

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 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 accountable leadership.

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 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 thought it might be appropriate to say a few words about my 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 hope to work with faculty, staff, and students to identify our strengths, to build on those strengths, and to capitalize on unique opportunities. More than having 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 the individual department 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 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 is to create an atmosphere where departments can achieve their goals while maintaining accountability to the group.

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 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 identify and implement 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. Finally, we remind others of the critical importance 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.

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. At the same time, I felt it was also important to at least attempt to describe some of the broader issues that help guide my daily work. In addition, I should 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. 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 (and earlier as the interim dean¹), 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.

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 my year as interim dean and at the beginning of the 2006-07 academic year, we had 342 tenured/tenure track faculty² 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 tenured/tenure track faculty in at least 32 years³ and well above the average number of faculty (326) for the last 12 years (FY1997 to FY2008). Although budgetary constraints have cut into that progress, I remain committed to a strategy that prioritizes the hiring of tenure-track faculty within available college resources. 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.

¹ Because I served for 9 months in an interim role (July 1, 2005 – April 2, 2006), I was not evaluated in either 2006 or 2007. As a result, this review encompasses a broader time period rather than being limited to calendar year 2007.

² This is the total number of individuals, some of whom are on part-time appointments.

³ Institutional Research had faculty numbers back to 1976 readily available.

During the previous and current search cycles, I also 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 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, and 2007 the percentage of faculty self-reporting their status as members of a minority group was 14.4%, 18.6%, & 19.2% respectively. Percentage of women faculty for the same years was 35.3%, 35.6%, and 35.0% respectively. Working together with chairs and directors, we are also finding creative ways to address the inevitable 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. We formed a new standing committee in the college that meets under the direction of Assistant Dean, Caryn Asleson, to address retention and advising issues. We also invested one-time Vision Ohio Funds in an intervention program for students who were placed on academic probation after their first quarter at Ohio University. Part of this intervention includes helping students connect with faculty advisors early in winter quarter prior to the usual advising weeks. We also created a new annual award for an outstanding advisor to help draw attention to the time and effort it takes to conduct excellent advising. We are working on an updated advising policy regarding first year students and students on academic probation. Finally, in collaboration with departments and University College, we have substantially increased our involvement in learning communities and intend to increase our role especially with undecided Arts and Sciences students.

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

In an effort to connect with alumni using technology, we initiated 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 was developed in collaboration with a faculty member and an alumnus who is on the alumni board. In addition, I am working to include chairs and directors to a greater extent in alumni relations and development. 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, Ellen Fultz, we held two Distinguished Alumni Award banquets, two college events⁴ in Chicago and Washington DC and made multiple fund raising trips within the state of Ohio and in several other locations (Arizona, Boston, Florida). When traveling to research conferences, I also try to include alumni visits within the schedule. 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; YTD FY08 - \$740,000.

⁴ Both events featured excellent faculty speakers with receptions for alumni held before the speaking event.

4. Work with Communications and Marketing to develop an improved communication's strategy.

Using one-time Vision Ohio money, we commissioned an evaluation of and report on communications and marketing for the college. Although the report recommended that the college hire a full-time communications and marketing staff member, budgetary limitations prevented following through with this possibility. As a result, we have been working 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. Under the editorship of Anita Martin, we also published one issue of the college alumni magazine, *Profiles*, and plan to offer this magazine on a bi-annual basis.

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. In addition, we published an issue of the college alumni magazine, *Profiles*, that was focused on the liberal arts and sciences. 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 generally obtained through the general education curriculum. Through Patrick's influence, both the student senate and later the executive vice-president and provost declared 2008 as the *Year of the Liberal Arts*. We will continue to work with the student committee and faculty and staff to promote the liberal arts at Ohio University during the coming year. Finally, I have been working with the deans from other universities in Ohio and with the assistance of our government relations officer, Teri Geiger, to advocate for the liberal arts and sciences as a needed and important feature in the strategic plan for 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) that has developed an innovative interdisciplinary program for first year students called the *Scholars Program in Arts and Science*. The program is working its way through the curriculum process and is planned for a pilot start in the Fall of 2008 and an official start in the Fall of 2009.

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. 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. 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.

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 and 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. As a result, 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. This will continue to be an ongoing focus in the coming year as we explore potential collaborations between our distributed IT and OIT.

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. We also try to support the departments as college leaders 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.

