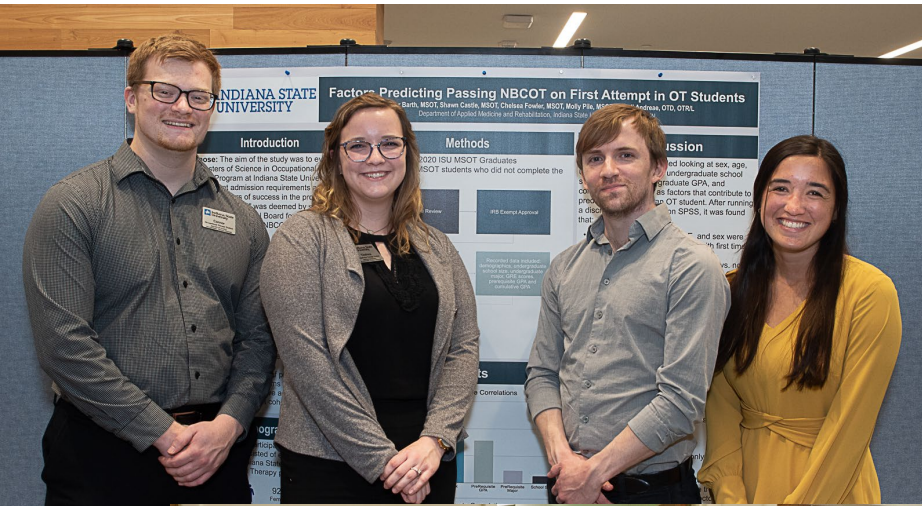


College of Health and Human Services Annual Strategic Priorities Report, May 2022

Mission

The College fosters student excellence and develops productive citizens who function as skilled health and human services professionals to improve the health and wellbeing of the communities we serve. We exemplify teaching, scholarship, service, and community engagement through health initiatives, innovative thinking, and lifelong learning.



Message from the Dean

We are Sycamore Strong! I am pleased to report that the College of Health and Human Services is meeting our strategic priorities in several important areas and making progress in many others. This Annual Strategic Priorities Report is designed to update our internal College and selected University constituents. I think after reading the report, you will agree that we are making important strides in Student Success, Faculty and Staff Success, and Resource Management. There are, no doubt, continuing challenges for us to navigate, but the data in this report demonstrate that on many of our key performance indicators we are meeting or exceeding our goals. Please refresh your memory of our Strategic Map on the following page as this report is organized by strategic priorities and key performance indicators.

I want to highlight our report on an excellent year of philanthropy. We have received nearly \$300,000.00 more in giving this year than in 2020-21. What a testament to the work of faculty and staff and the strength of our students! Donors give for many reasons, and I have observed that many give because they believe in the power of a university degree to change lives. Donors know that we are committed to each student who comes to our college and that we do all we can to help them achieve their degrees. I believe that the increase in giving is related to a heightened awareness of the student's needs, the trust that donors have in the capacity of faculty to support students, and a vision of the future that contains a strong professional workforce contributing to the health and well-being of our communities.

As you read this report, I urge you to think about what questions you have and what important discussions need to occur in our College. I am very encouraged by the work of the Faculty Council Executive Committee to establish a Program Review Task Force that is charged with examining our academic offerings and making recommendations for new offerings, revisions, and contractions. In addition, the CHHS Staff Council has agreed to meet regularly, and provide input on our work, and that will be an important venue for discussing how best to achieve our mission. We have a duty to ensure that we can provide a high-quality learning experience for students within the constraints of the available resources.

On a more personal note, I will be celebrating my fifth anniversary as Dean this coming July. While I admit the pandemic years did move a little slowly, mostly my time in the College has gone by swiftly. This is still my favorite job ever! And that is because of the students I get to work with, the faculty who make a difference with students every day, and the staff who serve with knowledge and enthusiasm. My deepest thanks to each of you!

With respect and regard,

A handwritten signature in cursive script that reads "Caroline Mallory". The signature is written in black ink and has a fluid, connected style.

Caroline Mallory, PhD, RN, Dean

College of Health and Human Services
Draft Strategic Map: 2021-2024*

**Empower Students, Faculty,
and Staff to Thrive in Complex and
Challenging Environments**

**Support Student
Success**

Improve student retention
and on-time
degree completion

Sustain 95% placement rates
post-graduation as measured by
The First Destination Survey

Where applicable, improve/
sustain certification and
licensure exam pass rates

Ensure all students have
opportunity for experiential
learning practices

Increase the percentage of
students who get an on time
placement for clinical,
fieldwork, or internship

Maintain stable enrollments in
high-demand programs

Expand availability of and
Enrollment in hybrid and online
Certificate and degree options

**Recruit, Retain, and Develop
Successful Faculty and Staff**

Increase the number and
retention of diverse
faculty and staff

Maintain faculty and
staff retention at 90%
or greater per year

Improve the overall mean on
the annual workplace
environment, diversity, and
Inclusive excellence survey

Faculty and staff will report
feeling supported to engage in
scholarship and
community engagement

**Effectively Manage Resources to
Accomplish Strategic Priorities**

Align resources with
strategic priorities as reported
in the CHHS Annual Report

Raise the number of
cross-listed or shared
courses

Increase the number
and size of private and
corporate donations

Expand the number and
size of scholarship awards
for students with
financial need

Increase the number of grant
applications aligned with
strategic priorities

Vision - *To be a leader in the development of
professionals who will positively impact communities.*
Mission - *We prepare students to become professionals who
improve the wellbeing 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
or career readiness.*

Support Student Success

Retention and On-time Degree Completion. Benchmarked against the University, our undergraduate and graduate students are persisting through their degree programs and graduating on time. Among undergraduate students, there was an expected decline in retention in 2020, and we anticipate some rebound on this measure. ISU is now tracking fall-to-fall retention at all levels and this reveals some areas for improvement in undergraduate programs, but we are exceeding ISU rates in graduate programs.

