



INDIANA STATE
UNIVERSITY

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COLLEGE OF HEALTH AND HUMAN SERVICES



ANNUAL STRATEGIC PRIORITIES REPORT

Vision - To be a leader in the development of professionals who will positively impact communities.

MAY 2024

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OUR MISSION

We prepare students to become professionals who improve the well-being of individuals, families, and communities. Through teaching, research, service, and community outreach we serve the public and engage students with robust scholarly practices and experiential learning designed for career readiness.



Message from Dean Caroline Mallory

“Together, let us continue to chart a course toward excellence in health and human services education.”

I hope this message finds you in good spirits and high energy as we come to the end of academic year, 2023-24. This report is about your contributions to a successful year, and highlights the excellent progress that we are making in enrollment, post-graduation student placement, faculty and staff retention, and living within our means.

I want to emphasize how important our commitment to diversity, equity, inclusion, and belonging is. This has been a very difficult time for everyone, especially those who have felt targeted by the racism expressed in the video that circulated on social media over several weeks. Our College certainly has more work to do to address racism and other forms of discrimination and oppression. The Strategic Planning Work Group has noted that DEIB is a major component of the assessment data that have been gathered and will have a place in our revised strategic map.

This report recognizes our dedication and continuing efforts to improve the learning environment for students, and the working environment for faculty and staff, and to develop and steward resources to underpin these efforts. It highlights the remarkable progress we have made in advancing our strategic priorities, from retention and graduation rates to fostering a culture of wellness. The work of faculty and staff to revise our curricula, develop guided pathways/metamajor, and create an interdisciplinary introductory course exemplify our focus on students. Every achievement documented within these pages is a testament to the collaborative spirit that defines our community.



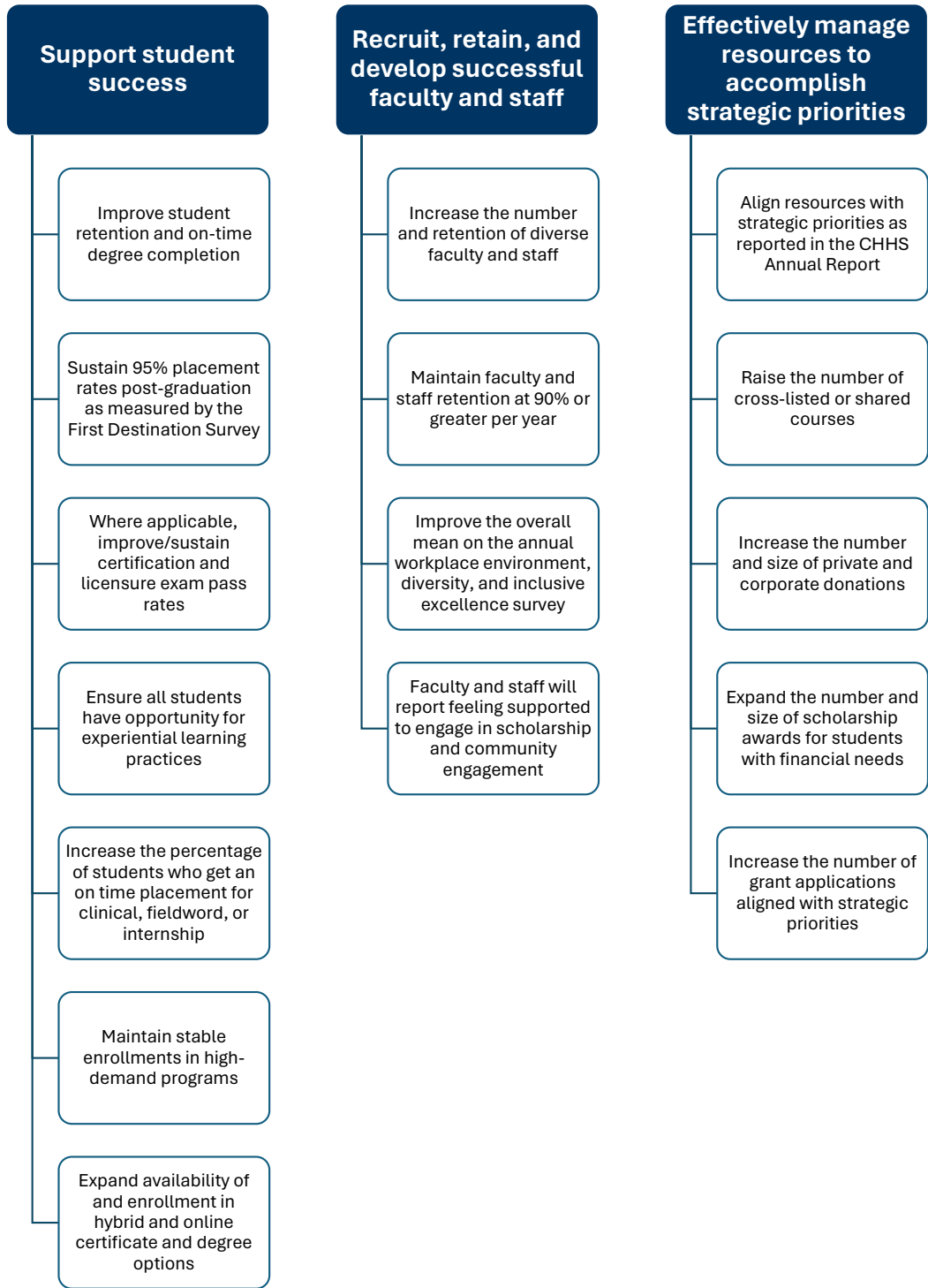
Moreover, this report underscores the transformative impact of our collective efforts on the lives of those we serve. I am particularly excited about the impact of the Ashby Trust Grants to provide resources for faculty-led travel and engaging undergraduate students in research and community service. These grants serve students, faculty, and staff success.

As we take stock of our accomplishments, I am optimistic about our future. We have the skills, knowledge, and dispositions to persevere and thrive. Thanks to the forward-thinking 2024 Strategic Planning Work Group for their efforts to revise our Strategic Map 2024-2027. This Map will guide our work for the next three years with an emphasis on expanding enrollment, maintaining high-quality learning environments, improving the work-life balance for faculty and staff, and growing our resources to promote our work.

I extend my heartfelt gratitude to each member of our faculty and staff for your unwavering dedication and tireless efforts. You are the driving force behind our success, and I am profoundly grateful for the privilege of leading such an exceptional community.

CHHS STRATEGIC MAP

EMPOWERING STUDENTS, FACULTY, AND STAFF TO THRIVE IN COMPLEX AND CHALLENGING ENVIRONMENTS



Part I

SUPPORT STUDENT SUCCESS

2,035
Distinct Students
Fall 2023

Unduplicated count of students enrolled in one or more courses

68.36%
One Year ISU Cohort
Retention '21-'22

One Year Retention:
For cohort tracking; percentage of students in cohort who were enrolled at census for Fall 22.

71.62%
CHHS Freshmen
Retention '21-'22

Percentage of those enrolled at census for a given fall term minus those who graduated, who were enrolled the following fall.

Our student success metrics include retention, graduation, time to degree, post-graduation placement rates, licensure/certification pass rates, experiential learning opportunities, and enrollment. The CHHS continues to meet or exceed ISU metrics with some variation depending on the degree program. The implementation of expanded undergraduate professional advising is an important component of our plan to promote student success, but it is still too early to determine what effect it is having.

The work of the faculty led by the Curriculum and Academic Affairs Committee to develop a health and healthcare guided pathway or metamajor and progress toward a shared introductory course for incoming freshman is very likely to improve retention and graduation rates.

We expect an increase in graduate enrollment with the expansion of online offerings, including the Masters in Social Work, the Master of Science in Coaching, and the Post-masters Certificate for Psychiatric/Mental Health Nurse Practitioner. And we saw a significant, if modest, increase in first-time full-time freshmen in Applied Medicine and in Kinesiology. We are at full capacity in the online LPN-BSN and on-campus BSN programs. The work of the Student Affairs Committee to outline recruitment practices will also inform our approach to attracting students to our programs.

1.1 | Retention and Graduation

One Year Cohort Retention Rates by Latest Major College

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ISU	65%	69%	61%	64%	68%
CHHS	66%	69%	60%	63%	72%
AHS	76%	79%	74%	55%	50%
AMR	73%	84%	71%	71%	84%
KRS	67%	72%	69%	65%	74%
SON	59%	63%	46%	56%	68%
SW	57%	47%	65%	70%	71%

The CHHS continues to compare favorably to ISU benchmarks in terms of retention and graduation of first time, full-time freshman. We anticipate that both retention and four-year graduation rates will continue to rise with the implementation of professional advising for undergraduate students, early intervention to support students in academic jeopardy, and more opportunities to engage with faculty in high impact learning practices.

Course Program of Study (CPOS) is a federal requirement by the U.S. Department of Education mandating that only the courses within a student’s declared major or minor program are eligible financial aid. It will be more important than ever to ensure that we help students plan their degree maps to ensure these align with these requirements. Bridge-the-Gap and Emergency Funds to support student in financial difficulty are playing a role in helping students complete their education.

