileen Hitchingham was forward to the Provost in June. The taskforce is being transformed into a standing committee within the College and will continue to work with library personnel to address ongoing needs.

#### **Priority #5: Meet and Exceed Goals in Capital Campaign**

Despite the mid-year departure of the development director, the College of Liberal Arts and Human Sciences has made significant progress toward its campaign goal. We are poised to hit the \$21.5 million mark by the end of the 2009 calendar year and are actively identifying and engaging prospective donors through personal visits, interaction with Dean Ott Rowlands, and invitations to the College's stadium suite during football season. The \$21.5 million goal represents our second campaign target; we met our initial target of \$19 million in the spring of 2008. Kellie Fischer-Johnson was named the new Director of Development in May 2009 and will begin in August 2009.

Our major development accomplishments during 2008-2009 included:

- 97.81% of its new \$21.5 million goal
- Steps taken to secure a \$1 million bequest for Foreign Languages and Literatures (awaiting documentation)
- Identification and ongoing cultivation of donor to fund STEM and graduate education in School of Education
- Irrevocable gifts increased by 16% over last fiscal year
- \$500,000 pledge to support Solitude project
- \$250,000 commitment for the Center for Peace Studies and Violence Prevention
- \$93,242 estate distribution to establish a scholarship in the School of Education
- \$180,000 deferred gift for yet to be determined use
- Inaugural issue of *Spheres*, a magazine highlighting news and events in the college – including development progress –sent to CLAHS alumni and friends in the fall of 2008 (This is just one example of increased communication efforts to reconnect alumni to the College and highlight campaign priorities.)
- Event in Northern Virginia, hosted by Dean Ott Rowlands, to encourage young alumni giving and raise money for The Rachel Holloway Endowment for Communication; Hoda Kotb and Peggy Fox, distinguished alumnae in the Communication Department, were keynote speakers.
- Expanded efforts to place alumni in the classroom and share their time, experience, and expertise with students

#### **Priority #6: 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 2008-2009. Associate Dean Fred Piercy again provided leadership for this effort. The following are some of the mentoring activities we supported in 2007-2008:

- **Monthly Mentoring Meetings.** Topics, decided by a committee which included pre-tenure and senior faculty, included:
  - *The Future of CLAHS and Your Place in it: A Conversation with Dean Sue Ott Rowlands*
  - *Working with Students: Challenges and Opportunities*
  - *Mentoring: Making it Work for You*
  - *Where to Find Money: Institutes, Resources and Strategies*
  - *Demystifying the Promotion and Tenure Process*
  - *What now? Getting Started with Your Research/Creative Activity Agenda*
  - *Achieving a Balance in Work and Life*
  - *A Conversation with a Few People You Should Know*
  
- **Pre-tenure Faculty Website.** We developed a Pre-Tenured Faculty Website accessible from our College web page. This website – the first of its kind, we believe -- includes:
  - Helpful links (e.g., faculty work-life balance, prospective faculty information about the university and community, dual career services, diversity links, child care resources)
  - New Faculty Pictures and Bios
  - Recent Mentoring Meetings on Streaming Video
  - Illustrative Personal Statements
  - Mentoring Resources
  - CLAHS Mentoring Meeting Schedule, 2008-2009
  - Virginia Tech Acronyms

### **Priority #7: Strengthen CLAHS Administration, Policies, and Procedures**

The College administration has stabilized over the past two years; it includes the **Administrative Council** (chairs, heads, directors, deans), the **Faculty Council** (one representative from each department), and the **Leadership Team**. This team, working with Dean Ott Rowlands, included:

- Mary Ann Lewis, Associate Dean for Undergraduate Academic Affairs
- Sue Magliaro, Associate Dean for Professional Education and Director of the School of Education
- Fred Piercy, Associate Dean for Graduate Studies and Research and Director of College Diversity Initiatives
- Brian Shabanowitz, Associate Dean for Administration and Finance
- Debra Stoudt, Associate Dean for Academic Policies and Procedures

Associate Dean Lewis stepped down and was replaced by Rachel Holloway on July 1, 2009. Our new Director of Development will join the Leadership Team and Administrative Council in August 2009.

In 2008-2009, we continued to address policy and procedures that were inconsistent or non-existent in the College. Progress in these areas includes:

- **Assessment**  
As part of the continuous improvement of instruction, departments in the College worked collectively to identify learning outcomes for their students for 2008-2009, recording objectives and measures as well as documenting student progress in WEAVE. In addition, individual faculty members pursued specific assessment activities and received support from the Office of Academic Assessment for them. Assessment Education Grants were awarded to Gary Skaggs,

Education, and Kelly Parkes and Susan Myers, Education; Craig Brians, Laura Sjoberg, and Tyler Garaffa, Political Science and International Relations, received an Assessment Dissemination Grant; and a Core Competency Assessment Grant was awarded to Sara Kajder, Kelly Parkes, and David Hicks, Education. In April the inaugural issue of *Assessment in Action* was published by the Office of Academic Assessment; of its 13 articles that characterize academic and administrative assessment initiatives university-wide, six were written by CLAHS faculty. These accomplishments offer evidence of the College's continued commitment to and engagement in assessment.

- **Emergency Preparedness**

Twenty-two units in the College as well as the Office of the Dean completed two sets of emergency plans - Emergency Action Plans (EAPs) and Continuity of Operations (COOP) documents, which consisted of a plan and a survey - by October 1, 2008. In addition, the College made great strides in emergency plan implementation; all units communicated the plan to faculty and staff, received first aid/CPR training, and held implementation meetings, and 19 of the 23 units conducted an evacuation drill (as of 1 June 2009).

### **Summary**

The College of Liberal Arts and Human Sciences continued to build unity and shared vision during 2008-2009, even with the profound challenges of budget reductions and restructuring. We are proud of our work in Undergraduate Research, Education Abroad, International Engagement, Diversity and Inclusion, and Excellence in Teaching, including the delivery of CLE courses and service to our own undergraduate and graduate students.

We remained challenged by limited resources, particularly as majors and minors 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 recognize the need to focus on the future and, therefore, will continue to search for creative solutions to these problems.

### **College Goals for 2009-2010**

1. Stabilize the College in matters of budget, restructuring, and curriculum
2. Complete the revision of the College Strategic Plan
3. Complete the revision process for College and departmental Promotion and Tenure Guidelines
4. Increase numbers of CLAHS students engaged in service and experiential learning activities
5. Increase externally funded research expenditures and meet Strategic Plan goals set for the College