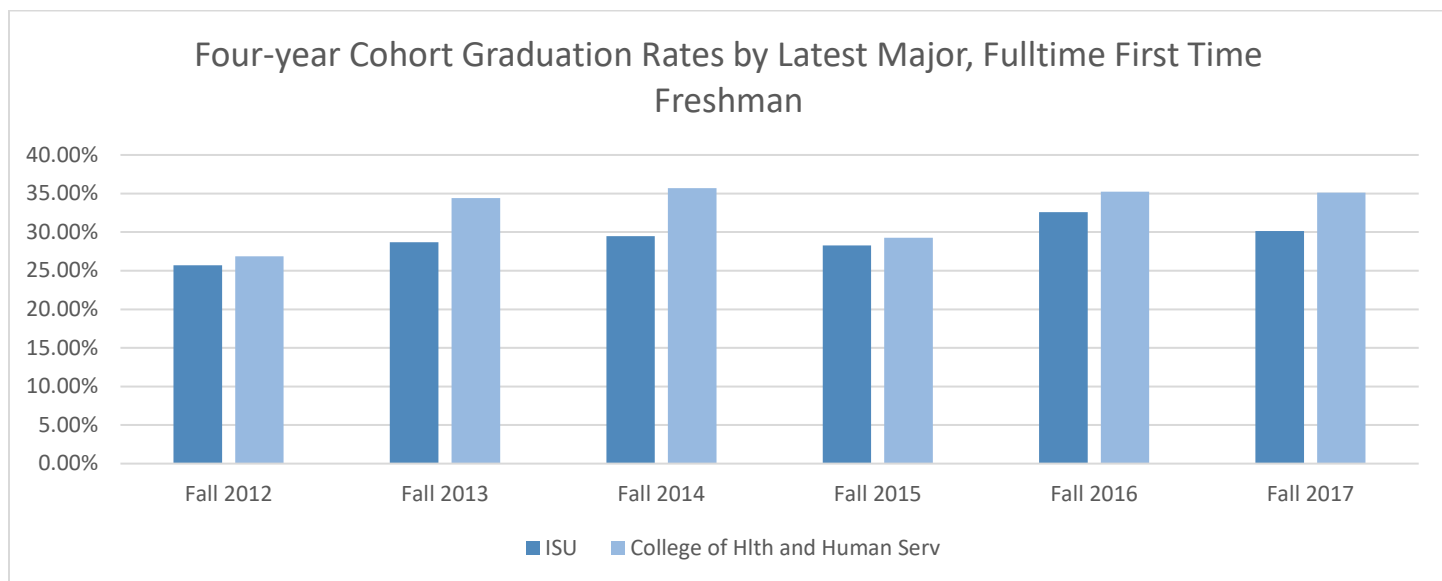
One-Year Cohort Retention Rates by Latest Major, Fulltime First time Freshmen

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ISU	64.26%	64.20%	67.82%	61.97%	65.24%	68.72%	60.55%
CHHS	70.00%	67.18%	70.71%	67.56%	66.46%	69.56%	60.05%

Retention Fall to Fall, All Students

	Fall 2018					Fall 2019					Fall 2020				
	Fr	So	Jr	Sr	Grd	Fr	So	Jr	Sr	Grd	Fr	So	Jr	Sr	Grd
ISU	63%	80%	85%	69%	82%	65%	81%	83%	72%	82%	57%	76%	81%	70%	80%
CHHS	65%	78%	85%	65%	89%	63%	79%	81%	70%	90%	56%	75%	78%	67%	86%

Graduation rates in undergraduates continue to improve at slightly better rates than at the University, and the average time to a degree among CHHS graduates is consistently lower than that at the University.



Average Years to Degree in Baccalaureate Programs

	2018-19	2019-20	2020-21
ISU	3.9	4	4
CHHS	3.6	3.8	3.7

Average years to a degree in graduate programs also compare very favorably to overall ISU benchmarks with our Master's degrees running slightly longer than the ISU average because many of our programs are six semesters in length. Students in our doctoral programs are graduating earlier than those across the University because our doctoral degrees are applied or professional.

Average Years to Degree in CHHS Graduate Programs

	2018-19	2019-20	2020-21
ISU Doctoral Degree	3.3	4.1	3.6
<i>CHHS Doctoral Degree</i>	2.7	2.9	2.8
ISU Master's Degree	2.6	2.4	2.4
<i>CHHS Master's Degree*</i>	2.7	2.6	2.6
ISU Post Masters Certificate	1.3	1.5	1.3
<i>CHHS Post Masters Certificate</i>	1.3	1.5	1.3
ISU Post Second. Cert/Dipl < 1 yr.	4	5.4	3.8
<i>CHHS Post Second. Cert/Dipl < 1 yr.</i>	3.4	5	3.8

*some programs in CHHS are six semesters long

Placement Rates for Graduating Students. The CHHS continues to have excellent outcomes on the ISU First Destination Survey. The First Destination Report is the university-wide report of student post-graduation outcomes and activities. The purpose of this report and the data collection process is to understand and assess the post-graduation outcomes and activities of our students. Each report includes information about the post-graduation outcomes of undergraduate and graduate students who graduated from Indiana State each year including August, December, and May graduates.

For the Class of 2020, the report uses data collected from 1,783 of the 2,634 graduates, resulting in a 67.7% response rate. Our average placement rate for 2017 through 2022 is 94%, slightly below our benchmark of 95%. For the class of 2020 we compare very favorably with the overall starting salary for ISU graduates (ISU - \$50,331), and on placement rate (ISU - 92%).

