The following provides a summary of accomplishments primarily for calendar year 2014, but does incorporate some information from prior years due to the nature of this comprehensive review. The paper is organized in a manner similar to the academic dean’s evaluation form with sections for planning and management, personnel matters and external relations. Depending on content, some sections include a narrative explaining the area of work whereas other sections are brief sentences describing specific activities.

**PLANNING AND MANAGEMENT**

**Goal Achievement/Project Areas and Implementing Goals**

Based on the input from an all-campus meeting, the overall focus for the 2014-2015 academic year is to take the campus to the “next level” by reviewing our programs, procedures, processes and campus needs. In doing so, we need to function as highly effective teams by the use of good team behaviors such as: recognizing communication as a key component, developing our skills in collecting, analyzing and using data for decisions, setting goals and reviewing progress.

A key project focused on the importance of assisting the undecided student in determining a career path and declaring a major based on the goal setting principle that performance improves when a clear, specific and challenging, but attainable goal is established. In addition, as an open admission campus, we need to increase our effectiveness in a variety of retention efforts to not only assist the student in overcoming barriers to learning, but to maintain strong enrollments.

The undecided student. Following conversations with the Student Services Manager regarding my observations on the importance of goal setting and how undecided student performance may suffer due to the lack of an academic goal, the advising staff took on a project that they dubbed “The Year of the Undecided Student.” The goal (which expanded into a two-year project) was to reduce the number of undecided students on campus. This was very much a self-directed work team. Their accomplishments, as provided to me by their manager, include:

- Mid-way point credentials. A postcard was developed and sent to undecided students followed by an e-mail regarding the AA/AS degrees indicating, “You’re closer than you think to a degree.” This had the link to view a “what if DARS” with the codes for these associate degrees.

- All undecided students received an Undecided Student Advising Folder that is a “toolbox” with a list of degree programs, a Choosing a Major fact sheet, a list of courses for undecided students and a how to declare a major check sheet.

- Undecided student workshops were held in October before the November “Majors Fair” to align with registration for Spring Semester.

- Surveys were completed following each event and importantly the number of undecided majors decreased from Fall 2013 with 451 to 330 in Fall 2014. We have monitored our retention numbers and
they increased from 61% in 2011 and 2012 to 65% in 2013. This exceeds the OU regional campus average of a 56% retention rate and a State Regional Campus average of 60%.

Retention efforts. Recent efforts in retention have focused on the need for and the availability of support services. Students at risk are informed of support services using eProgress Reports generated for new freshmen with reading, writing and math scores below a certain level. “Help letters” were sent to the email accounts and homes of students performing poorly on progress report indicators. Suggestions and information were given related to supplemental instruction, tutoring and advising meetings. We were pleased with the number of students that contacted student services after these letters were distributed.

To ensure that supplemental academic resource information is available on an ongoing basis for potential use by program advisors and faculty, a new webpage now features information about instructor led supplemental instruction, tutor.com information, math & writing lab information, tutoring and library resources.

To better understand the needs of students seeking tutoring in order to improve future services, two faculty members served as “walk-in” help tutors in math and writing. They held regular hours (outside of their normal offices hours) each week. Students in a variety of classes were able to come in for supplemental help. The information gathered from faculty tutoring and from a meeting to be held with interested parties at each OU regional campus, will help us determine best practices and initiatives that will offer our students additional tools to assist in their academic success. At my encouragement, the OUL group is considering visiting non-OU regional campuses in order to gather new retention ideas that might not be employed in the OU system.

In meetings, I have expressed the need to customize start points in remedial courses like math so as to meet the students’ need where they are and to not frustrate those that have higher level skills. Individual faculty members with an interest in pedagogy for this group of students are participating in this work. For example, Giorgi Shonia, Assistant Professor of Mathematics, is part of an effort to create a new course with basic math content (1-2 credits). This is in an effort to help students who would not perform well in MATH D004/5. This is a collaborative work with other regional campuses, as well as the Athens’ department.