Four Year Cohort Graduation Rates by Major College

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ISU	28.29%	32.59%	30.15%	32.83%	33.72%
CHHS	29.28%	35.26%	35.18%	38.33%	36.60%
AHS	33.12%	42.34%	36.36%	46.53%	29.90%
AMR	30.00%	28.30%	37.70%	43.18%	43.64%
KRS	27.12%	31.69%	37.50%	37.04%	32.56%
SON	28.18%	34.29%	34.33%	38.57%	44.17%
72.SW	28.07%	42.86%	26.15%	22.33%	19.61%

CHHS Degree Awards, Average Total Credits, and Average Years to Graduation 2020-2023

CHHS Degrees	All Degrees			Baccalaureate Degree			Doctoral Degree		
	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23
Year	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23
Degree Conferred Count	722	675	597	457	426	368	65	59	56
Distinct Graduates	721	670	596	457	425	367	65	59	56
Avg Total Credits for Degree	109.8	110.5	110.4	137.2	138.5	139.9	79.5	78.4	79.1
Avg Years to Graduation	3.3	3.2	3.4	3.7	3.7	3.9	2.8	2.9	2.7

CHHS Degrees	Masters Degree			Post Masters Certificate		
	20/21	21/22	22/23	20/21	21/22	22/23
Year	20/21	21/22	22/23	20/21	21/22	22/23
Degree Conferred Count	192	181	165	7	4	8
Distinct Graduates	192	181	165	7	4	8
Avg Total Credits for Degree	57.3	56.8	58.7	43.0	31.5	43.1
Avg Years to Graduation	2.6	2.4	2.4	1.3	1.7	1.3



1.2 | First Destination Survey, Class 2023

COLLEGE OF HEALTH AND HUMAN SERVICES
CLASS OF 2023
 FIRST DESTINATION SURVEY REPORT



EMPLOYMENT STATUS

Full-Time	72.27%
Part-Time	12.09%
Continuing Education	9.95%
Volunteering	0.00%
Military	0.24%
Unemployed and Seeking	5.45%
Not Seeking	0.00%

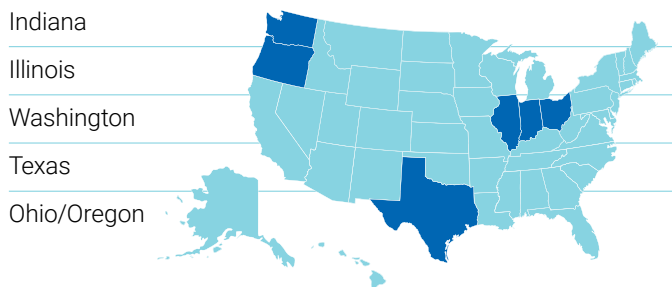
SALARY

Mean Full-Time Salary	\$65,437
Median Salary	\$61,318

EMPLOYER HIGHLIGHTS

- Chicago White Sox
- Eskenazi Health
- Horizon Health
- Mayo Clinic and ASU Alliance for Health Care
- Riley Children's Hospital

TOP STATES



95%

OVERALL PLACEMENT RATE

\$65,437

MEAN FULL-TIME SALARY

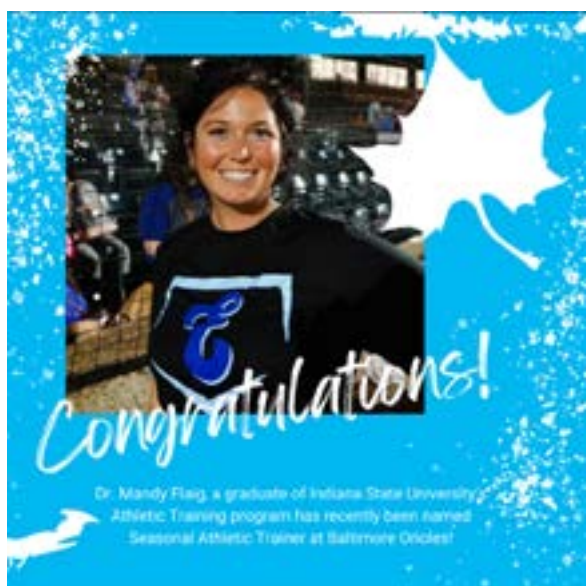
TOP EMPLOYER

Union Health

61%

STAY IN INDIANA





The First Destination Report provides data on the post-graduation career outcomes and experiences of recent graduates. The report includes information about undergraduate and graduate students who graduated from Indiana State University in August 2022, December 2022, and May 2023. The response rate for the class of 2023 is 71.2%. Our average placement rate for 2019 through 2023 is 95.02%, placing us right at our benchmark of 95%. For the class of 2023 we compare favorably with the overall starting salary for ISU graduates (ISU - \$62,144), and on placement rate (ISU - 93%).

	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Avg
Full-Time Work	77.73%	74.15%	71%	74%	72.27%	73.83%
Part-Time Work	5.57%	6.04%	6.40%	6.60%	12.09%	7.34%
Not Seeking	0.35%	0.37%	0%	1%	0%	0.34%
Continuing Ed.	12.26%	11.32%	17%	13%	9.95%	12.70%
Volunteering	0.52%	0.57%	1%	2%	0%	0.81%
Military	0.35%	0.57%	0%	0%	0.24%	0.23%
Unemployed and Seeking	1.22%	6.98%	4%	5%	5.45%	4.53%
Placement Rate	96.43%	92.65%	96%	95%	95%	95.02%
Mean Salary	\$77,904.86	\$71,207.84	\$63,371.62	\$63,367.80	\$65,437.00	\$68,257.82
Median Salary	\$72,000.00	\$54,069.60	\$56,160.00	\$57,928.00	\$61,318.00	\$61,495.12

1.3 | Certification and Licensure Pass Rates

For students enrolled in many of our undergraduate and graduate degree programs, licensure, certification, or both are required for practice. External accrediting bodies and Indiana state boards track the pass rates on these exams and use them to benchmark the quality of a degree program. External accreditation of programs is required for students to be eligible to sit for the licensure or certification exam.

While many graduates of these degree programs show excellent scores, increasing the percentage of students who pass the licensure/certification examination on the first try continues to be an area for improvement.

In October 2023, the Physician Assistant Studies program was placed on probation by ARC-PA. Since that time faculty, staff, and administrators in the program, college, and university have worked to address concerns raised by ARC-PA. We are anticipating a focused virtual site visit in late June and have submitted two of three required reports. It is worth noting that student outcomes were not an area of concern, rather, institutional support, DEIB goals, and clarity around learning objectives are the focus.

CHHS Certificate and Licensure First Time Pass Rates

Degree Program	2019	2020	2021	2022	2023	National Average
MS - Athletic Training					80%	64% CAATE
MS - Occupational Therapy	100%	92%	96%	100%	100%	73% NBCOT
MS - Physician Assistant Studies	93%	89%	83%	79%	93%	91% NCCPA
Doctorate - Physical Therapy	100%	100%	100%	96.40%	88%	84% NPTE
BS - PE All Grade	not available	86%	not available	100%	100%	
BS in Nursing	87%	87%	85%	80%	91%	90% NCLEX
MS in Nursing - FNP	90%	91.7%	86.5%	86%	76%	74% AANPCB
Bachelor of Social Work*						
Masters of Social Work - Clinical*						
Masters of Social Work*						

*Due to a new a recent examination of the social work exams, test scores are not considered to be a an accurate representation of student competencies due to implicit bias in exam.

1.4 | Experiential Learning and On-time Clinical, Fieldwork, and Internship Experiences

The second year of grant opportunities made available through a gift from the estate of Marjorie Z. Ashby is coming to a close. In 2022-23, we awarded four grants and of these three are complete or nearly so. In 2023-24, we awarded three grants and these are in progress or complete. The projects span community engagement, public health research, virtual reality, simulation, and faculty-led travel. The purpose of the grants are to create opportunities for staff and faculty to engage undergraduate students in research and intercultural education projects focused on experiential learning.

The Ashby grants combined with the experiential learning grants available from the University create the perfect opportunity to expand our ability to engage diverse students in high impact learning practices. Ultimately these grants are directed at improving recruitment, retention, and graduation rates, and providing faculty and staff with the resources to expand learning beyond the classroom, conduct scholarship, and engage with local and global communities. Grants of up to \$10,000.00 are available for a total of up to \$25,000 each year.

We are grateful to Marjorie Wilhelmina Zimmerman Ashby, who was born in Terre Haute in 1924 and grew up in the Wabash Valley. In 1946 she earned her Bachelor's degree from Indiana State Teachers College, today known as Indiana State University. In recognition of her national reputation as a specialist in nutrition and food education, Mrs. Ashby was awarded the 1977 Indiana State University Distinguished Alumni Award.

Falconry in Ireland 2023, part of the interdisciplinary international travel grant awarded to Drs. Witkemper, Morehead, and Abbott.



**The School of Nursing Clinical Placement Annual Report:
an Example of the Complexity of Clinical Placement****Clinical Placement Team Update**

The Clinical Placement Team works tirelessly to ensure as many students have clinical placement in appropriate facilities each semester. Thank you to all team members listed below for that work.

Lea Ann Camp, RN, DNP, Coordinator of Clinical Programs
Andreas Kummerow, Coordinator LPN to BSN Completion Program
Mark Schaffer, Contract Coordinator
Abigail Scharton, Clinical Placement Coordinator Graduate and Baccalaureate Programs
Jennifer Lee, Clinical Placement Coordinator LPN to BSN Completion Program
Open Position, Clinical Placement Coordinator LPN to BSN Completion Program
Abigail Scharton, Clinical Placement Coordinator Baccalaureate and Graduate Programs
Kali Wittenmyer, Compliance and Onboarding
Michelle Stodden, Academic Advisor
Chad Roseland, Academic Advisor

Graduate Program

Graduate students locate their own placement site and preceptor. Statistics have not been documented on numbers or facilities prior to the 2024/2025 academic year. Meditrax is used to document student compliance items and preceptors. Meditrax shows 73 students and their preceptor names. The placement team will brainstorm better tracking methods for the students and courses.

Baccalaureate Program

The campus baccalaureate program places students at Union Hospital and Terre Haute Regional Hospital for clinical. Statistics have not been documented on numbers of each course prior to the 2024/2025 academic year. NURS 484 allows students to identify choices of placement. 100% of students are placed each semester. Sites requested for Spring 2024 included Eli Lilly, Riley Children's Hospital, Union Hospital, IU Health Arnett, Good Samaritan, and LaSalle Behavioral Center.