Trends on ISU CHHS First Destination Survey

	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Full-Time Work	76.80%	78.10%	77.73%	74.15%
Part-Time Work	2.20%	3.60%	5.57%	6.04%
Not Seeking	0.00%	1.60%	0.35%	0.37%
Continuing Education	18.10%	10.00%	12.26%	11.32%
Volunteering			0.52%	0.57%
Military			0.35%	0.57%
Unemployed and Seeking	4.80%	6.70%	1.22%	6.98%
Placement Rate	97.10%	91.70%	96.43%	92.65%
Mean Salary of Full-Time Employed	\$42,668.71	\$54,112.73	\$77,904.86	\$71,207.84
Median Salary of Full-Time Employed	\$36,500.00	\$48,860.00	\$72,000.00	\$54,069.60



**COLLEGE OF HEALTH
& HUMAN SERVICES**
INDIANA STATE UNIVERSITY

EMPLOYMENT STATUS

Full-Time Work	74.15%
Part-Time Work	6.04%
Not Seeking	0.37%
Continuing Education	11.32%
Volunteering	0.57%
Military	0.57%
Unemployed & Seeking	6.98%

OUTCOME

Mean Salary of Full-Time Employed	\$71,207.84
Median Salary of Full-Time Employed	\$54,069.60

TOP EMPLOYERS

1. Union Hospital
2. IU Health
3. Indiana Department of Child Services
4. St. Vincent Health
5. Ascension
6. Franciscan Health
7. Indiana State University
8. Terre Haute Regional Hospital
9. Community Health Network
10. Eskenazi Health

TOP STATES

1. Indiana
2. Illinois
3. Washington
4. Texas
5. Oregon



FIRST DESTINATION REPORT

**1st DESTINATION
HIGHLIGHTS**

74.15%
Full-Time Work

\$71,207.84
Mean Full-Time Salary

\$54,069.60
Median Full-Time Salary

**1. INDIANA
2. ILLINOIS
3. WASHINGTON**
Top Three States

UNION HOSPITAL
Top Employer

Certification and Licensure Pass Rates. For many of our students enrolled in professional degree programs licensure, certification, or both are required for graduates to 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. Preparing students for professional practice and increasing the percentage of students who pass the licensure/certification examination on the first try may be an area for improvement.

Certification and Licensure Pass Rates

Degree Program	2021	2020	2019	2018	2017	2016	Benchmark
<i>BS - Dietetics</i>	100%	63%	83%	86%	89%	90%	90%
<i>MS - Dietetics</i>	100%	40%	100%	100%	100%	100%	90%
<i>BS - Human Development and Family Sciences</i>	100%	100%	100%				
<i>MS - Occupational Therapy</i>	96%	92%	100%	100%	100%		
<i>MS - Physician Assistant Studies</i>	83%	89%	93%	100%	97%	93%	95%
<i>Doctorate - Physical Therapy</i>	100%	100%	100%	94%			
<i>BS - PE All Grade</i>		86%		88%			
<i>BS in Nursing</i>		87%	87%	89%			
<i>MS in Nursing - FNP</i>			90%	87%			
<i>Bachelor of Social Work</i>		0%	33%	100%			60-61%
<i>Masters of Social Work - Clinical</i>		86%	85%	63%			61-63%
<i>Masters of Social Work</i>		67%		80%	57%		61-63%

Experiential Learning and On-time Clinical, Fieldwork, and Internship Experiences. Our professional Contract Coordinators note that we have two types of affiliation agreements – the ISU standard template and a facility agreement. ISU agreements do not have to be reviewed by General Counsel, and facility agreements are reviewed by Contract Coordinators based on the training provided by General Counsel. Transmitting the authority for ISU agreements has improved the speed at which agreements are processed and improved the likelihood that students can get an on-time placement in clinical, fieldwork, and internships. Contract Coordinators are starting to see a few facilities that are not willing to make any new agreements with the University. This is to control and meet the needs of the institutions with existing agreements. So, even if a preceptor is willing to accept a student, some facilities will not allow the agreement.

Kelly Hartzler processes agreements for OT/PA/MAT/Dietetics/Social Work, as well as KRS and AHS as needed. For the year 2021, 75 new or renewed agreements were processed, and in the 2022 year to date, 40 new or renewed agreements have been processed. Mark Schaffer processes agreements for Nursing with 155 new agreements processed in the past year.

