I am pleased to submit this report of progress in the College of Health Sciences and Professions and my activities as dean during the 2014 calendar year. As I have stated in previous reports, I believe the most important role for a dean is to facilitate a vision for the College and a set of strategies for achieving it and then empowering faculty and staff in their work toward those ends. A successful dean should enable colleagues to achieve success in their work and to embrace opportunities that exist for them and their programs. This remains a primary focus for me in my work as dean.

As a college, we continued to grow and evolve in 2014. I truly believe any successes we achieve reflect the work of many individuals. While 2014 brought closure in some areas, we still have a number of initiatives under way. We also undertook a number of new initiatives that have required considerable time and resource commitments such as our Dublin initiatives, expansion of interdisciplinary curriculum, a new college branding effort, planning for space revisions in Grover Center, and collaborations with various healthcare systems, universities, and community organizations. Each of these is important to the future of the College and I am excited about the progress we’ve made. Our faculty and staff do much to make our college what it is and are the reason I believe the College has a bright future. Throughout this report, I will highlight the work of many who have contributed to the progress I will describe.

CHSP achievements in 2014 were many:

- Throughout 2014, we maintained an overall enrollment above 9,000 students. We’ve also grown to enroll over 3,600 students in Athens. These numbers are more remarkable when one considers that, while CHSP has the largest enrollment of any college at OU, the size of our faculty remains smaller than that of most of the other degree-granting colleges.
- Once again this year, CHSP faculty and staff generated over $6 million in grant and contract revenue.
- We graduated the largest class in the history of the College with over 1,600 of our students completing their studies.
- Our faculty generated over 100 scholarly manuscripts and made over 100 presentations at national and international conferences
- Our students’ engagement in community service and service learning continues to increase as we continue to strive for a goal of every one of our students having some meaningful interaction with underserved individuals and/or populations.
- Our new certificate programs in clinical informatics and global health came online and curriculum proposals for the new Master of Physician Assistant Practice and Bachelor of Integrated Health Studies completion degree received full approval.
• Our string of successful reaffirmation and accreditation reviews continued with successful reaffirmation of our social work program accreditation and a positive initial accreditation review of our Physician Assistant Practice program.
• Approximately $1.5 million in gifts were made to the College.
• Our Kids on Campus summer program enrolled over 300 children, with many more participating in afterschool programs.
• Ground was broken on our facility at the Dublin Extension campus with a targeted completion date of August 2015.
• Over 25 new faculty were hired during 2014. While we still have many critically understaffed areas, we’ve begun to make progress in closing a number of gaps.
• We successfully completed our first year in the RCM budget environment and fully developed our FY15 budget using RCM tools and analysis. Inside the College, we developed an RCM model that assured a flow of financial resources to each of our schools and departments so that they might undertake key activities and initiatives.
• Our financial bottom line improved by nearly $20 million in Fiscal Year 2014.

I should say that credit for the above achievements belongs to the hardworking faculty and staff in the College. While I am proud to lead such a successful unit, credit for our success lies with them more than me.

Identified Goals for 2014

In last year’s report, I identified a number of strategic goals for the College in 2014. The following section of this report will address these goals. In subsequent sections of this statement, I will address ongoing areas of interest and provide a brief summary of personal goals I established for the year and a reflection on progress toward those goals. Finally, I will identify key goals for the College in 2014.

GOAL: Finalize a range of collaborative partnerships with various partner organizations within and beyond the University.