LPN to BSN Baccalaureate Completion Program

The LPN to BSN Completion Program adopted Sonia for the beginning Fall 2022. Sonia provides a comprehensive, secure tool to facilitate and support the clinical placement process. Students are given access to Sonia once they enter the program and enrolled in NURC 208. The clinical placement team was awarded the Most Innovative Award for the process November 2023 at the International Sonia User's Group. Several improvements seen with the use of Sonia include:

- Standardized process for sending requests, confirming placements, and providing preceptors with course specific information
- Accurately completed placement request forms
- Standardized professional emails for facilities, students, and preceptors
- Follow up flags for each course
- Database of over 400 facilities across the United States
- Database of preceptors, contact information, and licensure information
- Accurate detail of all communications with facilities, students, and preceptors and greatly reduced the time to send the first request for 130 to 150 students each semester.

Improved placement rates are evidenced since the use of Sonia. It should be noted that every LPN to BSN student is an individual placement. Placement approval rates are impacted by a plethora of factors ranging from installing new EMRs to poor experiences with previous students. The percentage of LPN-BSN placements by semester ranges from 81%-100% with the implementation of Sonia placements have been consistently higher, ranging from 85%-100%.

1.5 | Maintain Stable Enrollments and Expand the Availability of Hybrid and Online Education

While enrollment will always be at the forefront of our thinking, there is some evidence of stabilization and some significant gains in the CHHS. Notably, enrollment increased in Kinesiology, Applied Medicine and Social Work. It is great to see these programs getting attention from students, especially given the strong workforce demand. We are at full capacity in the online LPN-BSN and on-campus BSN programs, Physical Therapy and Physician Assistant programs. The School of Nursing has deliberately reduced the number of students accepted into pre-nursing to improve the quality of the early student experience.

The merger of Applied Health Sciences and Applied Medicine and Rehabilitation is designed to strengthen the public health programs, both from a recruitment and retention side, but also with an eye toward integrating public health with the professional degrees offered in AMR. The enthusiasm among faculty for the opportunities to collaborate is exciting to see, and we will be following enrollment closely.

Strategic Enrollment Initiatives Underway, include the development a health and healthcare guided pathway or metamajor and progress toward a shared introductory course for incoming freshman which should improve retention and graduation rates. Graduate enrollment is also expected to increase with the expansion of online offerings, including the Masters in Social Work, the Master of Science in Coaching, and the Post-masters Certificate for Psychiatric/ Mental Health Nurse Practitioner. Occupational Therapy has revised their degree program to be shorter and this will likely attract students who are interested in a high value graduate degree. The addition of a certificate program in Massage Therapy for non-degree seeking students has potential to add revenue and enrollment. We have capacity for growth in Public Health, Athletic Training, Occupational Therapy, Sport Management, Kinesiology, Coaching, graduate Nursing, and Social Work.

Recruitment is an essential component of building enrollment and the CHHS participates in University-wide recruiting events and hosts elementary, middle, and high school students as the opportunity arises. While these events are coordinated by the Associate Dean, faculty and staff are essential for their success.

CHHS Enrollment Counts Fall 2019 - Fall 2023

College Department	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Enrollment Increase/ Decline Fall 22- Fall 23
CHHS	3112	2885	2453	2133	2106	-1.27%
AHS	429	340	226	127	69	-45.67%
AMR	433	485	478	463	506	9.29%
KRS	668	575	496	380	482	26.84%
SON	1363	1316	1083	1039	922	-11.26%
SW	227	186	152	124	127	2.42%

Part II

SUPPORT FACULTY AND STAFF SUCCESS

2.1

RECRUITMENT AND HIRING

T/TT FACULTY
BASE BUDGET HIRING
RETENTION

2.2

DIVERSITY, EQUITY, AND INCLUSION

DEI INITIATIVES
CHHS FACULTY BY RACE AND
ETHNICITY

2.3

PROMOTION AND TENURE

TRENDS IN PROMOTION AND
TENURE

2.4

WORKPLACE ENVIRONMENT

STAFF FORUM
WELLNESS
COMMITTEE

2.5

FACULTY SCHOLARSHIP

FACULTY
SCHOLARSHIP
ACTIVITIES
EXTERNAL FUNDING



2.1 | Recruitment and Hiring

Funding for replacing faculty and staff and for adding new positions is dependent upon allocations from Academic Affairs (for faculty) and Business and Finance (for staff). As faculty and staff retire or resign those positions are absorbed back into the general fund and requests for replacement or new hires are made. Proposals for replacement and new lines are developed by department/school/clinic/center leaders and negotiated with the Dean before submitting to Provost for approval. This process is outlined in the CHHS Best Practices for Searches and Hiring on Sharepoint, as are expected practices for searches. When searches are approved Academic Affairs provides funds for regular faculty searches that the College stewards.

During the academic year 2023-24, we made 25 requests for replacement or new lines in the CHHS. Of those 25 were approved including 15 faculty positions and 10 non-exempt and exempt staff positions. Hiring is ongoing.

Base Budget Hiring Update

	Searches Requested	Searches Approved/ Underway	Positions Filled
AHS	None	none	none
AMR	3 Instructors; 3 Assistant Professors	3 Instructors; 3 Assistant Professors	1 Instructor; 2 Assistant Professors
KRS	1 Assistant Professor; 1 Assistant Professor Joint Appointment with SCOB	1 Assistant Professor; 1 Assistant Professor Joint Appointment with SCOB	1 Assistant Professor
SON	2 Instructors; 2 Assistant Professor; Advisor; Executive Director; Clinical Coordinator; Associate Director; Administrative Assistant	2 Instructors; 2 Assistant Professor; Advisor; Executive Director; Clinical Coordinator; Associate Director; Administrative Assistant	2 Instructors; 1 Assistant Professor; Advisor; Executive Director; Clinical Coordinator
SOSW	2 Instructors, 1 Assistant Professor	2 Instructors, 1 Assistant Professor	2 Instructors, 1 Assistant Professor
CSMP	Director, Head Coach Strength and Conditioning, Associate Head Coach	Director, Head Coach Strength and Conditioning, Associate Head Coach	Director, Head Coach Strength and Conditioning, Associate Head Coach
Dean's Office	Professional Advisor, Dean's Assistant	Professional Advisor, Dean's Assistant	Professional Advisor, Dean's Assistant

Faculty and Staff Attrition and Retention

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Total Faculty	92	98	96	89	88	75
Faculty Departures	7	10	14	6	18	7
Attrition Rate	8%	10%	15%	7%	20%	9%
Retention Rate	92%	90%	85%	93%	80%	91%
Total Staff	45	43	40	38	38	42
Staff Departures	7	3	8	7	3	4
Attrition Rate	16%	7%	20%	18%	7%	10%
Retention Rate	84%	93%	80%	82%	93%	90%

The CHHS key performance indicator is that CHHS attrition rates among regular faculty and full-time staff will be less than or equal to that of the University. Faculty retention data are drawn from Blue Reports, but staff data are not available yet.

While we continue to experience higher turnover among faculty than the University as a whole, this past year has been a more stable year especially in comparison to 2022-23. Five faculty are retiring or resigning and two are moving to the Bayh College of Education. Among staff, one contract coordinator is moving to another position and three staff resigned and were replaced in the CSMP.

Despite the decline in our needs for regular faculty we have added new lines in Applied Medicine (n=1) and Rehabilitation and Kinesiology, Recreation and Sport (n=1). Because our enrollment has declined by nearly a third, we naturally have less demand for faculty and we will not replace faculty or staff at rates comparable to previous years. Setting realistic enrollment targets for current programs and developing new educational offerings will help stabilize and expand enrollment. The importance of retaining faculty and staff is more important than ever and this is an area for improvement.

Faculty Attrition Benchmarked

	Headcount 2023	FTE 2023	Headcount 2022	FTE 2022	Attrition
ISU	849	400	937	436	10%
CHHS	142	78.5	167	92	15%

2.2 | Diversity, Equity, and Inclusion

The CHHS has remained relatively flat in our numeric indices of diversity. However, our ability to retain diverse faculty and staff is encouraging.

CHHS All Faculty by Race and Ethnicity Fall Semester 2020-2023*

Race/Ethnicity	2020		2021		2022		2023	
African American	4	3.1%	4	3.3%	6	4.9%	5	4.7%
Asian American	5	3.9%	7	5.8%	7	5.7%	6	5.7%
Hispanic	4	3.1%	4	3.3%	3	2.5%	3	2.8%
2 or more races	1	0.8%	1	0.8%	1	0.8%	2	1.9%
NonResident Alien	0	0.0%	0	0.0%	1	0.8%	0	0.0%
Not Reported	2	1.6%	2	1.7%	0	0.0%	2	1.9%
White	111	87.4%	102	85.0%	104	85.2%	88	83.0%
Total	127		120		122		106	

*Data provided by Institutional Research

CHHS Regular Faculty by Race and Ethnicity Fall Semester 2020-2023*

Race/Ethnicity	2020		2021		2022		2023	
African American	4	5.8%	4	6.7%	5	8.6%	3	5.8%
Asian American	4	5.8%	6	10.0%	6	10.3%	5	9.6%
Hispanic	3	4.3%	2	3.3%	2	3.4%	2	3.8%
2 or more races	1	1.4%	1	1.7%	1	1.7%	1	1.9%
NonResident Alien	0	0.0%	0	0.0%	1	1.7%	0	0.0%
Not Reported	1	1.4%	1	1.7%		0.0%	2	3.8%
White	56	81.2%	46	76.7%	43	74.1%	39	75.0%
Total	69		60		58		52	

*Data provided by institutional Research

2.3 | Retention through Promotion and Tenure

We continue to see successful applications for promotion and tenure. Since 2017, 8/9 faculty have been promoted to senior instructor, 29/31 faculty achieved promotion to associate professor with tenure, and 15/16 faculty earned promotion to full professor. This level of success is achievable because faculty are meeting the standard, we are hiring faculty with the capacity to be successful, and by supporting faculty in teaching, scholarship, and service. With fewer resources in the Dean’s office to support faculty shape their portfolio, this work becomes more important in departments and school. The Faculty Center for Teaching Excellence is a very useful resource, but cannot replace the mentoring and coaching that occurs in the local department/school.