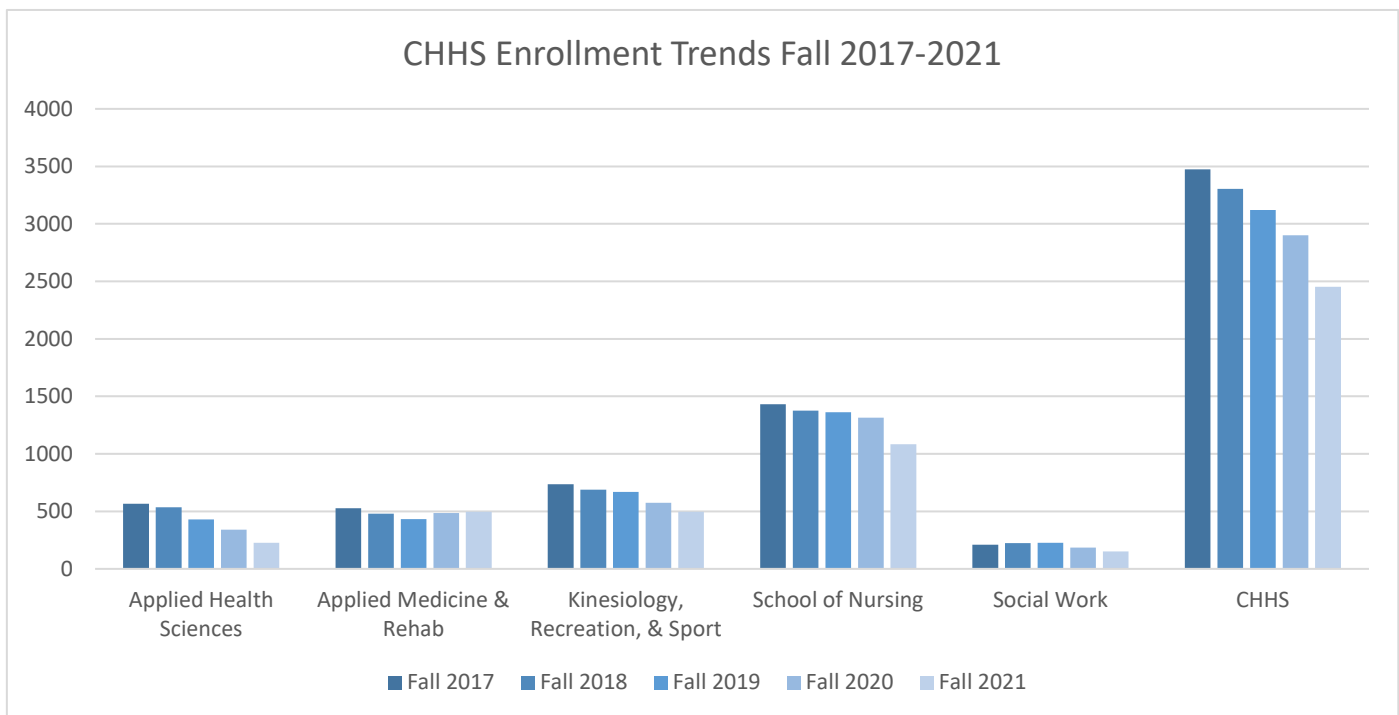
Maintain Stable Enrollments and Expand the Availability of Hybrid and Online Education Options.

Enrollment across the College continues to decline with some exceptions in

- AHS: Master in Public Health – *steady*
- AMR: BS in Applied Medicine, MS in Athletic Training – *growing*; MS in Physician Assistant, Doctorate in Physical Therapy – *steady with enrollment caps*; Doctorate of Athletic Training – *steady*
- KRS: BS and MS in Sport Management - *growing*
- SON: LPN-BSN – *growing*; traditional BS in Nursing – *steady with enrollment caps*

Enrollment across the college has declined 28% since the fall of 2016 including

- 63% in AHS
- 6% in AMR
- 33% in KRS
- 20% in SON
- 23% in SW



*includes pre-nursing majors

Actions the CHHS is Taking or Recommends to Manage Enrollment Declines. Where programs are under-enrolled or under-resourced, faculty have moved to teach-out and close admissions to

- Dietetics
- Health Services
- Doctor of Health Sciences
- RN Baccalaureate Completion
- MS in Nursing Administration

Hybrid and Online Growth Opportunities in the CHHS. A few areas that we should or presently are considering to help stabilize and expand enrollment include aligning with the new B.S. in Leadership and Professional Development. We potentially have the capacity to design online educational programs with concentrations including the following.

- Massage Therapy
- Gerontology
- Healthcare Analytics
- Lean Six Sigma in Healthcare Settings
- Nutrition
- Safety Management

Efforts are underway to redesign curricula, revise degree plans, and review transfer credit to facilitate students choosing ISU and graduating on time. Where possible, modest expansion of enrollment is occurring such as in the School of Nursing Online LPN-BSN program. We are negotiating Preferred Partners Program agreements with select healthcare systems. Pathways to graduate degrees such as the “pre” programs and the 3+2 MS in Athletic Training are new options that have the potential to appeal to prospective students. The CHHS Faculty Council Executive Committee is assembling a Program Review Task Force that will work over the summer of 2022 to analyze our degree program strengths, and areas for improvement, and make recommendations for program closures, and maintaining and growing enrollments in the CHHS.

The table below summarizes the credit hours, revenue, enrollment, and administrative costs for all programs. The good news is that all of our departments and school are generating revenue. Not all programs need to be revenue-generating and some programs we will continue to offer because they are important for meeting workforce demand, disciplinary or professional needs, or because they have future potential for revenue generation.

CHHS 2020 Degree Program Credit Hours, Revenue, Enrollment, and Costs

Program	Credit Hours	Net Tuition Revenue for Major	Fall 21 Major Distinct Students	Fall 20 Major - Distinct Students	Fall '20 S/F Ratio (UNIV= 18.2)	Dept. Admin Cost per SCH	CHHS Admin Cost per SCH
BAS Hlth Services	39	\$21,131.08	10	11			
B Pub Hlth	60-61	\$144,183.81	50	49			
M Pub Hlth	39-42	(\$5,155.93)	15	10			
MS		\$3,839.13		6			
DHSc	66	(\$52,874.74)	10	11			
BS Human Dev FS	51	\$311,550.36	86	102			
BS Food Mgmt		\$5,712.71	2	4			
BS Nut/Wellness	47-48	\$24,650.79	14	9			
AHS Total		\$453,037.21	177	202	25	\$1.22	\$15.22
BS App Med	33-34	\$371,427.64	172	173			
MS Ath Training*	tbd	tbd	6	tbd			
D Ath Training*	57	\$21,331.08	44	47			
D Physical Tx*	100	\$221,807.15	82	85			
MS Occ Tx*	81	\$186,201.08	83	86			
MS Physician At*	93	\$186,201.08	59	86			
AMR Total		\$986,968.03	446	477	15.7	\$15.27	\$15.22
BS Ex Science	55-56	\$516,186.96	158	199			
MS Ex Science	33	(\$23,584.98)	18	23			
MS Coaching	33-36	(\$23,920.28)	13	16			
BS PE All Grade	72-73	\$114,964.03	46	47			
BS Rec Tx	57		19				
BS Youth Lead	52		9				
BS Sport Mgmt	57-60	\$311,884.81	155	131			
MS Sport Mgmt	30	\$41,417.73	44	45			
KRS Total		\$936,948.27	462	461	25	\$3.50	\$15.22
BSN Campus	88-89	\$1,177,471.24	395	493			
RN-BSN	33	\$15,013.73	6	12			
LPN-BSN	68-72	\$1,546,299.40	458	526			
MSN*	35-47	\$228,551.65	129	172			
D Nsg Practice*	37	(\$87,964.96)	19	22			
SON total		\$2,879,371.06	1007	1225	11.9	\$23.18	\$15.22
BSW	64-66	\$38,585.22	120	143			
MSW*	37-60	\$37,250.94	30	39			
SW Total		\$75,836.16	150	182	14.5	\$13.05	\$15.22
CHHS Revenue		\$5,332,160.73					