To strengthen our student experience, I have requested an examination of math retention issues and interventions at the Lancaster campus, as well as the implementation of supplemental instruction sections of math (none previously existed at OUL) to provide interventions for students finding the content challenging.

Academic Program Promotion

Using media effectively to reach large audiences. While the academic quality and reputation of a program largely resides with faculty content expertise applied to the curricular work and scholarly activities, it is important that administration provide the necessary support to have programs excel. Since my arrival, I have charged the marketing and communications manager to maintain an ongoing “awareness campaign” so that within our market area the campus is “top of mind” in a prospective student’s choice, as well as having some awareness of our portfolios of programs in business, health, technology, public service and education. Such promotions form a continuum of specificity in information from portfolios to specific program guides to undergraduate catalog descriptions. In addition, to maintain the reputation of the program, it is important to tell the story of our many accomplishments and activities. I stay very engaged in marketing efforts and, in particular, the art of “telling our story.” I recommend and read most stories that are prepared about faculty or activities and make suggestions to leverage opportunities to enhance readers’ awareness of our dedicated faculty, opportunities for personal growth, the role of the regional campus and how we make a difference in the
future of each student we serve. I continually seek out ways to creatively tell our story using different media and fresh approaches. As a campus, we consistently have more placements in COMPASS to tell our story to colleagues and administrators in Athens, as well as in the local papers (Lancaster and Logan). In fact, the number of stories that get published about OUL is significantly greater than the numbers published by our sister regional campuses. It is a frequent topic of conversation for people to tell me of a story they read. I am proud of my contribution to this effort and am pleased with its effectiveness in telling about the excellent faculty, students and activities that happen at OUL to as many as possible with the power of media.

Helping existing programs. Academic programs occasionally need my support to connect with the community, such as introducing the new Electronic Media (EM) program director to area high school faculty. It gives an opportunity to tell our story anew and freshly benchmark our relationship with feeder programs in technical areas. Other programs need more discussion, refocusing and shaping to meet community needs as has occurred in the transition of Industrial Maintenance to a new Engineering Technology and Management curriculum. The new Engineering Management program must continue to evolve and I am part of the discussions with the Russ College Chair along with the program coordinator so as to help form enhancements to our associate degree and other completion programs.

Some programs encounter changes in our community that add complexity to our work as occurred with fees charges by the local hospital for preceptors of students in our health programs. In an attempt to resolve this issue, I met with the chief operations officer and new hospital president and CEO from Fairfield Medical Center to discuss the relationship between our institutions, ongoing programs in Medical Assisting Technology (MAT), Emergency Medical Technician and Paramedic and the B.S. in Health Administration, as well as future opportunities for a BSN in nursing.

To provide better services to program faculty in the future, I held a program coordinator meeting to gain insights on common issues. Coordinators expressed a need to have more information on graduates regarding employment and clearer information on budget committee reviews of operating budget requests and what was funded or not funded. Future implementation of these ideas is supported by the associate dean and the marketing, student services and budget managers.

Promoting new programs. Program promotion also includes the crucial support of new programs to get them started. Toward that goal, I participated in meetings regarding our Human Services Technology (HST) associate degree program to smooth a 2+2 pathway for students to continue their education in the new bachelor’s degree program in social work. Our new BA in biology not only required the commitment of a new faculty line, but also the support and extensive preparation for a new science lab to serve students in the BA in biology and future BS in nursing program. To develop enrollments in the new programs, it takes a comprehensive effort in advertising and getting the direct attention of area guidance counselors by my introduction of these new programs, as well as expanded scholarships to attract bright students. I connect with community leaders and tell them about the faculty we have hired. An area of active work is continuing to monitor how we will connect with talented high school students by discussing with high school leadership the many state level changes in dual enrollment and the PSEO program under the new title of College Credit Plus. As we add bachelor’s degrees, it is important that we are recruiting a student base for those programs.