Trends in Promotion and Tenure

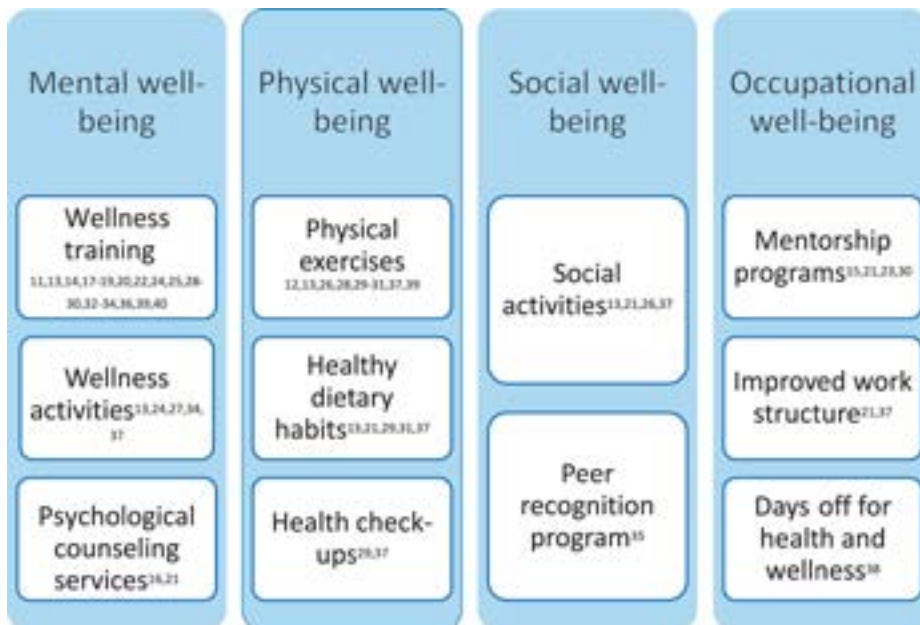
	2019-20		2020-21		2021-22		2022-23		2023-24	
	Applied	Promoted	Applied	Promoted	Applied	Promoted	Applied	Promoted	Applied	Promoted
Senior Instructor	1	1	2	2	0	0	1	1	2	1
Associate Professor with Tenure	5	5	2	2	6	5	6	6	4	4
Full Professor	4	4	1	1	4	4	1	1	3	2



2.4 | Workplace Environment

Ensuring that our College is a welcoming and inclusive environment, providing staff and faculty the resources required for their work, and promoting a healthy work-life balance are important. At the end of academic year 2022-23, it was obvious to everyone in the College that greater attention to our health and well-being was needed. Dean Mallory proposed the development of a Wellness Committee using an evidence-based framework developed by Lu and Ratnapalan*. The Wellness Committee convened early in Fall 2023 and has developed events designed to appeal to a cross-section of faculty and staff with the explicit purpose of improving the working conditions for staff and faculty and promote health and wellness.

Recognizing that the University provides programming and services that are essential for well-being, the Wellness Committee has focused on promoting social well-being with events that highlight creativity, physical activity, sharing of food, and experiences.



*<https://doi.org/10.5858/arpa.2021-0115-EP>

The CHHS faculty and staff have had broader conversations about what approaches we can use to promote quality of work life, including working toward a four-day work week, providing mentoring/coaching for new faculty and staff, and ensuring adequate professional development opportunities. The work of the Executive Committee for the Faculty Council in revising the College Constitution and reducing the number of standing committees is one example of better aligning service needs with realistic workload.



Wellness Committee Pickleball and Picnic Event

2.5 | Faculty Scholarship

This year, faculty authored 103 scholarly products (published manuscripts, books, conference presentations, and grants) with many collaborations* in the college on these activities.

Intellectual Contributions from Faculty as Measured in the Faculty Activity Database

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Number of Regular Faculty	98	96	89	88	75
Total Scholarly Activities	367	350	192	168	103

* This is the count of publication contributors/collaborators versus the count of unique scholarly activities

External funding in the College is reflects the cycles of large grants and on average has increased over time. Thanks for the important work carried out by faculty and staff. These grants reflect a wide range of funding agencies, local and national, and private and public.

External Grant Dollars Reported by the Office of Sponsored Programs

	2019	2020	2021	2022	2023
External Grants	\$ 350,449	\$ 557,144	\$ 1,713,712	\$2,068,817	\$717,932

In 2023-2024 there were a total of five grant submissions and six grant awards.

This year is particularly notable for the submission and scoring of the Health Careers Opportunity Program (HCOP) led by the Department of Applied Medicine and Rehabilitation. These grants are designed to encourage high school and university students to enroll in and graduate from healthcare professional programs. The emphasis is on supporting students from disadvantaged backgrounds. While the grant was scored at a level that warrants funding, there were not enough funds available this past fiscal year. There is a chance that should additional funds be made available for this program that we could get an award. Kudos to the teams working on these!!

Part III

RESOURCE MANAGEMENT & STRATEGIC PRIORITIES

3.1

BUDGET SUMMARY

3.2

DEVELOPMENT

3.3

FUNDING PRIORITIES



3.1 | Budget Summary

The CHHS was allocated an instructional budget of \$6,830,354 for AY 2023-24, a 7% decrease. The College was included in the 12-million dollar deficit reduction plan that the University undertook to balance the budget. Budget negotiations with Academic Affairs began in December 2022 and these continued into March 2023. It quickly became apparent that we would need to plan for a significantly deeper reduction in our instructional and administrative staff budgets. We adjusted to the decreased allocation by not replacing faculty who retired or resigned and laying off a very small group of faculty. We also moved two staff to soft money and gave up one associate dean position. We also absorbed reductions in our supplies and equipment base budgets – giving up 10% across the College.

For academic year 2024-25 we have been allocated an instructional budget of \$6,650,000, a 4% reduction from last year. This is an essentially flat budget as it already includes the transfer of two faculty to the College of Education and one retirement that was part of the agreement for last fiscal year.

It is apparent to all of us that we need to continue our focus on strategic enrollment management, adjust our curricula, and share resources across the college to balance the workloads of faculty and staff.

The graphs and tables below show instructional budget trends over the last few years; a comparison of the relative reductions in each department and school and the associated enrollment decline, which are roughly parallel; and a similar comparison for summer instructional resources.

Department and School Instructional Budget Trends and Enrollment

Departments and School	AY20-21 FY21	AY21-22 FY22	AY22-23 FY23	AY23-24 FY24	Enrollment Decline/ Increase (AY20-24)
AHS	\$978,380.00	\$790,304.00	\$831,428.00	\$502,354.00	-83.9%
AMR	\$2,433,608.00	\$2,439,823.70	\$2,374,881.40	\$2,478,172.50	16.9%
KRS	\$1,293,474.00	\$1,143,759.00	\$1,054,044.40	\$777,222.70	-27.8%
SON	\$2,649,350.00	\$2,543,885.00	\$2,495,852.30	\$2,342,890.30	-32.4%
SW	\$535,171.00	\$536,521.00	\$542,521.00	\$486,019.00	-44.1%
Total	\$7,889,983.00	\$7,454,292.70	\$7,298,727.10	\$6,830,354.00	-34.6%

Summer Instructional Budget Trends by Fiscal Year

Departments and School	2021 Allocation	2022 Allocation	2023 Allocation	2024 Allocation
AHS	\$49,837.64	\$45,638.40	\$37,580.55	\$31,951.56
AMR	\$32,226.84	\$29,511.46	\$34,979.56	\$37,778.88
KRS	\$93,032.60	\$85,193.83	\$94,671.36	\$107,316.09
SON	\$89,034.71	\$81,532.80	\$50,000.00	\$61,054.43
SW	\$27,981.15	\$25,623.51	\$22,925.19	\$24,924.60
Stipends	\$7,500.00	\$7,500.00	\$8,600.00	\$17,200.00
Total	\$299,612.93	\$275,000.00	\$248,756.66	\$271,625.56

CHHS Supplies and Equipment Budget AY 2023-2024 Summary

Year	2023-2024 Allocation
Dean's Office	\$14,848.92
Departments/School	\$122,079.33
Total	\$136,928.25

3.2 | Development

Development has been a substantial strength in the CHHS and we have accrued over 3.5 million dollars in annual, endowed, and gifts in kind! These funds make a difference for our students by providing scholarships and grants and for faculty and staff by improving our infrastructure for research and travel. The work of the CHHS Advancement Council has been especially impactful. Council Members have made significant contributions of money, time, and talent to strengthen connections and partnerships between the College and our public and private stakeholders; to support College fundraising efforts; and to advise the Dean on advancement.

Our year-to-date giving for 2024, while strong does show a dropoff in pledges and cash. We have expected a decline in giving related to reaching the end of the Be So Bold comprehensive campaign. Many people who felt compelled to give to help the University reach its goal of \$100,000,000 have done so. There is also a national trend of increasing competition for philanthropic dollars and this may be influencing the number and size of gifts. Working with our colleagues in University Advancement, we will need to develop a revised approach should the contributions not rebound.

CHHS ADVANCEMENT COUNCIL MEMBERS

- ✦ Ms Esther Acree
- ✦ Mr. Thomas and Mrs. Linda Huser
- ✦ Mrs. Jane Chappell
- ✦ Mrs Robyn and Mr. Joseph Lugar
- ✦ Ms Jan and Dr. Jerry Cockrell
- ✦ Dr. Andrew McDonald
- ✦ Mr. Chris Doll
- ✦ Dr. Dave Perrin
- ✦ Dr. Betsy and Mr. Dick Frank
- ✦ Mrs. Cathy L. Schwab

Trends in Giving for the CHHS

Type of Gift	FY2021	FY2022	FY2023	FYTD2024
Cash	\$262,348.77	\$631,631.35	\$364,320.82	\$91,645.60
Pledge	\$40,000.00	\$108,312.49	\$475,657.00	\$25,000.00
Gifts in Kind	\$5,350.00	\$51,000.00	\$0.00	\$0.00
Planned Gifts	\$250,000.00	\$75,000.00	\$370,000.00	\$864,626.35
Total	\$517,698.77	\$820,000.00	\$1,185,000.00	\$981,271.35

Trends in Give to Blue Fundraising

Type of Gift	FY2020	FY2021	FY2022	FY2023	FY2024
Total Raised	\$18,428.00	\$27,328.00	\$35,488.00	\$36,000.00	\$37,260
Total Number of Donors	210	130	151	110	96

3.3 | Funding Priorities FY2021-2024

Develop New Endowed Scholarships for Students

Financial support is crucial to student persistence and graduation. The CHHS needs to increase the number of endowed scholarships and grow the corpus of existing scholarships to increase the impact of financial support. New scholarships should focus on students with demonstrated financial need in programs where less support is available.

