

Report on Goals for Academic Year 2017-2018  
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The following goals were approved by Dr. Graham Glynn, at that time the Provost and Vice President of Academic Affairs at Radford University. The goals were not renegotiated when Dr. Glynn left the position, so I am reporting on that original set of goals.

1. Maintain membership of at least 35 on the CHBS Advisory Board.

There are currently 33 active voting members of the CHBS Advisory Board. The Board will conduct its Spring meeting tentatively scheduled for late April. It's my hope that the board will elect two additional members at that time, reaching our goal of 35 active voting members.

2. Visit with at least 10 known alumni and other established donors.

Since August 10, 2017, I have visited with at least 10 known alumni and other established donors, including P. DeLoatche, M. Ashley, R. Barrett, W. Iandolo, F. Henney, J. Massey, J. Shehan, J. Mackinnon, K. Johnson, M. Donlon, R. Pompa, S. Fisher, C. Martin, J. McGraw, D. Ardizzone, R. Schwein, C. Collantes, and M. Smith.

3. Visit with at least 10 new alumni contacts and prospective donors, including at least two in Charlotte.

Since August 10, 2017, I visited with at least 10 new alumni contacts and prospective donors, but unfortunately, none were from the Charlotte area. I am including in this list those who may give or have already given of their time and talents, as well as those who may in the future donate funds to the university: P. Wood, J. Cole, S. Dion, D. Michaelis, L. Baker, T. Gooch, K. Bullock, T. Fitzpatrick, D. Wilson, and R. & L. Davies.

4. Lead research team to complete data collection and analysis of Year #2 of the Reading Comprehension Project.

I am very thankful to my colleagues in the School Psychology Program for working with me on this project: Eric Mesmer, Jennifer Mabry, Melinda Cruz and Emily Dove.

We have completed data collection and analysis for Year #2 of the Reading Comprehension Project. We have learned that the variable that accounts for the most variance in student success, as measured by the first-year Radford GPA, is high school GPA. That is, our test of reading comprehension did not add any predictive value. So, we learned we should rely on high school GPA to identify students at risk, rather than asking students to complete a reading comprehension test to assign them to a risk pool.

We are currently planning to test the efficacy of supplemental instruction in reading to enhance student success. That will take place in the Fall semester of 2018, comparing two sections of

Core 101 that will require the use of the supplemental instruction to two sections of Core 101 that will not require the use of the supplemental instruction.

5. Work with consultant to complete a Writing Enriched Curriculum Cohort of at least 12 members.

During the 2017-2018 academic year, I once again worked with Dr. Chris Anson from NC State University to offer a Writing Enriched Curriculum Cohort program for faculty in CHBS. There were 21 who successfully completed the cohort, including full-time faculty members, adjunct instructors and graduate students, all of whom taught in the 100-level Core courses.

6. Submit an external grant to support instruction in reading, writing and/or critical thinking for students at Radford.

I am the Principal Investigator on a submission to the National Endowment for the Humanities, Humanities Connections Planning Grant, entitled "Writing Enrichment in Business and Economics." The funding request was \$34,223. Decisions on funding will be announced sometime in April of 2018. The goal of the grant is for faculty and graduate students in Radford's English Department to enrich writing instruction in Radford's College of Business and Economics.

7. Provide service to 400 students in the CHBS Writing Center.

I'm pleased to report the CHBS Writing Center can document service to 373 students to date during this academic year, so we are currently over 93% of the way to meeting our goal of 400 students by the end of the spring semester. Here are some statistics offered by Dr. David Beach, the Interim CHBS Writing Center Director. The "soft opening" of the center didn't occur until the end of September, when there were only 10.5 weeks remaining in the semester. Even so, in the Fall 2017 semester, there were 109 students seen in the center. During the first seven weeks of the Spring 2018 semester, there were 264 students seen in the center. Given half of the spring semester remained after the midway point, I am completely confident we will meet our goal of 400 students served by the CHBS Writing Center during the 2017-2018 academic year.

8. Successfully close all faculty and staff searches in CHBS within 120 days of posting the ad; 80% with first choice candidates.

To date, we have successfully closed all but two faculty and staff searches in CHBS within 120 days of posting the ad. In those searches, every finalist we hired was our first-choice candidate. There are two faculty searches still ongoing. We hope to close both searches by the end of March.

9. Increase intersession revenue by 10% from previous year.

Unfortunately, data detailing intersession revenues are not currently available, so I am unable to report on progress toward this goal. However, we have continued to pursue our overall goal of

using our intersession budget in the most efficient manner in responding to student demand, thereby generating maximum revenue from available funding.

10. Plan and execute professional development activity for CHBS Leadership Team resulting in a 10% increase in perceived group cohesion as measured by a reliable and valid instrument.

On November 2<sup>nd</sup>, I hosted a professional development activity for members of the CHBS Leadership Team. Pre-test versus post-test means on a reliable measure of group cohesion indicated an increase of more than 10% in perceived group cohesion following the group activity.

In closing, I would like to add that I am sincerely grateful to my colleagues in the College of Humanities and Behavioral Sciences for all of the time and effort they continue to generously invest in offering our students the exemplary educational experience for which our college is known. I am truly fortunate for the opportunity to do meaningful work alongside so many brilliant and deeply committed faculty members who share a belief in the transformational power of higher education. I am so very thankful to them all!

Respectfully submitted,  
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