Our success is magnified when we operate in tandem with partners that contribute to the overall quality of what we do. At the same time, CHSP can offer benefits to partner entities that join us in pursuing the many opportunities that are open to us. Internal to Ohio University, I’ve continued to work with Executive Dean Ken Johnson to formulate collaborative efforts between CHSP and HCOM. Associate deans Jennifer Horner and Sally Marinellie, along with Tootie Overby and Jeff DiGiovanni have led the effort to operationalize interdisciplinary collaboration with HCOM and numerous faculty have contributed to a number of successful programs such as our interdisciplinary global health case competition, our interprofessional education day, our delivery of TeamSTEPPS training, and our planning for an interdisciplinary research conference. Beyond HCOM, we have also developed meaningful programmatic collaborations with the College of Business, the Russ College of Engineering and Technology, and the Voinovich School. I also continue to discuss collaboration opportunities with deans of our other colleges.
We’ve also made great progress in developing external partnerships, especially in central Ohio. We are engaged in a regular planning process with the leadership of OhioHealth around programs such as nursing, dietetics, athletic training, exercise physiology, health leadership, clinical informatics, and physician assistant practice. We are also actively pursuing partnership relationships with Mt. Carmel Health, Children’s Hospital, and a number of local school districts. Through such partnerships, we should be able to bring increased opportunities to our students, and heightened scholarship opportunities for our faculty.

We are actively pursuing partnership relationships with a number of other higher education institutions. We are engaged in exploratory discussions with Columbus State Community College, Ohio Dominican University, Otterbein University, the University of Findlay, and Franklin University. While it is not yet clear how these discussions will play out, it is clear that we have a variety of inter-institutional opportunities in front of us. Tootie Overby and Leslie Coonfare (a Group III hire in 2014) have led much of the partnership development work in central Ohio.

Finally, we are pursuing partnerships that will create opportunities for our students and faculty to engage in community-based education, programs, and scholarship. Rebecca Robison-Miller is heading our effort to build community connections in southeast Ohio. Beyond southeast Ohio, we are also growing meaningful partnerships in other regions and internationally. Our Global Health Initiative continues to expand partnerships around the globe that result in more study abroad opportunities for our students and more research opportunities for our faculty.

**Goal: Implement additional interdisciplinary academic programs.**

Interdisciplinary education and research continue to be areas of great importance to the College and our programs. As moves to promote interprofessional practice continue to expand, it is clear that we best serve our students by giving them an opportunity to explore and understand other professions with which they will work. It is also clear that many complex health issues may be effectively explored through interdisciplinary research collaborations. 2014 was a year of great progress in this area.

In 2013, I talked quite a bit about my belief that interdisciplinary activity should be woven into the cultural fabric of the College. In 2014, that came to fruition. By the end of the year, dozens of CHSP faculty and staff had participated in a variety of interdisciplinary activities. Over 60 attended the inaugural interdisciplinary education conference, nearly 30 participated in TeamSTEPPS training, and numerous faculty served on committees driving interdisciplinary academic, research, and service programming. Additionally, several hundred students participated in various interdisciplinary education programs in 2014. We’ve quickly grown to a point at which we stand in the upper echelon of health-focused colleges in terms of attention to interdisciplinary activities. While there is still much to be done and we need to make a much better effort to coordinate our various activities, the achievements of 2014 are ones about which we can be proud.
Perhaps the greatest manifestation of our commitment to interdisciplinary education is our creation of a new Department of Interdisciplinary Health Sciences this past summer. Headed by Mike Kushnick, this department is unique in that it does not include extensive home faculty but, rather, exists primarily as a “home” for interdisciplinary academic courses and programs. The department also includes a unique revenue distribution model that assures all tuition and subsidy generated by courses taught by faculty from other units will be passed to the faculty’s home units based on their contributions to the course. Thus, we now have a mechanism to fund faculty engaged in interdisciplinary and cross-unit team teaching activities.

Finally, at the start of Fall Semester 2014, I presented a model for a matrixed arrangement in the College that builds on our schools and departments with overlays of issue-based thematic attention. This model is attached as Appendix A. It continues to be discussed but I remain hopeful that it will eventually become a defining aspect of the College’s interdisciplinarity.

**GOAL:** Implement a faculty workload policy that allows individual faculty to build on their strengths and develop their capacity to successfully progress in their careers while also assuring the faculty resources the College needs to meet its obligations.

Last year, I stated my belief that our faculty workload policy built on the idea that all faculty would teach 15 (Group I) or 24 (Group II) semester hours per year was overly simplistic in its reliance on the credit hour as the sole measure of faculty productivity and failed to capture the nuanced nature of the work our faculty do. At that time, I stated a goal to develop a policy that better captured the nature of faculty work, served as a stronger tool to assess faculty performance in relation to merit and annual review decisions, and that provided flexibility that more appropriately reflected variations that exist across our disciplines and the varying strengths faculty bring to their positions.