*These programs collect program fees that are not reflected in revenue and cost analysis

Recruit and Retain Successful Faculty and Staff

Recruitment and Hiring: The availability of funding for replacements and 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 – found here - [Dean's Leadership Team - Searches and Hiring - All Documents \(sharepoint.com\)](#), as are expected practices for searches. When searches are approved Academic Affairs provides funds for regular faculty searches that the College stewards.

Salary is one recruitment tool among many and is negotiated with consideration of historical salary data in the department/school/clinic/center, market demand in the discipline/profession, and the candidates' qualifications. The table below summarizes the faculty salaries in the CHHS. Keep in mind that the table includes faculty on 10-month and 12-month appointments and does not include summer salary for faculty on 10-month appointments. Salary compression is a continuing problem in higher education and there are limited remedies, however, as part of the *CHHS Dean's Action Plan for Achieving Strategic Priorities*, we will develop a salary guide to ensure competitive and equitable salaries for incoming faculty.

*CHHS Salary 2021-22**

Instructors	n	Total Salary	Range	Mean	Median
AHS	3	\$166,000	\$55,000 – 56,000	\$55,333.33	\$55,000.00
AMR	6	\$446,857	\$40,457 – 90,500	\$74,476.17	\$85,687.50
KRS	5	\$224,616	\$41,000 – 50,500	\$44,923.20	\$45,936.00
SON	12	\$644,417	\$49,000 – 61,466	\$53,701.38	\$53,500.00
SW	3	\$166,025	\$53,525 – 57,000	\$55,341.67	\$55,500.00
CHHS	29	\$1,647,915	\$40,457 – 90,500	\$56,824.64	\$54,025.00

T/TT Faculty	n	Total Salary	Range	Mean	Median
AHS	9	\$686,304.00	\$59,500 – 109,863	\$76,256.00	\$72,536.00
AMR	18	\$1,784,960.00	\$80,500 – 153,765	\$99,164.44	\$94,257.50
KRS	10	\$759,857.00	\$61,100 – 108,979	\$75,985.70	\$73,204.50
SON	17	\$1,682,441.00	\$74,023 – 130,811	\$98,967.12	\$89,996.00
SW	4	\$299,496.00	\$61,080 -85,936	\$74,874.00	\$75,468.00
CHHS	58	\$ 5,213,058.00	\$59,500-153,765	\$89,880.31	\$87,490.00

*Includes 10 and 12-month appointments; does not include summer pay

During the academic year 2021, we made 17 requests for replacement or new lines in the CHHS. Of those 14 were approved including 7 faculty positions and 7 non-exempt and exempt staff positions.

Base Budget Hiring Update 2021-22

	Searches Requested	Searches Approved/Underway	Positions Filled
AHS	Instructor, Administrative Assistant		Instructor
AMR	Instructor, Assistant Professor	Assistant Professor in PT	Instructor
KRS	Assistant Professor, Instructor, Administrative Assistant		Instructor, Administrative Assistant
SON	Instructor, Assistant Professor, Student Services, Advisor, Administrative Assistant	Instructor, Assistant Professor	Student Services, Advisor, Administrative Assistant
SW	Assistant Professor		Assistant Professor
CSMP	Assistant Coach	Assistant Coach	
Dean's Office	Associate Dean, Dean's Assistant	Associate Dean	Dean's Assistant

Retention. 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 as a whole. As of this time, we do not have access to comparison data but will work on including that in the future. The below table shows how our overall retention rates have varied from a low of 80% among staff to a high of 93% among staff and faculty. Between 2020-21 and 2021-22, we have not replaced faculty or staff at rates comparable to previous years. As expected, as enrollment declines so will our total staff and faculty lines.

Faculty and Staff Attrition and Retention

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Faculty	101	92	98	96	89
Faculty Departures	19	7	10	14	6
Attrition Rate	19%	8%	10%	15%	7%
Retention Rate	81%	92%	90%	85%	93%
Total Staff	41	45	43	40	38
Staff Departures	10	7	3	8	7
Attrition Rate	24%	16%	7%	20%	18%
Retention Rate	76%	84%	93%	80%	82%

Recent Goodbyes and Hellos.

Hello and Welcome to

Kristi Adams – Kinesiology, Recreation, & Sports Management
Kali Wittenmeyer – School of Nursing
Morgan Leek – Dean’s Office

Goodbye and All the Best to

Susan Crist – Applied Health Sciences
Casey Strawser – Applied Health Sciences
Amy Wotring – Applied Health Sciences
Brittney Millsbaugh-Storms - Applied Medicine and Rehabilitation
Alice Osburn – Applied Medicine and Rehabilitation
Brooke Taylor – Applied Medicine and Rehabilitation
Daniel Lucky – School of Nursing
Terri Moore – School of Nursing
Teresa Stateler – School of Nursing
Candi Jarvis – Dean’s Office

Special Thanks to Dr. Whitney Nesser for her role as Associate Dean for Academics and now returning to faculty in Applied Health Sciences.