In some cases, I provide appropriate support only when needed. While I provided initial guidance for the development of the new associate of technical study degree, the Associate Dean competently handled the preparation of the proposal at various levels to ultimately gain the Chancellor’s approval. However, I willingly
lent my support in helping curriculum committees understand the requirements of the program by the Ohio Board of Regents.

Planning future programs. Effective leadership in promoting our programs can start even before we have the program in place. By continually having conversations with community and business leaders, I strive to understand their needs, trends in their field of work and aim to match that to our future investments in new programming. Evidence is clear that the campus needs to grow in STEM and health-related programs and courses. To that end, I take opportunities such as meeting with Ohio Health leadership regarding their new facility in Pickerington, to explain our current academic programs and possibilities on partnering with new and future programs in health and biology areas. To build our pipeline of students, I have formed partnership opportunities with the new Education Service Center (ESC) Superintendent and have discussed with science faculty expanding to OULN delivery of STEM courses that high schools have difficulty staffing in dual enrollment partnerships with OUL. These discussions are also occurring at the county level with superintendents and specifically with Lancaster High School leadership, as well as being discussed internally with the Provost and the academic leadership of the College of Arts and Sciences.

Fiscal Management

Fiscal management is an area requiring great attention and consideration as we are feeling adjustments to the economy resulting in a downturn in enrollment. While OUL is not alone in a statewide decrease in enrollment and corresponding decrease in revenues at community colleges and regional campuses, regional campuses are feeling more of a pinch as the state share of instruction (SSI) also has decreased with the shifting emphasis towards degree completion. The shift has also been difficult given recent increases in expenses. In addition, the university is thinking more strategically about investments and how to leverage its resources for the best long term position. Locally, efforts of recruitment and retention, as well as efforts to expand our STEM offerings, all align with state goals that are more highly subsidized. Related to strategic investments, at the Provost’s request, I prepared a 29-page report, in consultation with campus leaders and the input of faculty in certain disciplines, on current and future viability of the Pickerington Center. I provided a recommendation on a future opportunity to brand the Center with a mission focused on business education and the active support of new business growth and economic development.

Attention must also be given to units that are not performing optimally and what should be done in that situation. In 2013, we eliminated the Health Technology program and invested that faculty line in areas that would benefit the campus. Also, for a number of years, our Community and Corporate Learning unit thrived on state revenues for Business and Industry programming. However, following a declining economy, state support and incentives for these programs dwindled and expenses exceeded revenues. I set a goal to make the best effort to pull the unit out from deficit and examined strategies to change that unit’s outlook. Approaches to advertising and trying new programming were implemented. I encouraged the department manager to join LERN, a professional organization, to seek ideas for enhancing productivity. Modest growth was made in computer applications training and a huge success included the largest Kids in College (KIC) program enrollment ever. A proposal was recently approved for what is believed to be our largest single training contract with a local and regional employer. At the same time, expenses in this unit have been deliberately decreased by eliminating a student worker and by reducing administrative support to .33 FTE and assigning the balance of that person’s work to other needed functions of the campus experiencing greater need and growth. Similarly, I regularly review program enrollment data and request the charting of the largest and smallest programs to
highlight programs needing analysis, management oversight and assistance. I want to be sure adequate staffing and resources exist for large programs and assistance and interventions are considered for smaller programs.

**Affirmative Action**

The selection of faculty and staff to join our team is one of the most important things we do. We seek to find those that have a passion for teaching and share our vision to change the lives of our students through education so that they can make meaningful contributions to our community. At the same time, we seek to add diversity to our campus while finding the best qualified individual for the job. To do so, we advertise widely and aim to develop a strong and diverse pool of candidates through carefully selected media outlets. Since starting with OU, I have been involved in 22 completed searches for replacement positions or to expand our program faculty and support. Overall, this included 12 faculty and 10 staff. Seven faculty positions were new lines (that is, not replacing a vacancy) for programs in Deaf Studies and Interpreting, Real Estate, Biology, Law Enforcement Technology, Theatre and Social Work. For this report, I reviewed the outcome of those searches and found that of 22 positions, 14 were filled with females and 8 with males. Of the 22, two are minorities and one has a disability. In 2014, the completed searches in Theatre, Medical Assisting Technology, Engineering Technology, and Social Work included three females and one male.