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 is addressed through several other targets including the liberal education advocacy, space issues, communications and marketing, and alumni relations. I hope that it is evident that I am proud to serve as a 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 as ever. 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 do not, however, use our strength to bully or control, but rather to collaborate, influence, improve, and benefit the entire institution.

10. Participate in the university-wide strategic planning process and complete the college strategic plan with wide participation of faculty and staff.

During academic year 2005-06, a major task for the college was the preparation of the college strategic plan. This plan is posted on the Provost's website and several aspects of the plan continue to influence college priorities including several of the targets in this list. I also participated on the undergraduate priorities implementation team during that year. Finally, for those of you who enjoy Napoleon Dynamite, I worked on my nunchuck skills after hours.

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 the major accomplishments in calendar years 2006 and 2007.

Research

Funded Student Grant in which I serve as Co-Investigator/Advisor

Sponsor: Ohio Department of Mental Health, Office of Program Evaluation and Research

Investigators: Jessica Turchik, Veronika Karpenkov, & Benjamin M. Ogles

Amount: \$2,000 Year: 2007-2008

Title: Relationship of Parent and Youth Satisfaction to Treatment Outcomes: Does this Relationship Differ as a Function of Youth Diagnosis?

I also submitted one unfunded grant (requested circa \$20k) to the Ohio Department of Mental Health with Bill Donnelly, Ph.D. from the Children's Resource Center, Bowling Green, Ohio.

Chapters in Edited Books

Ogles, B.M. & Hayes, J.A. (final draft submitted to editors). Applying Research to Practice: Michael J. Lambert's Professional Journey. In L. G. Castonguay, J. C. Muran, L. A., J. A. Hayes, N. Ladany, & T. Anderson (Eds.), *Bringing psychotherapy research to life: Understanding change through the work of leading clinical researchers. Legacies from the Society of Psychotherapy Research*. Washington, DC: American Psychological Association.

Anderson, T., Lunnen, K. M., & Ogles, B. M. (final draft submitted to editors). Putting models and techniques in context. In M. A. Hubble, B. L. Duncan, S. D. Miller, & B. Wampold, (Eds.), *The heart and soul of change: What works in therapy* (2nd Ed.). Washington, DC: American Psychological Association.

Peer-Reviewed Journal Articles

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

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

Hatfield, D. R. & Ogles, B. M. (2007). Why some clinicians use outcome measures and others do not. *Administration and Policy in Mental Health and Mental Health Services Research*, 34, 283-291.

Turchik, J., Karpenkov, V.V., & Ogles, B. M. (2007). Further Evidence of the Utility and Validity of a Measure of Outcome for Children and Adolescents. *Journal of Emotional and Behavioral Disorders*, 15, 119-128.

Heckman, T. G., Barcikowski, R., Ogles, B. M., Suhr, J., Carlson, B., Holroyd, K., & Garske, J. (2006). A Telephone-Delivered Coping Improvement Group Intervention for Middle-Aged and Older Adults Living with HIV/AIDS. *Annals of Behavioral Medicine*, 32, 343-354.

Lunnen, K. M., Ogles, B. M., Anderson, T., & Barnes, D. L. (2006). A comparison of CCRT pervasiveness and symptomatic improvement in brief therapy. *Psychology and Psychotherapy: Theory, Research, and Practice*, 79, 289-302.

Hatfield, D.R. & Ogles, B. M. (2006). The influence of outcome measures in assessing client change and treatment decisions. *Journal of Clinical Psychology, 62*, 325-338.

Carlston, D. L. & Ogles, B. M. (2006). The impact of items and anchors on parent-child reports of problem behavior. *The Child & Adolescent Social Work Journal, 27*, 24-37.

Ogles, B. M., Carlston, D. L., Hatfield, D.R., Melendez, G., Dowell, K., and Fields, S. A. (2006). The role of fidelity and feedback in the wraparound approach. *Journal of Child and Family Studies, 15*, 114-128.

Non-Peer Reviewed Publications

Ogles, B. M., Carlson, B., Hatfield, D., Karpenko, V. (2007). Models of case mix adjustment for Ohio mental health consumer outcomes among children and adolescents. In Roth, D. & Lutz, W. (Eds.). *New Research in Mental Health: 2004-2005 Biennium, 17*, 209-217.

Ogles, B. M. & Healy, J. (2007). Level of care decision with the CAFAS and agency worker rated Ohio Scales: Predicting service utilization. In Roth, D. & Lutz, W. (Eds.). *New Research in Mental Health: 2004-2005 Biennium, 17*, 218-225.