Special Thanks to Dr. Lea Hall for her service as the Executive Direct for the School of Nursing and now returning to faculty in the School of Nursing.

The CHHS Leadership Institute is in its 2021-22 iteration and is an important retention and succession initiative in the CHHS. The Institute is designed to develop competent and motivated leaders who will lead the College of Health and Human Services in the achievement of our mission and vision. The Institute is a 12-month series of workshops delivered synchronously via Zoom. Topics range across theoretical and practical aspects of leadership. Participants commit to attend all sessions and complete a program evaluation to maximize the benefits of their participation. Since 2019, 19 fellows have completed or are in process of completing the fellowship.

Diversity, Equity, and Inclusion. The CHHS has remained relatively flat in our numeric indices of diversity and with such small numbers of faculty in each of the categories the percentage differences are not particularly meaningful. We are working to include similar data for our administrative and professional staff. Approaches that the Dean’s Office supports include the following.

- Collaboration with the AVP Dr. Rana Johnson and the University-wide liaisons
- Encouraging faculty and staff to participate in professional development opportunities and making these easily available
- CHHS Leadership Institute
- Ensuring best practices for searches and hiring

*CHHS All Faculty by Race and Ethnicity (Fall Semester 2019-2021) % and Raw Data**

HHS Race/Ethnicity All	2019		2020		2021	
African American	6	4.0%	4	3.1%	4	3.3%
Asian American	7	4.7%	5	3.9%	7	5.8%
Hispanic	5	3.4%	4	3.1%	4	3.3%
Native	2	1.3%	0	0.0%	0	0.0%
2 or More Races	0	0.0%	1	0.8%	1	0.8%
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%
Not Reported	3	2.0%	2	1.6%	2	1.7%
White	126	84.8%	111	87.4%	102	85.0%
Total	149		127		120	

*CHHS Regular Faculty Head Count by Race and Ethnicity (Fall Semester 2019-2021)**

HHS Race/Ethnicity Regular	2019		2020		2021	
African American	4	5.5%	4	5.8%	4	6.7%
Asian American	6	8.2%	4	5.8%	6	10.0%
Hispanic	4	5.5%	3	4.3%	2	3.3%
Native	1	1.4%	0	0.0%	0	0.0%
2 or More Races	0	0.0%	1	1.4%	1	1.7%
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%
Not Reported	1	1.4%	1	1.4%	1	1.7%
White	57	78.1%	56	81.2%	46	76.7%
Total	73		69		60	

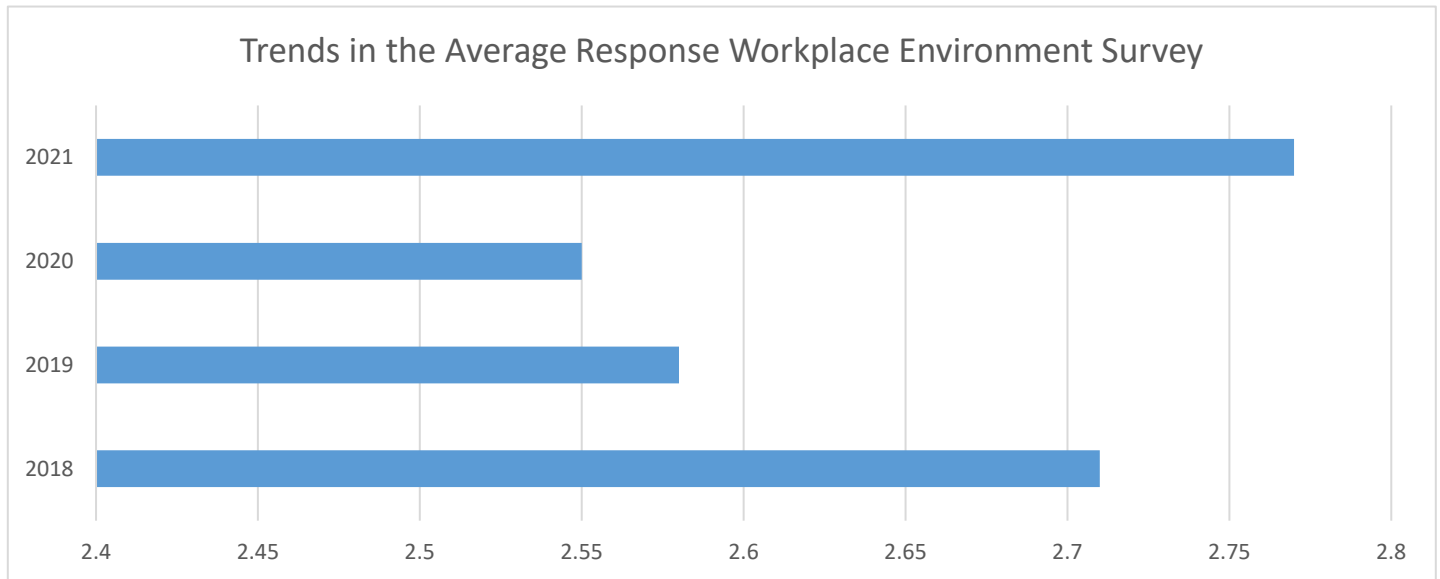
*Data provided by ISU Faculty Senate

Retention through Promotion and Tenure. We continue to see successful applications for promotion and tenure. Since 2017, 7/8 faculty being promoted to senior instructor, 23/25 faculty successfully achieved promotion to associate professor with tenure, and 14/14 faculty successfully achieved promotion to full professor. This level of success is possible 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. Workshops offered by the CHHS Associate Dean for Academics to help faculty shape their portfolio over time and better understand the criteria may assist faculty to be more successful in applying for promotion and tenure.