Through the considerable effort of our associate deans, school directors and department chair, and numerous faculty, we developed a new faculty workload policy that went into effect with the start of fall semester. This policy allows individual faculty members to negotiate how their time will be distributed across teaching, research, and service activities and facilitates academic units’ identification of meaningful metrics to assess faculty success in achieving the teaching, research, and service responsibilities they undertake. I believe this new policy acknowledges each faculty member as an individual and allows faculty to dedicate more time to areas of greater interest and strength and to be more fairly evaluated in their work. Academic units are still implementing the policy and I am anxious to see how it plays out when fully enacted.

**GOAL:** Develop a more complete understanding of patterns of achievement of learning outcomes across the College.

Much like the University as a whole, assessment of learning outcomes is an area in which CHSP has been deficient over the years. As the University leadership is now assertively promoting greater attention to assessment of learning as part of our preparation for our
regional accreditation reaffirmation process, we have arrived at a time that we must direct greater attention to this area.

Under the leadership of associate dean Sally Marinellie, we began to work with our various academic units to articulate learning objectives for each of our programs and to develop strategies to assess achievement of learning objectives in each major program. All units submitted program learning objectives during summer and fall and are now developing an assessment model to be implemented in exploring student progress toward those objectives.

We also decided in 2014, that achievement of program learning objectives should be a key academic quality indicator in our RCM budget model. In 2015, units will receive a portion of their funding based on the establishment and implementation of assessment protocols. In subsequent years, assessment results will be used as part of the funding model.

**GOAL: Garner financial and human resources to support strategic programmatic directions.**

As I mentioned above, we’ve made progress in bringing new faculty and staff into the College. Over 25 new faculty arrived in 2014 along with numerous staff. As a result, all of our academic units made progress in reducing our problematically-high student:faculty ratios. Additionally, each school and department now has at least two classified staff positions to support the work of the unit; an increase over the days in the recent past when each unit had only one support position.

Many of the administrative positions we added in 2014 provide direct support to students or faculty. These include new instructional design specialists, academic advisors, student retention specialists, and administrative assistants and associates. Also in 2014, one new position was added to the Dean’s Office (a second communications position) and one was eliminated (director of community engagement) when a university-wide effort was undertaken.

Garnering financial resources also remains a key task in the RCM budget environment. With colleges now positioned to function off of their own revenues and to generate increased resources through more efficient functioning, we continue to focus on strategies to increase our revenue base while reducing unnecessary expenses. As I mentioned above, our efforts this year resulted in an improvement of nearly $20 million to our bottom line. Unfortunately, a significant percentage of our surplus revenues are used by the University to offset deficits elsewhere. I’ve continued to advocate as strongly as I can for resources to be left in the College to address our own needs. Some degree of success has been achieved as evidenced by the faculty and staff growth mentioned above and the retention of resources to be used to fund the upcoming renovation of approximately 20% of Grover Center.

**GOAL: Provide expanded opportunities for meaningful professional development for faculty and staff.**
We all work during a time of substantial change in teaching and research. New technologies, methodologies, mandates, and financial exigencies all place pressure on faculty and staff to develop new knowledge and ways of working. Because of this, it is important that faculty and staff have opportunities to advance their professional development. We've attempted to create these opportunities in two ways.

First, we've instituted an RCM budget model within the College that will assure a flow of unencumbered revenues to each of our schools and departments. Units, then, may choose to dedicate some amount of these revenues to enhanced professional development support for faculty and staff. Ultimately, it will be up to each director and chair to determine the degree to which they may wish to utilize revenues in this way but the resources are there to do so.

Second, we've tried to organize more professional development activities within the College. For example, this past fall's interdisciplinary education conference was attended by over 60 CHSP faculty. Under the leadership of Professor David Holben, we've also continued to offer our annual faculty professional development series. With so many new faculty arriving in CHSP in 2014, this series has come to hold even more importance for us.

