

Annual Dean's Evaluation Report for Ben Ogles

Introduction

It is a pleasure to provide this review of my goals and accomplishments as part of the annual evaluation process. I am eager to once again receive feedback from the many individuals who are associated with the College of Arts and Sciences and believe that an evaluation process is an important part of being accountable for my role in leadership, teaching, research, and service.

The College of Arts and Sciences is a collection of energetic and creative faculty, staff, and students who are extraordinarily productive. It is therefore a difficult task to build and improve upon the excellent work that is already occurring. Nevertheless, I accepted the job as dean with the hope that my leadership style might lend itself to supporting and enhancing the work of the college. In approaching the task, I was guided by a set of core values and principles. Although this is not the place to write an extensive essay upon the subject, I once again include a few words about my evolving, general philosophy of serving as dean.

The overarching principle for my service as dean is to help build and strengthen the college. To accomplish this task, I work with faculty, staff, and students to identify our strengths, to build on those strengths, and to capitalize on unique opportunities. More than being the source of specific ideas about how and where the college should move, I think my role is to help individuals and departments to succeed in their work. Students in our large and diverse college primarily identify with their departments/majors rather than with the college. Our work, then, is to help departments succeed in strengthening their distinctiveness and identity in such a way as to strengthen the college as a whole. As a result, my approach is to carefully balance the needs of individual departments with the good of the entire college. I attempt to facilitate this by being open to ideas, supportive of excellence, willing to experiment, collaborative in approach, and transparent, consistent, and fair in decision making and the distribution of limited resources. An ability to understand, accept, and promote diverse, and sometimes competing, forms of scholarship and philosophical positions is essential. My role then is to create an atmosphere where departments can achieve their goals while maintaining accountability to the whole.

The overarching, unifying principle that holds the college together is its commitment to the liberal arts. Indeed, as I engage in conversation with faculty from across the college I am continually reminded both of the depth and the breadth of this commitment. While the college's faculty are not unique in their concern for the intellectual development of all of the University's students, their role in that process is unique. No college plays a more central role in the intellectual development of every student on campus than the College of Arts and Sciences. Naturally, then, it is my role to help advocate for and communicate the importance of the University's general education program. As a corollary, it is also my role, in collaboration with college leadership, to help identify and facilitate the implementation of state-of-the-art approaches to education both for our majors and the many students who take our courses as part of the general education curriculum. Similarly, we emphasize the critical importance of our disciplines to all professional programs while seeking and supporting the highest quality teaching within those disciplines. Importantly, we remind others of the vital significance of scholarly

achievement in the foundational areas of the humanities, social sciences, math, and natural sciences to human progress while working hard to excel in our research within those same areas. Finally, I serve as a voice from our college working as a member of the deans' council and the executive leadership of the university where I emphasize these same core values.

I recognize that these few broad strokes regarding my approach to the job may leave some people wanting for a more specific agenda. I attempt to provide greater clarity in the pages that follow – with specific focus on my work in the most recent year. At the same time, I felt it was also important to describe some of the broader issues that help guide my daily work. In addition, I should once again acknowledge that many of the efforts described in this report have been or will be lead or substantially supported by the able leadership of the associate deans, assistant deans, chairs and directors, or faculty and staff committees. Only a small portion of the work within a college is actually completed by an administrator. It therefore becomes my duty to sincerely thank the many faculty members, staff, and students who are involved in the day-to-day work that occurs within the college and that results in the outcomes I report below. I only hope that my efforts in an administrative role support the main focus of our campus- to engage all of us in a continual process of learning and growing.

Work in the Administrative Role as Dean

While serving as dean, I selected a few targets to focus on. These targets can be seen on the college web site and are used here to organize a more detailed summary of my goals and accomplishments as the dean. For the most part these goals have remained intact over the four years of my service. Shifting circumstances, however, sometimes necessitate the addition or deletion of targets. These are noted where applicable. As required by our evaluation process, I will focus my report on work accomplished in 2008 while at times providing additional data for context.