The Health and Human Services Student Emergency Fund

This fund supports students who are experiencing a short term financial crisis.

The Jean and Robert Hollar Student Advising Center

In 2019, the College of Health and Human Services received a gift to establish the Jean and Robert Hollar Student Advising Center to provide individualized academic and career support for future healthcare, wellness, and social services professionals. The center delivers professional advising and peer mentoring for students seeking to earn a degree in all the programs offered in the CHHS.

Establish the CHHS Center for Experiential Learning

The CHHS Center for Experiential Learning will ensure that 100% of students who are ready for clinical, fieldwork, or internship experiences have the necessary support to engage in these professional experiences. The Center will provide individualized consulting and coordination of experiential learning for degree programs, faculty, and students. The Center will focus on affiliation agreement services, clinical and fieldwork coordination, cooperation with agencies providing clinical and fieldwork experiences, and preparation of students to ensure high-quality experiential learning.

CHHS Strategic Initiatives Fund

The College of Health and Human Strategic Initiatives Fund. The purpose of this fund is to support students, faculty, and staff in the college to achieve strategic goals around Student, Faculty, and Staff Success.

Center for Sports Medicine and Performance

The Center for Sports Medicine and Performance serves the healthcare needs of student-athletes and supports their efforts to be in the best condition possible to meet their academic and sports goals. We propose to create opportunities for students and faculty to contribute to the health and performance of student-athletes through experiential learning and research. The goal of the CSMP is to support student-athletes and be a center for excellence in research and experiential learning.

PART IV

SHARED GOVERNANCE

4.1

THE FACULTY COUNCIL
EXECUTIVE COMMITTEE

4.2

THE CURRICULUM AND
ACADEMIC AFFAIRS
COMMITTEE

4.3

THE FACULTY AFFAIRS
COMMITTEE

4.4

THE ASSESSMENT
COMMITTEE

4.5

THE STUDENT AFFAIRS
COMMITTEE

4.1 | The Faculty Council Executive Committee

Indiana State University

College of Health and Human Services

Executive Committee

2023-2024 End of Year

Approval: 7-0-0 (5/2/2024)

2023-2024 Members and Officers

AMR: Rivera, Matthew (2nd year of 3-year term) Chair

KRS: Witkemper, Chad (2nd year of 3-year term) Vice Chair

SON: McQuiston, Linda (3rd year of 3-year term) Secretary

AHS: Johnson, Maureen (1st year of 2nd 3-year term)

SOWK: Dolapo Adeniji (1st year of 3-year term)

At-Large Members:

SON: Kathleen Huun

KRS: Heather Abbott

2023-2024 Members and Officers

AMR: Rivera, Matthew (3rd year of 3-year term) Chair

KRS: Witkemper, Chad (3rd year of 3-year term) Vice Chair

SON: Deetta Vance (1st year of 3-year term) Secretary

AHS: Johnson, Maureen (2nd year of 2nd 3-year term)

SOWK: Dolapo Adeniji (2nd year of 3-year term)

At-Large Members:

SON: Kathleen Huun

KRS: Heather Abbott

Number of Meetings

13 meetings; met weekly during the Fall 2023 semester as working meetings for restructuring

4.1 | The Faculty Council Executive Committee

Status of Charges 2022-2023:

Building on the work of the Restructuring Ad hoc Committee to make recommendations for reorganizing/restructuring our College of Health and Human Services and assess the risks and benefits of a reorganization/restructuring.

The Executive Committee met weekly during the Fall of 2023 as working meetings to review the summer Ad hoc committee work, collate feedback, and propose alternate restructuring ideas. The committee decided that a phased approach to restructuring was the best approach. The initial phase of restructuring includes three main components: the relocation of AHS department, the introduction of the Career Interest Branch, and Curricular Innovation.

Relocation of AHS: The committee saw the joint proposal from the Dean's office that proposed the merger of the AHS department with AMR. This relocation included two faculty and 3 current programs: B.S. in Public Health, M.S. in Public Health, and the Nutrition and Wellness minor. All other programs are being suspended or taught out.

Currently the proposal has proceeded along the chain of authority outlined in Policy Library 325.2.2 and is currently being considered at the Faculty Senate level.

The committee has agreed that a continued exploration and actual proposal for a greater restructuring is still warranted. Though the initial phase of this restructuring will promote more collaboration and help alleviate immediate concerns about resources, the initial phase should not be the final phase. We as a college, should continue to eliminate silos and bring similar programs together to collaborate and share resources.

Support the Curriculum and Academic Affairs Committee to approve the core curriculum (meta-major or health interest area) across departments/school.

The implementation of the Career Interest Branch (CIB) is another component of the Phase 1 restructuring plan. CAAC has done great work in continuing to develop the CIB, including the establishment of a working group to develop the shared introduction course. However, the CIB has met more resistance than initially planned. The two major concerns are the implementation and oversight of the shared introduction course and the sequencing of anatomy and physiology. The ideas that are providing resistance to allow CAAC to continue the work are rooted in more antiquated perspectives on curricular sequencing and there are alternatives to overcome these challenges. Yet, the path forward will require true collaboration amongst the faculty and Dean's office rather than initial agreement with no follow through.

The 2024-2025 Executive Committee should spend specific time and attention to move the CIB forward next academic year.

Support the Student Affairs Committee to work with departments/school to finalize a comprehensive student recruitment plan and enrollment targets for all programs

The SAC provided a detailed report that includes enrollment targets and shared the strategies that current programs, faculty, and departments are using for recruitment. The materials have been shared with faculty and will lead to concrete recruitment efforts for SAC in the coming years.

Collaborate with the Dean to develop and deliver a multifaceted program to address burnout and raise morale among faculty and staff.

The Executive Committee has proposed substantial changes to the Faculty Council Constitution that will decrease the service burden on faculty. One means to help address the burnout of faculty is to decrease the administrative overhead that comes from committee work and allow faculty to engage in the work that fulfills

4.1 | The Faculty Council Executive Committee

them. The changes to the Constitution will help reduce the committees and redundant work of committees. Additionally, the functions of the standing committees in the Constitution have been updated to streamline work and align with the work being done by committees. Finally, the Executive Committee charges to standing committees should focus on actionable charges that are easily integrated into future year's work.

Consider delaying strategic planning until we have completed our exploration of reorganization/restructuring.

The Executive Committee collaborated with the Dean to delay strategic planning until the Spring 2024 semester to allow the committee to focus on restructuring. The Executive Committee has Chat Witkemper and Matthew Rivera representing the committee on the Strategic Planning Work Group.

Collaborate with the Dean to improve the transparency of resource allocation.

The Executive Committee has instituted two practices for formal meetings to increase transparency and information sharing: 15-minute open discussion and information sharing. During the regular meetings committee members and guests were allowed to ask questions or raise concerns during the 15-minute open discussion related to any topics. The Dean also shared more information about the instructional budget, decision making, and function of the college during the Dean's Information Series.

Recommendations:

Continue to make progress on structural changes that will help improve collaboration and eliminate the resource competition between departments. The next year presents a unique opportunity to actually create positive change.

The Executive Committee should oversee the final steps of the CIB development. In order to allow CAAC the time to complete the curricular review process and carry out the normal duties, the CIB should be overseen by the Executive Committee to work through points of resistance.

Charge standing committees with tasks that are actionable and will result in positive changes for the college. Avoid redundant charges to committees.

Continue the practice of the 15-minute open discussion and Dean sharing information on the budget, enrollment, and resource allocation.

4.2 | The Curriculum and Academic Affairs Committee

2023-2024 Report

Charges

Notify EC Chairperson and webmaster of (a) revisions to membership roster, (b) leadership for 2023-2024, and (c) meeting schedule and locations. Deadline September 22, 2022. Completed September 23, 2023

Chairperson – Craig Morehead (KRS ... term ends May 2025)

Vice-Chairperson – Heather Adams (AMR ... term ends May 2024)

Secretary – Somer Nourse (SoN ... term ends May 2025)

Member – Lakisha Bradley (SW ... term ends May 2024)

Member – Jennifer Yen (AHS ... term ends May 2025)

Member – John Kiesel (At-large ... term ends May 2025)

Member – Jan Weust (At-large ... term ends May 2025)

Ex Officio – Peggy Weber (Associate Dean)

Every-other Monday, 2:00-3:00pm; Arena, A-409; Zoom

Some meetings canceled due to scheduling conflicts

Submit approved minutes to webmaster to be posted on Sharepoint. Deadline: Within five (5) working days of approval of minutes. ... ongoing throughout academic year

CAAC Secretary Dr. Nourse submitted approved minutes on CHHS Faculty Shared Governance Sharepoint site throughout the academic year

September 7, 2023 – 8 Tabled

Discussion of previous year committee projects, including Health Services Career Interest Branch and Consolidation of Applied Medicine & Kinesiology

Introduction to the CHHS Curriculum and Academic Affairs Committee and training for new members

Overview of 2023-2024 charges

8 APN courses put on hold until the PMHNP Program proposal arrived at CAAC

September 25, 2023 – 9 Approvals

Vice Chairperson Heather Adams approved

Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate approved

4.2 | The Curriculum and Academic Affairs Committee

Courses approved – APN 610, 611, 612, 613, 614, 615, 616, 675

October 9, 2023 – 3 Approved

Modifications approved to APN 615 and 616 following discussion with program faculty

SPM 479 course modification approved

Matt Rivera as CHHS Executive Committee Chairperson joined meeting to discuss items related to CAAC Charges, including Career Interest Branch and Consolidation of Applied Medicine & Kinesiology