**Other Areas of Planning and Management**

One overall indicator of effective administrative management is evident from the current internal audit findings of our care in protecting and eliminating sensitive data. The auditor commented that the results were the best he had seen in the OU system. Similarly, an examination of our accounting and business function is producing few deficiencies. I attribute this in part to my proactive sharing of internal audit reports from other areas of the university and charging directors to review those finding for similar issues within our operation. I also supported directors of those areas as they take the necessary corrective or preventative action to minimize such deficiencies on the Lancaster campus.

**PERSONNEL MATTERS**

**Communication**

As noted in the introduction, part of the vision of taking the campus to the next level includes the goal of working and communicating effectively as teams. The description provided earlier of a student services team working with undecided students is an example of me providing a leadership direction and having a team determine an action plan to implement change not only within their own unit, but through good communication of the goals and engaging with faculty and other support staff to complete phases of a project. Team approaches within this unit are growing. With time, I hope the use of this approach will expand and will indeed take us to a higher level of effectiveness. Similarly, I established the “Pickerington Team” meetings comprised of several administrative directors in order to examine and standardize administrative practices used at OUL and Pickerington. Ad hoc committees to review a variety of topics have been formed to address a specific need for a period of time, but also to get the right people at the table to communicate and solve problems together. An area for future improvement is to get such teams to communicate their activities and standardize the practice of preparing and disseminating brief meeting notes of their plans, actions and results so more people on campus are aware of what we are accomplishing.

Group meetings also are an important part of receiving input from faculty and staff. Each semester I hold separate meetings with classified and administrative staff, but as noted a year ago in my report, changes in
division structure has also resulted in a change in standing meetings of the faculty. While I am enjoying the now routine meetings with academic division coordinators and value the input and discussions of Executive Committee, I miss the opportunity to listen in on all campus faculty meeting discussions to better understand the issues on their minds. I have been discussing the idea of “dean meetings” and will be implementing a plan for those shortly.

It is apparent that communication on financial matters is very important. While I established a budget committee two years ago to add transparency and a review process for operating budget requests, more needs to be done and is now planned with the expanded role of RCM faculty liaisons to increase understanding of these issues.

Interpersonal Relations

Personnel matters occasionally involve helping resolve problems that may exist on a unit or individual level. The issues at hand change year-to-year. Examples at a unit level include my ongoing involvement and persistence in working with OIT towards resolving university network and logon authentication issues that impacted both the Pickerington and Lancaster campuses. Resolution of such issues is complicated as I need to understand technical issues first in order to help solve the problems between units regarding policy, process and procedure. Another significant issue at a unit level is working through the legal and procedural details regarding physical plant employees’ interest in joining the union.

Personnel matters at the individual level this year included assisting and advocating for faculty and staff with a number of human resources issues pertaining to COMP 2014 and matters pertaining to international visas for faculty.

Faculty and Staff Development

Faculty and staff have financial support available for their ongoing professional development and to engage with colleagues in their discipline to discuss ideas and areas pertaining to research interests. While many faculty routinely engage in activities of their discipline, I have periodically provided a note of encouragement when faculty do not have publications or presentations qualifying them for a scholarship release.