1. Increase the number of tenured/tenure track faculty with continuing focus on increasing diversity within the ranks of faculty.

In my service as dean/interim dean, I have participated in three staffing cycles. During those three cycles, I authorized 29, 9, and 11 new searches (not including carry over of unsuccessful searches from previous years) in 2005-06, 2006-07, and 2007-08 respectively. In each case, I consulted carefully with the associate deans, our budget analyst, and the provost in order to strategically hire as many tenure track faculty as the available budget could reasonably bear given the circumstances.

After authorizing a large number of searches during my year as interim dean and at the beginning of the 2006-07 academic year, we had 342 tenured/tenure track faculty¹ in the college. With the exception of 1996, when we had 348 faculty just prior to the move of 21 biology faculty to the College of Osteopathic Medicine, this was the largest number of Arts and Sciences

¹ This is the total number of individuals, some of whom are on part-time appointments.

tenured/tenure track faculty in at least 32 years² and well above the average number of faculty (326) for the last 12 years (FY1997 to FY2008).

Budgetary constraints have substantially and seriously cut into that progress – as of Nov. 1, 2008 we have 318 tenured/tenure track faculty. Still, I remain committed to a strategy that prioritizes the hiring of tenure-track faculty within available college resources and advocating for needed resources within the university. My primary reason for identifying this target as my highest priority is that I believe that increasing the number of tenured faculty members is the most practical way to support the goal of increasing the quality and quantity of all forms of scholarship within the college and more specifically within departmentally defined areas of strength.

During the previous and current search cycles, I worked to increase diversity in all phases of the faculty hiring process by supporting targeted advertising, providing diversity employment training to chairs and directors, supporting current diversity initiatives within the hiring policies, providing extra support to bring additional candidates to campus, and using hiring incentives when appropriate. Faculty diversity within the college per HR reports indicate that for snapshots taken on Nov. 1 in 2005, 2006, 2007, and 2008 the percentage of faculty self-reporting their status as members of a minority group was 14.4%, 18.6%, 19.2%, and 20.3% respectively. Percentage of women faculty for the same years was 35.7%, 36.3%, 35.7% and 34.7% respectively. Please note that both sets of percentages must consider the context of a significant decline in faculty with limited replacement over the same time period. Working together with chairs and directors, we are also finding creative ways to address the inevitable, and sometimes complicated, dual career issues that either already exist or arise through the hiring process.

2. Improve retention of first year students.

A number of college initiatives have been focused on improving retention. A standing committee in the college that meets under the direction of Assistant Dean, Caryn Asleson, has been addressing retention and advising issues. We continue to focus on intervening with students on academic probation after their first quarter. We continue to award the recently created outstanding advisor award to help draw attention to the time and effort it takes to conduct excellent advising. We continue to encourage departments to develop innovative methods for handling advising and student success. Finally, in collaboration with departments and University College, we have substantially increased our involvement in learning communities especially with undecided Arts and Sciences students. Assistant Dean Caryn Asleson and Associate Dean Tom Scanlan take the leadership roles in all phases of these efforts.

3. Increase the focus on development including greater involvement of chairs and directors in alumni relations and fund raising.

We are continuing the *New Professor Lecture Series* that is delivered via live streaming video on the web and also available for alumni and others to view using the video archive: <http://streaming.cns.ohiou.edu/CAS/>. Prior to the lecture, an email is sent to Arts and Sciences' alumni inviting them to either join the lecture in person or to watch using the internet. This idea

² Institutional Research had faculty numbers back to 1976 readily available.

was developed in collaboration with a faculty member and an alumnus who is on the alumni board. Feedback from alumni has been positive, though its broader impact has not been assessed to date. In addition, I am working to include chairs and directors to a greater extent in alumni relations and development. The development office provided training in our annual chairs and directors' retreat and we are working to increase chair and director involvement with engaging select alumni. Several departments and chairs have been involved in alumni visits to campus or fund raising trips to the homes of potential donors.