**GOAL: Enhance opportunities for communication between the dean and faculty and staff in the College.**

For the past two years, an issue raised by faculty during the course of their evaluation of me as dean is a perception among some that there are not sufficient opportunities to communicate with me in my role as dean. While a minority of faculty have mentioned this concern, I believe it warrants attention as it has come up two years in a row. I've taken a number of steps in response.

Because I believe the most senior faculty have valuable perspectives on the College informed by their leadership in their units and the extent of their time in the College, I've formed a Council of Professors this year. This Council includes all ten professors in the College. These senior faculty will come together several times a year to provide input on issues of importance and to raise questions and concerns with me. While the group has only met twice thus far, I've found their input to be very valuable to me in making decisions on various matters.

More broadly, I've scheduled a number of open sessions at which I am available to talk with any faculty or staff who may choose to show up. While attendance at these sessions has been fairly small, I believe those who come have found the sessions to provide an opportunity to raise their questions and concerns with me.

We've also formed an RCM Committee comprised of faculty and staff from across our units. This group stands as a sounding board for RCM and other budget issues.
Ongoing Goals

Beyond the above goals developed specifically for 2014, I also continue to focus considerable time and attention on a number of ongoing goals that hold great importance for the College.

**GOAL: Successfully move into the RCM budget environment in a transparent, empowering way that reflects strategic priorities.**

RCM budgeting continues to present a significant challenge. The RCM budget model continues to evolve as the University moves through what was intended to be a multi-year transition. One thing the new budget model provides is a greater degree of transparency in budgeting. We worked in 2014 to develop a clear picture of all of our revenues and expenses. We now know where every dollar we earn comes from and can trace all of our expenses, as well. This has been a time-consuming endeavor under the coordination of Chief Financial and Administrative Officer Tia Barrett and Budget Unit Manager Beth Tragert.

Most importantly, in 2014 we developed an internal budgeting model to provides a degree of financial protection to all of our programs, including those that operate in financial deficit. The model was also designed to assure that we do not overemphasize financial issues at the expense of academic quality. As dean, my perspective is that we should be quicker to make changes to a program that generates positive revenue with low academic quality than we are to make changes to a high quality program that operates in deficit. This will continue to be a guiding principle for me as we continue down the road of RCM implementation.

**GOAL: Continue to enhance support for research activities.**

While the CHSP research enterprise continues to grow by any meaningful measure one might use, we must continue to grow our support for the research activities our faculty and students undertake.

In 2014, we invested several million dollars in various forms of support for the research endeavor. Some examples:

1. We continue to implement a range of internal research grant programs that create numerous opportunities for our faculty to pursue funding to undertake innovative research projects. Under the leadership of associate dean Jennifer Horner, we’ve refocused a number of these in a way that we believe they will be more appealing to our faculty.
2. We continued a process of upgrading our research equipment. In 2014, we established an account that will be fully dedicated to equipment upgrades with units being able to apply for funds to meet their needs.
3. We continue to expand start-up research support for new faculty hires including extending the amount of start-up support beyond the previous limit of $75,000. Once again this year, the amount we invested in startup packages was the largest in the documented history of the College. In 2014, Jennifer Horner facilitated a reporting process associated with the expenditure of start-up funds that will provide a mechanism to assure that these funds are being spent as proposed.

4. In 2014, we continued to provide unfunded teaching load reductions and summer research pay to allow selected faculty developing research agendas to dedicate a greater amount of time to that endeavor.

5. In 2014, we committed to provide graduate assistant tuition waiver and stipend funding to our units at 100% of the level of the previous year. As the College has been assigned responsibility to pay for tuition waivers, this decision reflects a multi-million dollar investment in our graduate students, many of whom support faculty in their research endeavors.

6. We've included several thousand square feet of research space in our Grover renovation plan. This will give us far more flexibility in providing research space to selected faculty.