Trends in Promotion and Tenure

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Applied	Promoted	Applied	Promoted	Applied	Promoted	Applied	Promoted	Applied	Promoted
Senior Instructor	1	1	3	2	1	1	2	2	0	0
Associate Professor with Tenure	6	5	6	6	5	5	2	2	6	5
Full Professor	3	3	2	2	4	4	1	1	4	4

Creating a welcoming environment, providing staff and faculty the resources required for their work, and pursuing the mission of the College are important aspects of College leadership. Thank you again to everyone who took the time to complete our annual CHHS Workplace Environment Survey, a key performance indicator on [our strategic map](#), to gauge how staff and faculty perceive the quality of our work environment particularly as it relates to leadership practices and college policies. As we reported in our Winter Newsletter, the survey had a very robust response rate of 126 out of 145 people responding, a 0.22-point move toward neutral, and a greater number of people responding disagree or strongly disagree than in previous years. Comments included important feedback on the continued need for honest and transparent decision-making, requests for greater support for advising, and the importance of promoting civility. You can see the summary data and comments here - [Dean's Leadership Team - CHHS Quality of Workplace Environment Summary Fall 2021.pdf - All Documents \(sharepoint.com\)](#).



While there is no single answer to improving faculty and staff perceptions of the workplace environment, a continuous quality improvement approach is outlined in the *CHHS Dean's Action Plan for Achieving Strategic Priorities* that includes actions for improving diversity, equity, and inclusion; moving toward all professional advising model for undergraduate students; mentoring for new staff and faculty; and professional development.

Trends in the CHHS Workplace Environment Survey

	2018	2019	2020	2021
Respondents	140	75	60	126
mean	2.71	2.58	2.55	2.77
SD		1.1	1.1	1.14
Percent Strongly Agree and Agree		27%-82%	35%-82%	27%-75%
Percent Disagree and Strongly Disagree		8%-35%	5%-38%	10%-42%

Scale 1-5, Strongly Agree to Strongly Disagree

Summary of Responses on Fall 2021 Workplace Environment Survey

Question	Strongly Agree % n	Agree % n	Neutral % n	Disagree % n	Strongly Disagree % n	Total
1. I am given the responsibility and freedom to do my job.	30.95% 39	43.65% 55	15.87% 20	6.35% 8	3.17% 4	126
2. I am provided the resources I need to be effective in my job.	12.90% 16	34.68% 43	20.16% 25	18.55% 23	13.71% 17	124
3. When I offer a new idea, I believe it will be fully considered.	10.32% 13	35.71% 45	24.60% 31	19.05% 24	10.32% 13	126
4. I understand the necessary requirements to advance my career.	22.22% 28	49.21% 62	19.05% 24	7.94% 10	1.59% 2	126
5. I am paid fairly for my work.	11.11% 14	21.43% 27	25.40% 32	26.19% 33	15.87% 20	126
6. I have opportunities to contribute to important decisions in my department.	28.57% 36	38.10% 48	18.25% 23	11.11% 14	3.97% 5	126
7. College leaders provide a clear direction for the future of the college.	9.60% 12	28.80% 36	28.00% 35	15.20% 19	18.40% 23	125
8. College leaders are genuinely interested in the well-being of faculty, students and staff.	7.94% 10	26.19% 33	32.54% 41	18.25% 23	15.08% 19	126
9. The role of faculty and staff in shared governance of the college is clearly stated and publicized.	13.49% 17	45.24% 57	27.78% 35	11.90% 15	1.59% 2	126
10. College leaders communicate openly about important matters.	6.35% 8	30.16% 38	28.57% 36	23.02% 29	11.90% 15	126
11. College policies and practices ensure fair treatment for students, faculty, and staff.	8.73% 11	33.33% 42	32.54% 41	15.08% 19	10.32% 13	126
12. College leaders encourage and role-model civil and respectful behavior.	14.29% 18	43.65% 55	22.22% 28	10.32% 13	9.52% 12	126
13. The college's policies and practices give me the flexibility to manage my work and personal life.	17.46% 22	34.13% 43	15.87% 20	19.84% 25	12.70% 16	126
14. I feel respected by the leaders in the college.	11.11% 14	36.51% 46	22.22% 28	14.29% 18	15.87% 20	126
15. I believe what I am told by leaders in the college.	8.06% 10	29.03% 36	30.65% 38	19.35% 24	12.90% 16	124
16. The college is well run.	7.94% 10	31.75% 40	30.16% 38	14.29% 18	15.87% 20	126
17. The culture of our college is special- something you don't find just anywhere.	8.87% 11	18.55% 23	33.87% 42	20.97% 26	17.74% 22	124
18. All things considered, this is a great place to work.	14.40% 18	29.60% 37	33.60% 42	14.40% 18	8.00% 10	125

Strengthen Faculty Scholarship. This year, the CHHS had a total of 192 unique scholarly activities (published manuscripts, books, conference presentations, and grants) with many collaborations* in the college on these activities. As our faculty numbers decline, we can expect that total intellectual output will also decline. We may wish to consider a ratio of contributions per faculty member as a more accurate measure of aggregate scholarship productivity.

Intellectual Contributions from Faculty as Measured in the Faculty Activity Database

	AY 21-22	AY 20-21	AY 19-20	AY 18-19
Scholarly Contributors*	315*	501*	468*	525*
Total Scholarly Activities	192	350	367	419

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

External funding in the College is trending upwards thanks to 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

	2018	2019	2020	2021
External Grants	\$ 203,253.00	\$ 350,449.00	\$ 557,144.00	\$ 1,713,712.00

For future reports on the key performance indicator of faculty and staff feeling supported to engage in scholarship and community engagement, we will need to consider developing or accessing a measure.