Under the able leadership of our development officer, Susan Downard, we held our bi-annual Distinguished Alumni Award banquet and made multiple fund raising trips within the state of Ohio and in several other locations (California, Illinois). When traveling to research conferences, I also try to include alumni visits within the schedule if time allows. Gifts and pledges for the college over the past few years total, FY05 - \$798,671.52; FY06 – \$1,299,820.63; FY07 - \$735,493.18; FY08 - \$1,078,000; YTD FY09 – \$1,210,000.

4. Work with Communications and Marketing to develop an improved communications strategy.

We continue to work closely with the Office of Communications and Marketing and the Office of Research to provide appropriate exposure for the excellent educational and research programs that are ongoing in the college. Budgetary issues have prevented the publication of the College alumni magazine. We are exploring with Communications and Marketing the possibility of creating a college specific insert within the *Ohio Today* alumni magazine as a lower cost alternative.

5. Help to emphasize the value of a liberal art's education through participation in the AACU LEAP campaign and the development of the Scholars' program in Arts and Sciences.

As a result of the influence of the College of Arts and Sciences, Ohio University joined the Liberal Education and America's Promise (LEAP) campaign sponsored by the American Association of Colleges and Universities. We hired a student, Patrick Heery, to lead a committee of students who are developing methods of better informing students across campus about the value of the skills and knowledge that are available through a liberal arts education and that is primarily obtained through the general education curriculum. Through Patrick's influence, both the student senate and later the executive vice-president and provost declared 2008 the *Year of the Liberal Arts*. We continue to work with the student committee (now lead by Robert Leary and Michelle Connavino) and faculty and staff to promote the liberal arts at Ohio University during the coming year. Finally, I am engaged in ongoing work with deans from other universities in Ohio to advocate for the liberal arts and sciences as a needed and important feature in the University System of Ohio.

I also continue to support the work of a college level committee initiated by Maureen Weissenrieder and headed by Tom Carpenter, Julie White, and Josie Bloomfield (with involvement of multiple other faculty across the range of disciplines in the college). This group developed an innovative interdisciplinary program for first year students called the *Scholars Program in Arts and Science*. The program is currently running its first year in a pilot with

approximately 25-30 students. We expect to recruit a full complement of students for next year. Associate Dean Tom Scanlan plays an important leadership role with this effort.

6. Keep current CAS capital improvement projects and other space issues in the fore front of university wide conversations.

With the razing and replacement of space in Anderson Laboratories, we successfully negotiated to expand the Porter Hall Addition to provide additional teaching and research space for both Psychology and Environmental and Plant Biology. The Porter Hall addition was completed in August of 2008 and is now in operation.

We have also worked with a number of departments and the Office of Facilities and Planning to jointly fund a variety of smaller renovations to improve certain research and teaching spaces. In between capital projects, I continue to work on my nunchuck skills. If you are interested in hearing more about my practice routines, just drop me an email. We continue to emphasize major space needs associated with several buildings in which there are significant shortages in space or significant problems with the quality of space. Unfortunately, many of these issues may take years to resolve as a result of the numerous space issues in the queue around campus. Associate Dean Howard Dewald takes the lead on our capital and space issues.

7. Help to increase technological advances available for teaching, research, and service.

In my first two years, we continued the annual process of awarding technology funds to departments through a competitive process using funds produced through the college technology fee. Cuts in the college budget necessitated the re-allocation of these technology fees to cover the salary and benefits for the distributed IT personnel in the college. Even with an increase in the technology fee which was approved last year, funds for technology replacement and enhancement are substantially diminished. With limited funds, however, we try to assist where possible.

In addition, we are working to forge a closer relationship with Office of Information Technology to more effectively share the responsibility for all aspects of IT operations. With the recent announcement by the Board of Trustees that all IT services should be consolidated under the leadership of OIT, we will continue to work closely with them to ensure that our unique research and teaching needs are supported appropriately. Associate Dean, Howard Dewald leads our IT efforts.