Book Reviews

Ogles, B. M. (2007, October 31). Technology or Talk: The Efficacy of Computer-aided Psychotherapy. [Review of the book *Hands on Help: Computer-aided psychotherapy*]. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books, 52* (No. 44), Article 10.

Ogles, B. M. (2006, October 18). Do we need another cognitive behavioral primer? [Review of the book *Cognitive Behavioral Therapy for Clinicians*]. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books, 51* (No. 42), Article 7.

Video Training Tape

Ogles, B. M. with Williams, C. (2007). *Using the Ohio Scales for family engagement, treatment planning, and outcomes tracking*. Video training produced by the Southern Consortium for Children, the Ohio Department of Mental Health, and the Ohio University College of Osteopathic Medicine.

Conference Presentations

McCord, C., Nicols, M., Ogles, B. M., & Shapiro, G. (2007, Nov.). *Deans and dollars: The move to responsibility-centered management*. Panel presentation at the Council of Colleges of Arts and Sciences Annual Meeting, Chicago.

Evangelista, N. M., Owens, J. S., & Ogles, B. M. (2006, Nov.). *Clinical Significance of the MTA Study*. Paper presented at the ABCT Conference, Chicago.

- Karpenko, V. V., Turchik, J. A., & Ogles, B. M. (2006, Nov.). *The relationship between changes in symptoms and functioning in children and adolescents receiving mental health services*. Paper presented at the ABCT Conference, Chicago.
- Turchik, J. A., Karpenko, V. V., & Ogles, B. M. (2006, Nov.). *Further validation of the utility of the Ohio Scales: A measure of outcome for children and adolescents*. Paper presented at the ABCT Conference, Chicago.
- Berman, J., Stiles, W., Wampold, B., & Ogles, B.M. (2006, Oct.) *Estimating the likelihood psychotherapy will help*. Panel discussion at the North American Society for Psychotherapy Research, Burr Oak, OH.
- Ogles, B. M. & Healy J. (2006, Oct.) *Level of Care Decisions with the CAFAS and Agency Worker Rated Ohio Scales: Predicting Service Utilization*. Research Result Briefing 2006: Knowledge to Transform Mental Health Services in Ohio, Columbus, OH.
- Ogles, B. M., Carlson, B., Hatfield, D., & Karpenko, V. V. (2006, Oct.). *Models of case mix adjustment for Ohio mental health consumer outcomes among children and adolescents*. Research Result Briefing 2006: Knowledge to Transform Mental Health Services in Ohio, Columbus, OH.
- Ogles, B. M. (2006, June). *Using the Ohio Scales for Assessing Strengths and Needs*. Annual Alternative Education Conference, Columbus, OH.
- Ogles, B. M. (2006, June). *Using the Ohio Scales for Outcome Assessment and Quality Improvement*. Annual Alternative Education Conference, Columbus, OH.
- Ogles, B. M., Carlson, B., Hatfield, D., Karpenko, V. V. (2006, March). *Models of case mix adjustment for Ohio mental health consumer outcomes among children and adolescents*. Paper presented at the Research and Training Center for Children's Mental Health's 19th Annual Research Conference, Tampa.

Teaching

Advisor for completed thesis by Veronika Karpenko, *Predictors of anxiety persistence in a community mental health sample*, 2006.

I continue to advise a small number of psychology undergraduate students (ca. 10), 1 undecided student, and 2 graduate students.

Fall 2006 – Psychology 110 (2 credit hours) – Optimizing Your Psychology Major (17 first year psychology students)

Spring 2006 – Psychology 750B (4 credit hours) – Individual Psychotherapy II (13 Graduate students in psychology)

Fall 2007 – UC 190 (1 credit hour) – Learning Community Seminar (10 undecided Arts and Sciences students)

Spring 2007 – Psychology 750B (4 credit hours) – Individual Psychotherapy II (11 Graduate students in psychology)

(Teaching evaluations available upon request)

Professional Service

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

Multiple ad hoc reviews for several journals.

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

University Service

Vision Ohio - Undergraduate Implementation Team (2005-06)

Vision Ohio – Executive Steering Committee (2006-07)

Opportunities in Asia Task Force (2006-07)

General Education Learning Outcomes Committee (2006-07)

Faculty Compensation Committee (2006-07)

Five Year Academic Action Plan Committee (2007-08)

Task Force on the Centers of Excellence in Graduate and Professional Education, co-chair (2007-08)

Graduate Education and Research Board (2007-08)