Update on Health Services Career Interest Branch

Discussion of the consolidation of Applied Medicine & Kinesiology

October 16, 2023 – No action taken

Continued discussion on the Health Services Career Interest Branch and Consolidation of Applied Medicine & Kinesiology

October 30, 2023 – 31 Approved, 4 Tabled, 2 approved for banking

Continued discussion of the Health Services Career Interest Branch with guests John Pommier, Marcee Everly, Tom Nesser, Heather Abbott, Matt Rivera, and Linda McQuiston

Discussion included the possibility of creating a shared intro course for the Career Interest Branch

19 course modifications approved from the Kinesiology program to change prefix from PE to KIN ... action on 4 courses (KIN 390, 402, 404, and 445 were tabled)

12 course modifications approved from NURC

2 courses from KRS approved for banking (Swimming and Lifeguarding)

November 13, 2023 – 13 Approved, 7 Tabled

It was decided to create an ad hoc committee for shared Introductory Course development that would include the following representatives:

Applied Health – John Pommier

Kinesiology – Kristi Adams, Alex Bianco

Nursing – Marcee Everly, Amber Walker

Nutrition and Wellness – Jennifer Yen

CAAC Representatives – Craig Morehead & John Kiesel

13 Kinesiology course modifications approved

4.2 | The Curriculum and Academic Affairs Committee

3 Kinesiology courses tabled

KIN 466, Sport and Performance Psychology

KIN 660, Motor Learning and Human Performance

KIN 680, Advanced Physiology of Exercise

4 AHS Courses tabled to wait on accompanying program to come to CAAC

November 27, 2023 – 7 Approved, 2 Tabled

Program representatives present to discuss shared introductory course for the Career Interest Branch

Applied Health – John Pommier

Kinesiology – Kristi Adams, Alex Bianco

Nursing – Marcee Everly, Amber Walker

Nutrition and Wellness – Jennifer Yen

Qualtrics survey to be created to send to current introductory course students

3 Kinesiology courses approved

4 Public Health courses approved

Public Health major and Public Health minor were tabled

December 11, 2023 – 0 Approved, 6 Tabled

Guests Shiaw-Fen Ferng-Kuo & Myung-Ah Lee present to discuss their respective proposals

Public Health major and Public Health minor tabled

3 AHS courses tabled

PE 348, Promoting Physical Activity, Health, and Wellness in Educational Settings and Community was tabled

January 22, 2024 – 4 Approved, 6 Tabled

Guest Shiaw-Fen Ferng-Kuo to discuss Public Health Major and Minor ... programs tabled

PE 348 sent back for revisions

2 NURS course modifications approved

Nutrition minor modification approved

AHS 601 approved

4.2 | The Curriculum and Academic Affairs Committee

AHS 602 returned for revisions

New courses in AHS 656 & 657 tabled

Modifications of AHS 322 & 341 tabled

AHS 427 approved

January 29, 2024 – 3 Approved, 7 Tabled

PE 348 approved

Public Health Major, Public Health Minor, Health Admin Minor, and Master of Public Health were tabled

AHS 322 & AHS 341 approved

AHS 602, 656, 657 tabled

February 5, 2024 – 26 Approved, 2 Voted Down

Guests Brandi Andreas & Olabode Ayodele

Public Health Major voted down 0-6-0

Health Admin Minor voted down 0-6-0

Public Health Minor approved

Master of Public Health approved

AHS 602, 656, 657 courses approved

Occupational Therapy program modification approved

22 OCTH courses approved

March 4, 2024 – 3 Approved 2 Tabled

ATR 413 approved

Massage Therapy Certificate tabled

NURC 328 returned for revisions

OCTH 741 approved

Sport Admin & Commerce minor approved

Discussion of the Meta-Major workshop

March 18, 2024 – 2 Approved

4.2 | The Curriculum and Academic Affairs Committee

Massage Therapy Certificate approved

NURC 328 approved

April 1, 2024 – 3 Approved

Kinesiology Program approved

Strength & Conditioning program approved

KIN 477 approved

April 15, 2024 – 1 Approved

APN 624 approved

Conduct in-service training for new and returning members pertaining to (a) committee functions, (b) member roles and responsibilities, and (c) changes to policies and procedures. Deadline: September 29, 2023. Completed September 11, 2023

Finalize a proposed "Meta-Major"/Career Interest Branch as a possible pathway for curriculum change. Deadline: March 1, 2024. Ongoing Discussions

Strategic Map Alignment, Support Student Success: Improve student retention and on-time degree completion

Strategic Map Alignment, Effectively Manage Resources to Accomplish Strategic Priorities: Raise the number of cross-listed or shared courses

September 11 Meeting

Provided overview of work done so far on the Career Interest Branch

September 25 Meeting

Members encouraged to use previous work and focus on student impact of the interest branch.

Dr. Weber brought up the potential for a CHHS exploratory studies major.

October 9 Meeting

Craig and Peggy provided update on meeting with Susan Powers and Matt Rivera

Update on BIO 231/L and BIO 241/L to count towards FS – Science with Lab category, with current catalog year students being good, and petitions needed for previous catalog year students

CHHS can request a generic prefix for the college that could be used for an introductory course (which does not have to be limited to a 3-credit hour course)

Rivera suggested building professional and soft skills into the course

Agreed to hold meeting with Everly, Pommier, Nesser

4.2 | The Curriculum and Academic Affairs Committee

October 16 Meeting

Kiesel suggested there is a lot of overlapping themes in each introductory course syllabus – communication, goals setting, self-regulated learning, context of systems, exploration of careers

Integrating interprofessional collaboration could be done with a simulation at the RHIC

Discussion of who would facilitate the course, how many students per section, basic health assessment

Weber recommended getting champions from each department to collaborate on this

October 30 Meeting

Discussion with program coordinators

Everly expressed concern over delays in graduation due to ATTR 225, Maple TA scores, but said that a combined intro course might help those students who are not as prepared for nursing to explore other career paths

Courses can be team taught

How much content should be about student success and how much should be about career exploration?

November 13 Meeting

Program representatives to be invited for discussion at next meeting to potentially serve as Ad Hoc committee

Applied Health – John Pommier

Kinesiology – Kristi Adams, Alex Bianco

Nursing – Marcee Everly, Amber Walker

Nutrition and Wellness – Jennifer Yen

CAAC Representatives – Craig Morehead, John Kiesel

Charge for ad hoc committee is to develop the introductory course for the career interest branch by mid-March

November 27 Meeting

Charge to the ad hoc committee distributed to the group, including parameters to include in the proposal and a March 4 due date

Design Thinking Process used as a framework to move through the process of coming up with innovative solutions

Decision was made to survey students in introduction courses in Fall 2023

January 22 Meeting

4.2 | The Curriculum and Academic Affairs Committee

Results of Introduction course survey distributed for review

February 26 – Meta Major Workshop

Several members of the committee attended the Meta Major Workshop

March 4 Meeting

Creation of the course still in the works. Due to pressing curriculum matters, CAAC has been unable to spend time on Introductory Course

Weber will check to see if there are funds to support faculty work on a shared introductory course during the summer

Recap of Meta-Major Workshop ... Faculty in other colleges were not prepared for the discussion. CHHS is still moving forward, but other colleges may not be pursuing Meta-Major curriculum changes at this time

April 1 Meeting

There is potential for a pilot class (perhaps to include pre-nursing, Applied Medicine, and Kinesiology students), rather than an overhaul to each curriculum.

April 15 Meeting

Continued discussion of a pilot introduction course, perhaps in Fall 2025, that would include Nursing Pathway 2 students without necessary pre-requisites, in addition to Applied Medicine and Kinesiology students.

Continued discussion of practical, hands-on skills to be included in the newly developed shared introductory course.

CAAC recommends that the 3 normal course instructors for the existing Nursing, Applied Medicine, and Kinesiology introductory courses meet regularly in Fall 2024.

CAAC recommends that the shared introductory course be part of the end-of-year CHHS meeting to plant the seed about this pilot.

Applied Medicine and Kinesiology programs can come to an agreement on sequencing of courses, which will help formalize the Career Interest Branch.

Medical Terminology may need to be an in-person class, as some first semester students will be prohibited from taking online classes in the future.

Identify potential resource barriers to the implementation of a proposed "Meta-Major"/Career Interest Branch. Deadline: March 1, 2024. Ongoing discussions

Strategic Map Alignment, Effectively Manage Resources to Accomplish Strategic Priorities: Raise the number of cross-listed or shared courses

A few resource barriers have been identified

4.2 | The Curriculum and Academic Affairs Committee

Number of seats needed in introductory course & medical terminology course

Design of an introductory course that would meet the needs/desires of all stakeholder groups

Sequencing of courses within the Career Interest Branch that would serve the needs of all stakeholder groups

One positive is that Career Interest Branch courses could be housed in the dean's office under a generic prefix (although faculty deployment would still need to be sorted out as a resource barrier)

Medical Terminology may need to be an in-person class, as some first semester students will be prohibited from taking online classes in the future.

Work with individual programs to promote interprofessional education and initiation of pathways for proposed Career Interest Branches. Deadline: March 2024. Ongoing discussions

Strategic Map Alignment, Support Student Success: Improve student retention and on-time degree completion

Strategic Map Alignment, Effectively Manage Resources to Accomplish Strategic Priorities: Raise the number of cross-listed or shared courses

Health Services Career Interest Branch is a continuing discussion point

Some progress made on the possibility of a shared introductory course that could be used by Nursing, Applied Medicine, and Kinesiology

Program representatives were named to an Ad Hoc Committee, and data were collected from Fall 2023 students enrolled in introduction classes. Unfortunately, further progress was not made do in large part to the pressing curriculum matters that needed to be dealt with by CAAC.

We collected feedback from current students taking introductory courses in Fall 2023 to ensure student stakeholders were included in the process.