8. Help build a culture where excellence, in all its forms, is encouraged, acknowledged and rewarded.

Work in this arena is reflected in several of the other targets in this list including liberal education advocacy, creation of the *New Professor Lecture Series*, college publications, and joint ventures with the Office of Communications and Marketing. I especially enjoyed hearing about the excellent research of faculty who were recently promoted to the rank of Professor. The idea to hold a brief reception where faculty promoted to the rank of professor were acknowledged and asked to give a brief talk about their area of research was suggested by a faculty member. In

addition, I strive within reason to personally congratulate faculty who seek and obtain funding, publish books or other notable articles or creative works, provide superior teaching or service, or make other contributions to the college. The associate deans and I also try to support the departments through attendance at events and award programs where possible. In a college of our size, it is difficult to provide personal attention to the numerous outstanding accomplishments, but we strive to provide congratulations and thanks when possible and to set a tone that encourages and recognizes high quality work. We welcome notification of such achievements and events and encourage you to help inform us of the many good things happening in the college.

9. Advocate for and represent the college to the university-wide community in a way that highlights the excellence of our work.

My ability to advocate for the college and to highlight the excellence of our work goes beyond the areas that I have discussed above. But the centrality of the College of Arts and Sciences to the health and well-being of Ohio University necessitates not only advocacy but also the ability to foster our role as a good citizen in an academically diverse public university.

I hope that it is evident that I am proud to serve as one voice for the many faculty, staff, and students working in the college. I also hope that it is evident that the position of the college is as strong. The central mission of Ohio University is the academic endeavor and the heart of that mission is found in the College of Arts and Sciences. We use our strength to collaborate, influence, improve, and benefit the entire institution.

10. Facilitate the transition to Semesters.

Of necessity, a major task within the college will be to facilitate the transition to semesters. Not only will we work with departments to assist their efforts, we will also lead the transition for the college requirements and play an important role in the conversion of general education. Associate Dean and Senior Arbitrator, Tom Scanlan, will lead this effort on behalf of the college office.

Other Routine Duties

In addition to work on these specific targets, I handle a variety of routine features of the position, including:

- involvement in the replacement, orientation, mentoring, and evaluation of chairs and directors,
- annual promotion and tenure evaluations,
- faculty and staff evaluation and raise pool conversations,
- leading the staffing committee process along with interviewing candidates as part of authorized departmental searches,
- managing the college office,
- handling a variety of student, staff, and faculty appeals, grievances, or disagreements,
- budgetary management, and

- involvement in upper administration planning and decision making through the dean's council.

Faculty, staff, students, and chairs will be able to comment about my effectiveness in these areas through their contact with the college office or participation in any of the variety of activities that involve the college.

Work in the Role of a Faculty Member

In addition to work in the administrative role as dean, I continue to serve in a faculty role through involvement in research, teaching, and service. Rather than provide lengthy details about my work in these arenas, I list here accomplishments in calendar year 2008.

Research

Peer-Reviewed Journal Articles

Ogles, B. M., Carlson, B. Hatfield, D. R., & Karpenkov, V. V. (2008). Models of case mix adjustment for Ohio mental health consumer outcomes among children and adolescents. *Administration and Policy in Mental Health and Mental Health Services Research*, 35, 295-304.

Lunnen, K. M., **Ogles, B. M.**, & Pappas, L. N. (2008). A Multi-perspective Comparison of Satisfaction, Symptomatic Change, Perceived Change, and End-Point Functioning. *Professional Psychology: Research and Practice*, 39, 145-152

Dowell, K. A. & **Ogles, B. M.** (2008). The Ohio Scales Youth Form: Expansion and Validation of a Self-Report Outcome Measure for Young Children. *Journal of Child and Family Studies*, 17, 291-305.