**GOAL: Identify solutions to address critical space needs.**

CHSP made considerable progress toward addressing this goal in 2014. Most importantly, we were successful in gaining University approval to undertake a renovation of approximately 20% of the space in Grover Center. This approval reflects University acknowledgement of the case we've made for our need for more space and our having built our financial reserves to a level at which we can fully fund the project ourselves. At a time when the University is taking on significant debt to fund other facility projects, our ability to self-fund the Grover project resulted in it being placed on the list of projects to be undertaken in the near future. We have been told by the Facilities Office that the renovation project is scheduled to begin this coming summer. Plans for the space are being finalized now based on the input of a committee of faculty and staff who have spent several months helping us to formulate ideas for the renovated space. The renovation will result in expanded simulation space, a larger computer lab, dedicated research space, new, flexibly-designed teaching space, and relocated studios for WellWorks use.

At the same time, we learned that CHSP will gain access to space being vacated by the Patton College of Education faculty who’ve remained in the building since our restructuring in 2010. This decision again reflects the University leadership’s recognition of our critical space needs.

These two changes will result in CHSP gaining significant space in Grover Center in 2015. We’ve also broken ground on a building at the Dublin Extension campus that will bring 60,000 square feet of dedicated space to CHSP. This building will house the new Master of Physician Assistant Practice program as well as various other degree and certificate programs currently being discussed. The new building and our central presence in it puts CHSP in a position of leadership at the Dublin campus, a campus that represents perhaps the most significant University initiative currently being undertaken.
GOAL: Continue the focus on four thematic directions: interdisciplinarity, understanding of diversity, service to underserved populations, and global health.

Since 2010, we’ve pursued meaningful progress in addressing these four thematic directions. I believe we made substantial progress in each of these areas in 2014. While there is much still to be done, it is my sense that these themes are becoming more prevalent in the culture of the college.

A brief summary of activity:

1. **Interdisciplinarity:** Activity in this area was described in the earlier section of this report addressing goals for 2014.

2. **Diversity:** 2014 represented another year of progress in this area with more to be achieved going forward. Although we have not made as much progress as I would have liked, we continue to try to build a role for CHSP in the University’s Interlink Alliance partnership with nine Historically Black College institutions. I believe we will see progress in this area in 2015 with a new, stronger health focus in the Interlink Alliance. We also worked this year to increase opportunities to expose students to diverse populations through clinical and community activities. We’ve also expanded opportunities for students to encounter diverse populations through volunteer opportunities. Finally, we are exploring opportunities to increase exposure to diverse populations through our budding partnerships with healthcare systems and community agencies.

3. **Service to Underserved Populations:** Service to the underserved has been another key feature of our ongoing planning conversations with potential partner organizations as we hope to utilize those partnerships to increase opportunities to expose students to populations in need in various settings. Through the work of Rebecca Robison-Miller, we’ve expanded partnerships to a broader range of community agencies. We’ve also expanded our Kids on Campus program to create even more opportunities for students to work with at-risk youth. In 2014, we also continued conversations about expanded clinical service delivery to underserved populations in southeastern Ohio. These conversations should continue in 2014 in a way that will lead to a broader range of connections with the underserved through clinical, research, and engagement activities.

4. **Global Health:** The Global Health Initiative (GHI) continues to stand as an area of great success. Various CHSP faculty serve on a global health task force that has facilitated the development of a new global health certificate program, early planning work on a global health master degree, and development of a substantially expanded list of global health study abroad opportunities. Through our initial global health course offerings, GHI personnel have generated enough revenue to fully fund the Global Health Initiative, making it one of the few fully self-sustaining interdisciplinary endeavors in the College.
2014 was a year of growth in GHI activities; both in terms of the number of study abroad opportunities for students and the depth of our partnerships with government and educational entities in other nations. Reflecting a rapidly-growing relationship with the Ministry of Health in Botswana, we now have a Group III employee working as our on-site representative in Botswana. As mentioned above, this position is fully funded through GHI revenues and represents no cost to the College. We also advanced our conversations with potential partner institutions in Ecuador and China. We will also continue to expand our explorations of possible partnerships in Europe, South America, and Asia in 2014.