Continue to explore curricular innovation within the college including investigation of consolidation of programs from previous academic year. March 2024. Ongoing discussions

Strategic Map Alignment, Support Student Success: Improve student retention and on-time degree completion

Strategic Map Alignment, Effectively Manage Resources to Accomplish Strategic Priorities: Raise the number of cross-listed or shared courses

September 11 Meeting

Provided overview of previous year's discussion of consolidation of Applied Medicine & Kinesiology, including potential complications

September 25 Meeting

Need to continue looking into logistical hurdles

October 9 Meeting

4.2 | The Curriculum and Academic Affairs Committee

Rivera suggested having a meeting with faculty who have voiced interest in collaboration

Weber provided overview of the history of Applied Medicine degree

Rivera – we have two programs in the same college competing for students; we need to make it easier for students

October 16 Meeting

There is a need to articulate a rationale for consolidation

Unfortunately, this particular charge took a backseat this year due in part to the committee being pre-occupied with pressing curriculum matters. However, the Career Interest Branch discussion is certainly an important element of this particular consolidation discussion, so that progress remains valid.

A successful interprofessional field trip to Colorado Springs funded by the Ashby Grant included students and faculty from both Applied Medicine and Kinesiology. This is an example of faculty being willing to work together for the benefit of students, which is momentum that can hopefully be carried forward.

Review Associate Dean's agenda and material for in-service training(s) for department chairpersons, administrative staff, and faculty and make recommendations for change (as appropriate). Deadline: April 30, 2024. Ongoing discussions

Discussion about the potential for Curriculog Training for program coordinators

Course substitution/curriculum petition (record the presentation)

Meeting in Fall 2024 about scheduling (program coordinators, chairs, advisors)

Elect officers for 2024-2025. Deadline: March 31, 2024. Completed April 1, 2024

Chairperson – Craig Morehead (KRS)

Vice Chairperson – Heather Adams (AMR)

Secretary – Somer Nourse (SoN)

Structure annual report around the Strategic Map and committee functions and submit to Executive Committee. Deadline: April 12, 2024. This is it...

4.3 | The Faculty Affairs Committee

Indiana State University

College of Health and Human Services

2023-2024 End of Year Report

2023-2024 Members and Officers

SON: Linda Walters (2nd year of 2-year term) 2022-2024 (Chair)

AHS: Maureen Johnson (1st year of 2-year term) 2023-2025 (Vice-Chair)

KRS: Kim Bodey (1st year of 2-year term) 2023-2025 (recused self in October)

SOWK: Robyn Lugar (2nd year of a 2-year term) 2022-2024 (Secretary)

AMR: Stasia Tapley (2nd year of 2nd term) 2022-2024

At large Members: SON: Heather Anderson (1st of 2-year term) 2023-2025

2024-2026 Members and Officers

1. KRS: TBD

2. AHS: TBD

3. SON: Kathleen Huun (1st year of 2-year term)

4. SOWK: Robyn Lugar (1st year of 2-year term) (A LOT of years serving)- secretary

5. AMR: Tim Demchak (1st year of 2-year term)

6. At large Members: Heather Anderson (1st of 2-year term) 2023-2025

Number of Meetings

11 meetings (12th is scheduled, may not occur).

D. Status of Each Charge Including Pertinent Details of Work

Notify EC Chairperson of (a) revisions to membership roster, (b) leadership for 2024 – 2026, and (c) meeting schedule and locations. Deadline was met (September 22, 2023). MET

Submit approved minutes to EC Chairperson to be posted on Sharepoint. Deadline: Within five (5) working days of approval of minutes – I have been uploading them myself. MET

FAC Chairperson strategically communicate deadlines for document submission related (a) faculty performance reviews, (b) promotion and tenure review, and (c) sabbatical application reviews to Department Chairpersons and Department FAC Chairpersons (as appropriate): Deadline: September 22, 2023. Met: Notified department chairs and executive directors of strategic deadlines 9/17/2023. MET

4.3 | The Faculty Affairs Committee

Conduct in-service training for new and returning members pertaining to (a) committee functions, (b) member roles and responsibilities, and (c) changes to policies and procedures related to committee functions at the college or university levels. Deadline: February 1, 2024. Met: Introduced Sharepoint site to new members and invited Annie Liner to the second CFAC meeting - 10/3/23. MET

Confirm completion of departmental guidelines for review of tenure-track faculty, instructors, and lecturers (as appropriate). Deadline February 1st, 2024. Met: Received all by 12/2/2023. MET

Conduct (a) faculty performance reviews, (b) promotion and tenure reviews, (c) sabbatical application reviews, (d) faculty performance evaluation, and (e) make recommendations regarding electronic submission of P&T documents. Deadline: February 1, 2024. Met: Three reviews of third year faculty instructors, one sixth year instructor, four promotion to Full Professor, and three promoted to Associate Professor. There is one FPE appeal, complete. The chair completed ALL SON adjunct faculty reviews and submitted. MET

Compile data relative to faculty workload policies for departments and schools within the college to supplement discussions on college reorganization/restructuring. Deadline April 12, 2024. Being MET – folder created in One Drive. Deadline to be submitted by January 31, 2024. MET

Elect officers for AY2024-2025. Deadline: March 31, 2024. Not Met – AHS and KRS are TBD. NOT MET

Structure annual report around the Strategic Map and committee functions and submit it to Executive Committee. Deadline: April 22, 2024, Met: Submitted 4/23/2024. VOTE – 4-0-0. MET/LATE ONE DAY

4.4 | The Assessment Committee

Indiana State University - College of Health and Human Services

Assessment Committee 2023-2024 Annual Report

2023-24 Membership:

Lea Hall (SON) – Chair

JoEllen Henson (SOWK) – Vice Chair

Olabode Ayodele (AHS) – Secretary

Myung Ah-Lee (KRS)

Meghan Steward (AMR)

Open (At large)

Number of meeting held:

The committee met a total of four (4) times during the academic year. Two (2) meetings occurred during both the fall and spring semesters.

September 27, 2023- First meeting of the academic year. We reviewed charges from the Executive Committee, oriented new members to the SharePoint site and location of AC documents and determined how best the committee could support the work of assessment in the college. The committee planned to host Kelley Woods-Johnson at the next meeting to offer direct support to Program Directors for completion of SOAS reports.

October 25, 2023- All CHHS Program Directors were invited to attend this meeting with guest Kelley Woods-Johnson. This meeting provided Program Directors in attendance the opportunity to directly ask questions regarding the SOAS report completion due to the University Assessment Office in November. All agreed this was a valuable resource.

March 21, 2014- No agenda items were determined prior to this date. The committee discussed the SOAS reports, however, the CHHS summary report was not yet available from the Assessment Office as several reports still had to be sent to the Program Directors. Chair Hall reported on meeting with CHHS Executive Chair to answer questions about the committee's workload and potential changes. Discussed how some of the charges given by the Executive Committee were not needed, no long applicable or simply did not make sense to the committee.

April 17, 2024- Final meeting of the academic year. Chair of Executive Committee attended to discuss proposed changes to the Assessment Committee as a standing committee in CHHS and answer any questions. Final report from the University Assessment Office on SOAS reports still had not been received at time to meeting. Informed by Kelley Woods-Johnson that 6 CHHS programs received exemplary ratings: DAT, OT, BSN Traditional, BSN Accelerated, BSW and MSW. Average rating for program reports was "Mature".

Respectfully submitted by Dr. Lea Hall, Chair CHHS Assessment Committee

4.5 | The Student Affairs Committee

Faculty	Term	Student	Dept	Attendance
Howie Tapley <i>Chair</i>	202205-202403	U – G - Rachel Sanquinetti	AMR	8/8
Shiaw-Fen Ferng-Kuo <i>Vice-Chair</i>	202305-202503	U - G – Amy Kaur	AHS	7/8
Emily Cannon <i>Secretary</i>	202205-202403	U – Elyssa Secrest G -	SON	8/8
Rebecca Stewart	202305-202503	U – Kassie Wade G -	KRS	8/8
Dolapo Adeniji	202305-202503	U - G -	SOWK	7/8
Peggy Weber <i>Ex-officio</i>			Dean's Office	8/8

1. Notify EC Chairperson of (a) revisions to membership roster, (b) leadership for 2023-2024, and (c) meeting schedule and locations. Deadline September 22, 2023. (Completed 9-14-23)

2. Submit approved minutes to EC Chairperson to be posted on Sharepoint. Deadline: Within five (5) working days of approval of minutes. (Completed 4-15-24)

3. Conduct in-service training for new and returning members pertaining to (a) committee functions, (b) member roles and responsibilities, and (c) changes to policies and procedures related to committee functions at the college or university levels. Deadline: September 29, 2023. (Completed 9-14-23)

4. Review how departments engage in student recruitment and retention including admission practices.

Make recommendations to ensure we are aligned with strategic enrollment best practices as advised by the Vice Provost for Strategic Enrollment Management. Deadline: January 2024. (Completed 1-29-24)

5. Partner with Peggy Weber to develop a comprehensive recruitment plan and student enrollment targets for all programs. Deadline March 1, 2024. (Completed 2-26-24)

6. Review the credit for prior learning (CPL) task force report and identify courses within the college that would align with CPL and student success. Deadline April 12, 2024. (Completed 4-15-24)

7. Review committee specific strategic initiatives, activities, and data related to CHHS Strategic Map priority 1 – student success. Confirm or propose alternate metrics of observable/measurable activities in preparation for an annual report March 1, 2024. (Completed 2-26-24)

8. Elect officers for 2024-2025. Deadline: March 31, 2024. (Completed 4-15-24)

9. Structure annual report around the Strategic Map and committee functions and submit to Executive Committee. Deadline: April 12, 2024. (Completed 4-15-24)

8. Other Accomplishments

- a. Scholarships. [Strategic Map 2021-2024 Effectively Manage Resources to Accomplish Strategic Priorities.]
 - i. Addison Family Student Research. \$5000 award split between two awardees, alternate identified.
 - ii. Walter E. Marks. \$613 awarded to one awardee, alternate identified.
 - iii. Richard D. Spear. \$1000 awarded to one awardee, alternate identified.
 - iv. Passmore Family Supplemental Endowed Fellowship. \$3752 awarded to one awardee, alternate identified.