Conference Presentations

Levant, R. F., Houston, W. W., & Ogles, B.M. (2008, Nov.). *Strategic Planning and Budgetary Reallocation within a State University System*. Panel presentation at the Council of Colleges of Arts and Sciences Annual Meeting, Portland.

Turchik, J. A., Karpenko, V. V., & Ogles, B. M. (2008, Sep.) *Adolescent Client Satisfaction Ratings of Community Mental Health Services: What Do Satisfaction Ratings Tell Us and How Can We Use Them?* Paper presented at the North American Society for Psychotherapy Research, New Haven.

Karpenko, V. V., Turchik, J. A., Ogles, B. M., Probst, D. R., & Robison, T. A. (2008, Aug.) *Parent and Adolescent Satisfaction with Mental Health Services: Does It Relate to Changes in Functioning and Symptoms?* Poster presented at the American Psychological Association, Boston.

Turchik, J. A., Karpenko, V. V., Ogles, B. M., Probst, D. R., & Robison, T. A. (2008, Aug.) *Parent and Adolescent Satisfaction with Mental Health Services: Relationship with Diagnosis*. Poster presented at the American Psychological Association, Boston.

Probst, D. R., Turchik, J. A., Robison, T. A., Karpenko, V. V., & Ogles, B. M. (2008, Aug.). *Satisfaction and Clinical Outcomes in Adolescents with Anxiety Disorders*. Poster presented at the American Psychological Association, Boston.

Robison, T. A. & Ogles, B. M. (2008, Aug.). *Effects of Fictional Portrayals of Psychotherapy on Expectations of Treatment*. Poster presented at the American Psychological Association, Boston.

Ogles, B. M. (2008, Mar.). *Using Data to Improve Treatment: Research and Practice*. Ohio Department of Mental Health, Columbus, OH.

Workshops

Ogles, B. M. (2008, Apr.). *Using the Ohio Scales for Family Engagement, Treatment Planning, and Outcomes Tracking*. Illinois Department of Mental Health, Chicago, Springfield, and Mt. Vernon, IL.

Ogles, B. M. (2008, Jun.). *Using the Ohio Scales for Family Engagement, Treatment Planning, and Outcomes Tracking*. Connecticut Department of Children and Families, Hartford & West Haven, CT.

Ogles, B. M. (2008, Dec.). *Using the Ohio Scales for Family Engagement, Treatment Planning, and Outcomes Tracking*. Illinois Department of Mental Health, Chicago and Springfield.

Teaching

Advisor for completed thesis by Troy Robison, *The effect of fictional film portrayals of psychotherapy on viewers' expectations and attitudes toward seeking treatment*, January 2008.

Advisor for completed dissertation by DaHyun Chun, *Parent-child discrepancy: A comparison of U.S. and South Korean Clinical Samples*, June 2008

Served as a member of several other dissertation and thesis committees in the Department of Psychology.

I continue to advise a small number of psychology undergraduate students (ca. 5), 1 undecided student, and 2 graduate students.

Fall 2008 – UC 190 (1 credit hour) – Learning Community Seminar (8 undecided Arts and Sciences students)

Spring 2008 – Psychology 750B (4 credit hours) – Individual Psychotherapy II (9 Graduate students in clinical psychology)

(Teaching evaluations available upon request)

Professional Service

Editorial Board for the *Journal of Emotional and Behavioral Disorders* (2006-present).

Ad hoc reviews for the following Journals

Journal of Consulting and Clinical Psychology (2)

Administration and Mental Health (1)

Journal of Behavioral Health Services (2)

Others (ca. 6)

Member of the Ohio Department of Mental Health's Outcome System Quality Improvement Group – Instruments (2007-2008).

University Service

Task Force on Centers of Excellence in Graduate and Professional Education, co-chair

Graduate Education and Research Board

Shared Services Executive Committee

Enrollment Management Executive Committee

Capital Campaign Planning Deans Advisory Group

Chubu Relations Committee