As mentioned earlier, the Global Health certificate was brought online in 2014. We also continue curriculum development work for a future Master of Global Health degree that we hope to initiate in 2016.

**GOAL: Identify solutions to address critical space needs.**

2013 was a year of successful progress in terms of addressing long-standing facility issues. We were able to procure office space in various locations around Athens to accommodate some of the staffing growth we have experienced. We were also successful in gaining access to the present gymnasium on the first floor of Grover Center and will undertake a renovation of that space (along with various adjoining spaces) to meet our critical teaching and research needs. Through careful stewardship of resources, we have developed the financial resources to complete this extensive renovation without requesting funding from the University; a factor that has accelerated the project considerably. Tia Barrett is chairing a committee of faculty and staff who are developing a vision for this renovated space.

Beyond Athens, we made considerable progress in planning for a facility for our programs at the Dublin extension campus. Tootie Overby has led this planning effort as we prepare to break ground on a building later this spring. We’ve pursued a financial arrangement that will allow us to move into this building with little up-front expenditure of funds. The building will include more space than we will need so we will work to find appropriate partner institutions to collaborate with us on its use. Thus far, we’ve finalized an agreement with the University of Findlay for such an arrangement and are speaking with several other institutions about a range of programs in Dublin that would complement ours.

**GOAL: Make progress in achieving balance between enrollments and resources.**

Enrollment in the College grew by another 400 students this past fall to a total of just over 9,200 students. This included over 100 additional students in Athens and nearly 300 in online programs. Continuing enrollment growth represents a challenge in terms of bringing resources in line with our enrollment. That said, we’ve made considerable progress in expanding our resources. We’ve doubled our base budget over the last three years and have substantially increased the number of faculty across the College while also increasing administrative and support staff. This year, we have additional faculty searches
under way in each of our academic units and have brought forward requests for additional positions next year. While we have a long way to go in many areas, we’ve clearly turned a corner and have begun to offset years of budget cuts from earlier the previous decade.

It is my hope that the above information paints a picture of a dynamic college that is on the move. As we went through our recent branding project, we began to describe the College as a place “where everything connects.” I believe all of the progress we’ve made reflects the strong connections that exist across the College and among the people in it. I believe CHSP has the opportunity to be the strongest, most diverse college at Ohio University. I cannot begin to convey the privilege I feel in having the opportunity to work with colleagues who have contributed so much to the successes described above. I also continue to be energized every day by the opportunities that exist for the College and remain committed as dean to providing all the support I can to faculty and staff as they strive to achieve them.

Beyond continued progress on the goals identified for 2014, my goals for the College in 2015 include:

1. Address facility issues by successfully opening and operationalizing our new facility in Dublin and making substantial progress on the Grover Center renovation.
2. Gain approval for a portfolio of interdisciplinary academic programs that are responsive to issues and needs in health and healthcare.
3. Continue to make progress in addressing areas of staffing deficits and problematic student:faculty ratios.
4. Develop a more complete understanding of patterns of achievement of learning outcomes across the College.
5. Garner financial and human resources to support strategic programmatic directions.
6. Facilitate gift and grant support for new facilities and academic programs.

**Personal Goals**

Beyond the college goals described above, I was also asked to identify a number of personal goals to guide my work as dean in 2014. These included:

1. Maintain a high level of transparency in my communication with colleagues.
2. Approach decision-making in a way that will empower colleagues to move forward.
3. Expand points of interface with other members of University leadership.
4. Continue to engage in teaching by teaching 1-2 courses per year.
5. Re-engage with scholarship through publication and research activity.

A brief assessment of progress on each is provided below.

**GOAL: Maintain a high level of transparency in my communication with colleagues.**
This continues to be a primary focus as I approach my work. I believe that I should be as accessible as possible to faculty, staff, and students throughout the College. I find it
gratifying that individuals seem comfortable seeking me out both formally and informally to share questions, concerns, or ideas that they have. I also continue to work to seek as broad a range of input as possible regarding important decisions I make as dean and believe decisions are stronger for having done so. While some might say we have become very “committee-heavy,” I believe this reflects a commitment to gain the broadest possible input on the issues of importance to us.