To sharpen a focus on teaching for the campus, I suggested, and received support from the Executive Committee, to change from a monetary award for being selected as the PTK Professor of the Year to a financial support to attend a conference focused on teaching, such as “The Teaching Professor.” It is hoped that not only does the attendee benefit, but they also share what they learned with other faculty. Additionally, the hiring of an instructional designer in the last nine months provides an ongoing in-house resource to enhance faculty skills in all areas of instruction. The purpose is for the designer to work with faculty to explore new approaches to effective teaching with the goal of greater performance in course objectives and program outcomes as measured by activities of assessment. I also wish to expand professional development activity among the staff. While resources such as lynda.com and training events in Athens are available to all OU employees, I specifically arranged, consistent with our goal to move the campus towards greater use of data like dashboard reports, to provide Microsoft Excel training to interested faculty and staff on campus using our own faculty resource. A total of 20 people, mainly staff, attended seven sessions on various topics that were held in October and November, 2014.

I try to encourage the campus to take interest and adopt new technology by example in being the first to move forward in a certain area. Past examples include being the first campus to implement an updated website, have
our own campus events calendar making use of RSS feeds and being the first campus to implement Blackboard Connect for safety-related text messaging. Currently, we are finishing a process of preparations to become the first “heart-safe” college campus following the guidance and direction of our local hospital. It was necessary to evaluate and increase the general knowledge on campus for AED and CPR preparedness. I requested that we provide training on multiple days and at both locations (Lancaster and Pickerington) for faculty and staff. To date, 47 faculty, staff and students have completed hands-only CPR and AED use.

**Student Orientation**

Welcoming new students to campus during orientation is something I enjoy doing. Congratulating them on their choice to attend college while also giving them a perspective of the journey of learning they are beginning is something I hope they take seriously. Realizing our students enjoy media, I directed the assembly of a PowerPoint presentation that can be used for orientation sessions (or other large or small meetings of the community) so that while students, parents and guests are waiting for the meeting to begin, we are able to feature information about programs, activities and events, as well as share our success stories. The presentation was reviewed by the Executive Committee with suggestions on effectively “telling our story” while ensuring the content was accessible to a wide audience.

I enjoy opportunities to congratulate our exceptional students by addressing them at a student-donor scholarship reception, sending letters to the student of the month and Dean’s list recipients and providing one young female leader with the *Emerging Athena Award* celebrated each year in collaboration with the area Chamber of Commerce.

I also work to create a campus environment for our students in ways that matter to them. I refer to the idea of creating an environment – “a sense of place” - with characteristics that make the campus special and developing a feeling that they belong and are comfortable here. To help connect students to the campus and educational experiences with other students, we have strived to communicate with them using social media and, at my request, a campus app was developed. The app cost was low and was launched in August 2014. We now have 664 app users. Using RSS feeds from our web site, the app automatically maintains current news stories, sends alerts and provides notifications of events, as well as easy access to social media of the campus and web access to commonly referenced pages of the campus web site.

One of my goals is to create an environment where students remain on campus between classes to talk with and learn from peer experiences, as well as take advantage of a variety of resources and support services to help them be successful. I believe that having a food service that provides a range of food choices is important to having students stay on campus. To this end, we have just completed a two-step process of first bringing University Auxiliaries to campus and then raising the funds to extensively remodel a kitchen area to allow for an expanded menu. The space needed to be not only a great place to eat, but a great place to visit with other students.

Promoting outstanding teaching and advising and being an advocate for our students also includes:

- Having established faculty office hours posted to our web site and having contact information for advisors available on-line and on a student app.
- Working with the Athens Veteran’s Office to establish a veteran’s liaison office at OUL staffed by a student veteran.
• Initiating a process to establish a campus awards banquet to recognize achievements and contributions of students, faculty and staff. The first banquet will be held this April.
• Engaging in a process with a developer to build student housing in close proximity to campus. The university would have no financial investment in the property and regional campuses that built housing see an increase in FTE. Currently, plans are centering on a 100 bed facility.
• Making renovations to create a family/single occupant restroom.
• Encouraging OUL participation in the university calendar system while preserving our own local event calendar to fully promote all OUL and Pickerington events.
• Encouraging program coordinators to build robust schedule planners for student use that outline planned schedule rotations of day, evening and on-line courses for each term for five years to better assist non-traditional student scheduling.
• In 2012, we started encouraging “OU Pride” where students and faculty wear “OU gear” to campus on Fridays. We also arranged for psychological counseling services to be offered on the campus.
• A partnership was formed in 2012 to have Fairfield Federal provide funds for students facing financial challenges that would prohibit them from completing their education in a given semester.