Respectfully submitted,
Howell Tapley PT, PhD

PART V

CENTERS, CLINIC, & DEAN'S OFFICE REPORTS

5.1

RURAL HEALTH
INNOVATION
COLLABORATIVE

5.2

WEST CENTRAL
INDIANA - AREA HEALTH
EDUCATION CENTER

5.3

DEAN'S ACTION PLAN



5.1 | Rural Health Innovation Collaborative

Between July 1, 2023, and July 1, 2024, the RHIC Simulation Center had 14,483 participant encounters, this included 3,287 in the first quarter, 3,677 in the second quarter, 3,313 in the third quarter, and 4,206 in the 4th.

The RHIC has an Executive Director (1.0 FTE); 1 Operations Manager (1.0 FTE); 1.5 Clinical Simulation Specialists (1.5 FTEs); 1 Simulation Technology Coordinator (1.0 FTEs); 2 Clinical Simulation Coordinators (2.0 FTE); and 1 AHA Certification Specialist (0.75 FTE); for a total of 7.25 FTEs.

The RHIC also has a contract with Manpower, Inc, to provide PRN staff for various clinical and support needs of the Simulation Center. This includes the use of Standardized Patients (simulation actors), Clinical Simulation Associates (various clinical educational roles and disciplines), and Project Consultants (for work with the Indiana State Department of Health and the Indiana Hospital Association for the Small Hospital Improvement Program).

The RHIC has one new staff member since July 1, 2023: David Green is the Simulation Technology Coordinator. Dr. Kailee Burdick, Clinical Simulation Specialist, renewed her certification as a Certified Nurse Educator and became a Certified Healthcare Simulation Educator. Laura Livingston and Jack Jaeger were recertified this year as Certified Healthcare Simulation Educators. Jack Jaeger was elected for a second year as the Chair of the Accreditation Council for the Society for Simulation in Healthcare.

Highlights of the past year:

RHIC Surpasses 127,000 Participants Trained Since Inception in 2011.

– 63 Disciplines and Sub-Disciplines Represented.

The RHIC completed a new agreement with the owners of the Landsbaum Center for Health Education to provide clinic, classroom, and simulation space for all RHIC Partners.

The RHIC continued its 4-year partnership with the Indiana Hospital Association and the Indiana State Department of Health for the Small Rural Hospital Improvement Grant. This partnership allows for simulation-based education to be provided to Critical Access and Small Rural Hospitals across the state of Indiana. To date 38 Critical Access Hospitals across the state have participated in the program.

The RHIC completed a program with the Indiana State Department of Health to provide training for rural health professionals on how to develop simulation-based education on a shoestring budget.

The RHIC completed a grant with the Indiana State Department of Health in conjunction with the Center for Disease Control to provide training for small rural and Critical Access Hospitals focused on decreasing readmission rates for COPD and COVID.

The RHIC was awarded \$57,000 from the Union Hospital Foundation to purchase the Gaumard Super Tory Neonatal High Fidelity Simulator.

The RHIC was awarded a matching grant from the Ashby Interprofessional Research and Intercultural Education Grant to purchase virtual telehealth patient assessment terminals for the simulation center to prepare healthcare professionals for telemedicine and telehealth care.

5.1 | Rural Health Innovation Collaborative

Special Events

Wabash Valley National Night Out
Regional Paramedic Refresher Courses for Rural EMS.
Wabash Valley Community Baby Shower
Law Enforcement Crisis Prevention simulations
Partnership with West Central AHEC to provide simulation experiences for local high school HOSA (Health Occupation Student Association) programs.
Chamber of Commerce Community Health Fair
Participation in the Ivy Tech Bingo fundraiser.
Participation in the Valley Professionals Trivia Night fundraiser.
Multi-patient Interprofessional Education simulations with ISU Nursing, Physician Assistant, Social Work, Occupational Therapy, and Ivy Tech Nursing and Respiratory Therapy.
Healthy Halloween Spooktacular in conjunction with the Terre Haute Childrens Museum.
Rural Neonatal Outreach Program.
Saint Mary of the Woods summer programs.
Health Careers Simulation Experiences
Virtual Camp MD/Doctor Camp (IUSM)
ISU Athletic Training culminating, progressive simulation experiences for the DAT Program.
Conducted Emergent Care Training for UMG Convenient Care
Union Hospital Teen Volunteer Program Orientation Simulations
VNA home visit simulations in conjunction with the Terre Haute Fire Department's Training Center.
ISU Occupational Therapy utilization of driving simulator to evaluate patients consulted from the Valley Professional Community Health Center to determine functional driving.

The RHIC is collaborating with Rose Hulman Institute Technology to provide experiential learning opportunities to biomechanical engineering students seeking capstone service projects in which they design prototype simulation trainers to be tested and implemented into use at the RHIC Simulation Center. This year's cohort developed a spinal manipulation simulation trainer to be used in conjunction with the ISU Physical Therapy Program. The other cohort developed improvements to mechanical compression devices for cardiopulmonary resuscitation.

The RHIC purchased two new neonatal high fidelity simulators this year, as well as a PYXIS medication administration system and a LUCAS mechanical compression device.

The RHIC's annual operating budget for FY 2024 is \$1,012,500. Of that, \$598,000 is set aside for salaries and benefits for its full and part time staff. The remainder of the budget is set aside for contract services for Manpower personnel; annual service agreements for various simulation equipment; accounting services; equipment maintenance; medical supplies; office supplies; facility and organization insurance; accreditation fees; staff professional development and travel; and lease of space from Union Hospital.

5.2 | West Central Indiana - Area Health Education Center

Indiana Area Health Education Center (Indiana AHEC) is a grant-funded initiative with a mission to improve health by recruiting, educating, and retaining health care professionals for underserved communities in Indiana. As such, WCI-AHEC, hosted by Indiana State University and the College of Health and Human Services, serves 11 counties in West Central Indiana and is one of nine of the state’s regional centers.

Over 450 middle school and high school aged students have participated in recruitment-related activities hosted by WCI-AHEC in the 2023-24 project period (July 2023 – June 2024). This includes activities such as camps, mentorship programs, and competitions tailored to young people to encourage a career in healthcare. Additionally, nearly 200 students enrolled in health profession preparation programs; such as medicine, nursing, and social work; will have been impacted by WCI-AHEC training efforts that focus on the unique challenges of rural and underserved communities. This includes 36 West Central Indiana participants in the AHEC Scholars program. The Scholars program, which extends nationally, hits the soft skills, like cultural competency, behavioral health integration, and social determinants of health, to prepare a more work-ready professional. WCI-AHEC also provides support in the form of continuing education for professionals practicing in local underserved communities. This year, more than 100 health professionals will benefit from retention-focused programs like healthcare conferences, presentations, and skill-specific trainings.

For the 2023-24 grant period, WCI-AHEC received a combined \$320,000 of state (Indiana State Department of Health) and federal (Health Resources and Services Administration) funding to accomplish its mission of recruiting, training, and retaining health care professionals in West Central Indiana.



5.3 | CHHS Dean’s Action Plan for Achieving Strategic Priorities

The Dean’s Office is carrying out the following action plan that was initially recommended by the Working Group (2021-22). These actions are in collaboration with faculty and staff governance.

Updated Dean’s Action Plan 2021-24

Strategic Goals	Key Performance Indicators	Action	Action	Action	Action
Support Students’ Success	Improve student retention and on-time degree completion	Continue to provide training and support for faculty and professional advisors	Expand and evaluate student-mentoring, tutoring, and academic probation supports	Expand professional advising	
	Sustain 95% placement rates post-graduation as measured by the First Destination Survey	Promote student engagement with the career center resources	Strengthen relationships with prospective employers	Encourage graduates to participate in the First Destination Survey	
	Where applicable, improve/sustain certification and licensure exam pass rates	Provide resources for the design and implement test-taking preparedness workshops for students and faculty	Support accreditation efforts		
	Ensure all students have opportunities for experiential learning	Develop/evaluate grants from the Ashby Trust for faculty and staff to create research and intercultural education experiences	Add and enhance endowed and annual scholarships to support experiential learning		
	Increase the percentage of students who get an on-time placement for clinical, fieldwork, or internship	Support cooperation among clinical and contract coordinators in the College			
	Maintain stable enrollments in high-demand programs	Support the expansion of direct admission into competitive programs	Support the design and implementation of accelerated graduate programs	Support enrollment through holistic admissions	Expand recruitment efforts
	Expand availability of and enrollment in hybrid and online certificate and degree options	Collaborate with University SEM to identify existing and new programs that may be offered online	Create Preferred Partner relationships with selected organizations		

Updated Dean’s Action Plan 2021-24 contin.

Strategic Goals	Key Performance Indicators	Action	Action	Action	Action
Recruit, Retain, and Develop Diverse and	Increase the number and retention of diverse faculty and staff	Use searches to promote our degree programs and reputation for excellence	Work with the Faculty and Staff Councils to identify/implement approaches to DEIB	Work with Chairs/Directors to support new faculty and staff with a mentor/coach for the first three years of their appointment	Evaluate/update the guideline for initial salary for faculty
	Retain faculty and staff at rates equal to or greater than ISU	Evaluate the professional advising for undergraduate students	Allocate resources for staff and faculty development	Continue to offer the CHHS Leadership Institute	Offer orientation/workshops for incoming faculty
	Improve the overall mean on the annual workplace environment survey	Administer and report on the survey annually	Report actions taken in response to the survey	Collaborate with the Faculty and Staff to identify and implement approaches to improve communication and morale	
	Faculty and staff will report feeling supported to engage in scholarship and community engagement	Support the inclusion of SoTL and Scholarship of Community Engagement in standards for P & T	Highlight faculty, staff, and student scholarship and community engagement in CHHS Newsletters	Develop/evaluate grants from the Ashby Trust for faculty and staff to create research and intercultural education experiences	

CHHS ANNUAL REPORT

CHHS ANNUAL REPORT 2023-2024

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