As mentioned in the section addressing specific goals for 2014, I described a number of steps I’ve taken to try to create more opportunities for communication with faculty and staff across the College. One of my greatest frustrations as dean is the degree to which I often feel isolated from the faculty, staff, and students in the College as I become more deeply immersed in meetings, development travel, and other competing activities. I will continue to endeavor to address this.

**Goal: Approach decision-making in a way that will empower colleagues to move forward.**

I believe one of the most important things I can do as dean is to empower colleagues to pursue excellence in their work. I spend considerable time thinking about how to be empowering in my decisions and how to direct resources in a way that faculty and staff may feel a greater degree of support for their work. Obviously, there are considerable challenges in doing so: space limitations, budget constraints, the need for fairness across and within all of our disciplines. That said, I am committed to providing leadership that empowers others and will continue to seek to do so going forward. Evaluation data from previous years as well as more anecdotal information suggest faculty and staff largely feel empowered and I find great satisfaction in that.

**GOAL: Expand points of interface with other members of University leadership.**

In 2014, I made a more concerted effort to explore opportunities for collaboration with other deans. I believe these conversations have facilitated greater opportunities for connection for faculty and staff in various areas of the College. I’ve also endeavored to assertively present the needs of the College to University leaders and believe I have become a much more forceful advocate than in previous years.

We’ve also forged partnerships with other University offices and community organizations that present a number of exciting opportunities. These include collaborations with the Office of Career Services and Leadership, the Office of Human Resources, the Office of Information Technology, the Allen Student Help Center, Intercollegiate Athletics, Culinary Services, Live Healthy Appalachia, and the Child Advocacy Center.

**GOAL: Continue to engage in teaching by teaching 1-2 courses per year.**

In 2014, I taught one course in Child and Family Studies (Middle Childhood Development). Because I was covering a course for a faculty member who was unable to teach it, this represented a new preparation for me and required considerable work to get up to speed on content and to develop class sessions. I also taught one doctoral course in the higher education administration program (Organization and Governance of Higher Education). While this course is not housed in our college, teaching it provided a valuable opportunity
to explore my values and beliefs as an academic leader and to better understand the various forces impacting higher education in our society.

**GOAL: Re-engage with scholarship through publication and research activity.**

Late in 2013, I received a $100,000 grant to undertake an assessment of outcomes associated with a shared parenting model for unmarried parents of children. This project was undertaken in 2014 and data is still being collected. This work led to a second, related project assessing outcomes achieved by 12 father involvement programs funded by the Ohio Commission on Fatherhood. The Commission has provided evaluation data from all of the funded programs and I will be undertaking an analysis of the data in the coming months.

**Conclusion**

I am pleased to have served as dean of the College of Health Sciences and Professions in 2014. As the final year of my present four-year term begins to wind down, I find gratification in all that our faculty and staff have achieved during my time here and am very excited by the many opportunities that remain before the College. As dean, I value the thoughts and opinions of those in the College above all others. I’ve found the input my colleagues provided in previous years’ evaluations to be extremely informative and look forward to receiving input again this year.

I will continue to focus on strengthening support for faculty and staff in striving to meet the core aspects of our mission. While there is more growth and change ahead of the College (as there always is), I believe 2014 represented somewhat of a shift to more fully operationalizing many of the earlier decisions we made. This will obviously continue in 2015. I believe we’ve arrived at a point at which we can now begin to focus more extensively on At the same time, there are still many opportunities that lie before the College and I am as excited about the College’s future as I am about all of the successes we’ve achieved over the last six years.
Appendix A: CHSP Matrix Organizational Concept

Matrix Organizational Model

Interdisciplinary Health Studies

Applied Health Sciences and Wellness
Nursing
Rehabilitation & Communication Sciences
Social and Public Health

Aging Populations
Physiological Conditions & Disorders
Global Health
Health Systems & Supports
Prevention & Wellness
Rural & Underserved Populations
Replacements/Additions?

College of Health Sciences and Professions