EXTERNAL RELATIONS

University Relations

The role of dean includes routine attendance at leadership meetings, such as the Ohio University Board of Trustees, so as to be fully informed of the direction of the university and to engage in conversation about aligning to that direction at the campus level. I am also pleased to attend ceremonies to celebrate faculty and staff recognition for years of service or other achievements and awards, such as those bestowed upon Brian Hoyt, Presidential Teacher Award, and Merry Lee Walters, Classified Employee of the Month.

As discussed earlier, the campus enjoys having the highest number of news stories appearing in COMPASS of any regional campus. While not the only approach to representing the campus within the university community, it effectively reaches many people to “tell our story.” It is always nice to be approached by a faculty or staff member from Athens or another regional campus about the story they recently read. Additional activities in 2014 include:

• Directing preparations for the HLC visit of the Pickerington Center.
• Facilitating our role in the global learning discussions at OUL that were spearheaded on the regional campuses by dean at OUZ.
• Hosting U.S. Deputy Secretary of Education for discussions on rural education. We received high praise from the Patton College of Education Dean about the quality interactions from our students with the Secretary and for our excellent work in tending to many details required in hosting the program.

A past achievement was successfully partnering with the Russ College of Engineering and Technology to financially support the recipient of our campus engineering scholarship when they continue in Athens.

Fundraising and Donor Relations

An important relationship with external constituents pertains to donors and fundraising. On my arrival at OUL, a fundraising campaign was in its early stages and I defined campaign priorities for the campus. With consideration of what resonates with donors, I defined a vision for scholarships, arts and culture, capital projects
and program alignment. I have stayed very engaged with the fundraising process and I have met with the donor of every major gift we have received. In addition to making time for cultivation and stewardship visits, I have helped edit and revise every case statement, donor proposal, grant request and request for legislative support.

The campaign has evolved with time and spinoff mini-campaigns occurred based on opportunity and need, such as funding a significant renovation on campus for food service, as well as expanding our requests for arts and culture funds to include a significant renovation of the theatre space itself. Most recently, the Wagner Theatre Improvement Campaign was officially announced on July 23, 2014, at the OUL Alumni and Friends Event held during the Lancaster Festival. The goal was to raise $250,000 to improve the theatre’s sound system, acoustics, lighting, aesthetics and to expand the footprint of the stage. A mini-case statement was created to help promote this initiative. In six months, nearly $150,000 has been pledged or given to this project that will be entirely donor funded.

Overall, the OUL Promise Lives Campaign has raised slightly more than $2.5 million. Specific project totals include:

- Scholarships - $971,500.00 (goal is $1 million)
- Planned Giving - $1 million (goal was $1 million)
- Arts and Culture - $46,000

Capital Projects:
- Jane Johnsen Tutoring Center - $42,000 (goal is $50,000)
- The Bobcat Bistro - $105,000 (goal was $80,000)
- Wilkes Gallery for the Visual Arts - $100,000 (goal was $80,000)
- Wagner Theatre - $150,000 (goal is $250,000)

In addition, I have worked on a number of ideas and new approaches to annual giving and those gifts have grown significantly each year. For this year, we have been working towards a quarterly campus alumni newsletter to help maintain contact and support at the campus level.

Other Campaign and donor related activities include:

- Regular meetings with the Promise Lives Campaign Steering Committee.
- High level donor visit with President McDavis.
- Development visits to establish lead donors.
- Suggested consultation with a fine arts professional fundraiser on the theatre project potentially contributing toward the rapid success of our project.

Other external relationship building activities

Over the course of the year, I participated in a number of community events to create greater awareness and community pride in the OUL campus and Pickerington Center. These events include:

- Speaking at several area Rotary Club and Kiwanis Club meetings from Reynoldsburg to Logan to discuss academic programs and activities on campus, as well as fund raising campaign goals.
- Maintained and supported the relationship with Fairfield County Developmental Disabilities for the food service on campus and by providing a training venue for disabled clients.
• Attended community functions, such as state of the schools addresses, economic development update meetings and state of the city meetings. In addition, I attended university functions, such as the Ohio University State Government Alumni meeting.
• Continued on the Fairfield County Foundation Board and scholarship sub-committee.
• Continued on the Lancaster Festival Board.
• Participating member of the Fairfield Medical Center Advisory Council.
• Ex-officio member of Covered Bridge Music Series.
• Held several interviews with the local paper on enrollment trends and answered campus specific questions during the President’s media tour on economic development. Taped a video interview for Fairfield Today.
• Partnered with the county economic development director to establish a county educators working group with the goal of creating public-private workforce development partnerships to facilitate common goals, such as grant funding for education and training programs.
• Attended meetings regarding campus interest in the Clarence Miller Building.
• Strategically aligning Coordinating Council members to serve as advisors while also seeking members representing employment fields and serving as ambassadors to geographical areas of our service area. I provide an orientation meeting with new members so they are informed about the campus and keep all members updated by inclusion in our weekly campus e-newsletter.
• Collaborated with WOUB in 2013 to facilitate initial contacts within Lancaster and provided facilities to host the showing of Our Town: Lancaster in 2014. The turnout in Lancaster was far greater than any previously experienced by WOUB outside of Athens.
• I encouraged Mark Nevin, Assistant Professor of History, to consider a scholarship of engagement approach to document the history of our campus bridges and apply for a historical marker to communicate the unique history of each bridge, as well as the leadership that brought and preserve them at the Lancaster Campus. Explaining the purpose for the project, I was able to raise funds to offset marker cost and to form a nice reunion of those that undertook that project 25 years ago.
• I continued as a member of the Fairfield County College Bound Board encouraging new ways to expand services to get more high school students to consider college.
• In a community that supports arts and culture, at my request, our web site was enhanced to feature events on campus with easy URL landing pages. This web presence builds on my direction from a year ago to maintain contact with donors and community friends that prefer printed reminders of events on campus. A common themed post card is mailed each semester featuring major events, such as Martin Luther King Day speakers, the Celebrate Women program, the upcoming Covered Bridge Music Series performer, announced theatrical productions and a featured art exhibit.
• Provided national exposure of OUL by chairing the Regional and Branch Campus Administrators (RBCA) Conference.

UNIT GOALS

Campus goals are set each year in a process of seeking full campus input at a meeting in late April and review and analysis of that input with academic and administrative leadership at a summer retreat. I provide leadership for that process by providing driving questions to explore an area for change and improvement. Goal areas needing input include:

• Improving curriculum through the process of program assessment.
• Exploring instructional design principles to improve learning.
• Continuing to grow enrollment through best practices in retention.
• Improving communication flow in the organization structure both vertically and horizontally.
• Promoting more professional development opportunities among the staff.
• Improving communication and transparency in fiscal matters.
• Improving the fiscal condition of the campus by improving retention, degree completion and adding more STEM courses to our offerings.

SUMMARY

Each year the process of summarizing my activities as dean to provide leadership for the Lancaster Campus and Pickerington Center is a humbling one. While I believe I have effectively provided direction or come along side to help think through a problem or need, I am ever appreciative of having a faculty and staff that share a common vision of commitment to our role in educating the citizens of our community and being a part of the total efforts of Ohio University. Every day is an opportunity to be proud of the many contributions of the faculty and staff and our collective accomplishments.