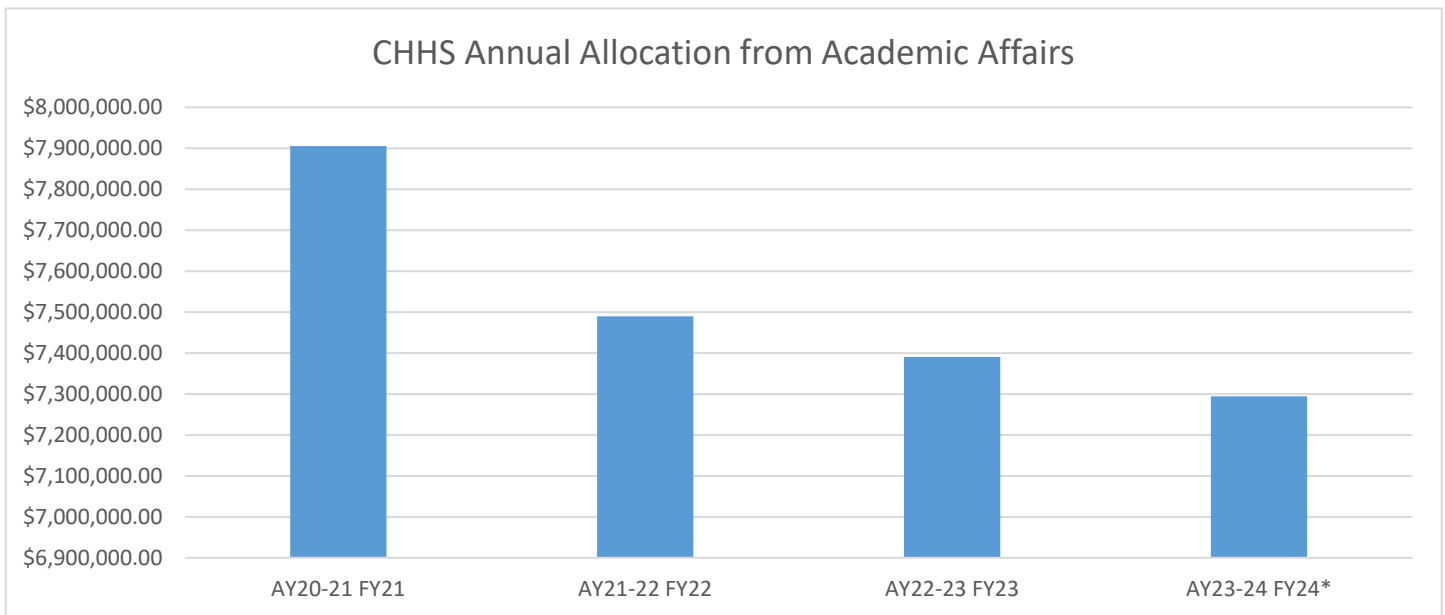
Effectively Manage Resources to Accomplish Strategic Priorities

Budget Summary for 2021-22 and Upcoming 2022-23 and 2023-24 Academic Years. With enrollment declines, the dollars available for instruction have also declined. Including anticipated reductions in academic years 22-23 and 23-24 the College will have \$611,273.25 less in instructional resources for faculty salary from 2020-21. We have also absorbed reductions in our supplies and equipment base budgets – giving up 10% across all CHHS, departments, and school in 2021-22.

The process of distributing the instructional allocations begins in Academic Affairs and takes into consideration the current and projected salaries of faculty. Allocations are distributed from the Provost to the College in January. In the College, the Dean reviews the allocation and develops possible scenarios for adjusting expenditures taking into consideration the teaching demands, the need for replacement, and new faculty lines, and brings these for discussion to department chairs and the school director. Priorities for instructional dollars are determined with the chairs/director, and preliminary proposals are discussed with the Provost to determine feasibility. Once an agreement has been reached among chairs/director, Dean, and Provost the final instructional budget is sent to each chair and director and shared with the College leadership team and Executive Committee.

The CHHS has been allocated an instructional budget of \$7,390,250.00 for AY2022-23 and we are anticipating an equal reduction in the following year. We have adjusted to the decreased allocation by not replacing two tenure track faculty, one in Applied Health Sciences and one in the School of Nursing.

The graphs and tables below show instructional budget trends over the last two and anticipated next two academic 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. There are also summaries of reductions in staff lines from the base budget and operating allocations.



**Current Projected Estimate*

Department and School Instructional Budget Trends and Enrollment

Departments and School	AY20-21 FY21	AY21-22 FY22	AY22-23 FY23	Difference	% Enrollment Decline
Applied Health Sciences	\$978,380.00	\$790,304.00	\$831,428.00	(\$146,952.00) -15%	67%
Applied Medicine and Rehabilitation	\$2,433,608.00	\$2,439,823.70	\$2,374,881.40	(\$58,726.60) -2%	12%
Kinesiology, Recreation, and Sport	\$1,293,474.00	\$1,143,759.00	\$1,054,044.40	(\$239,429.60) -19%	41%
School of Nursing	\$2,649,350.00	\$2,543,885.00	\$2,495,852.30	(\$153,497.70) -6%	21%
Social Work	\$535,171.00	\$536,521.00	\$542,521.00	\$7,350.00 1%	33%
Total	\$7,889,983.00	\$7,454,292.70	\$7,298,727.10	(\$591,255.90)	

Summer Instructional Budget Trends

2020	2020 Allocation	2021 Allocation	2022 Allocation	Difference
AHS	\$120,001.87	\$49,837.64	\$45,638.40	-\$74,363.47 -62%
AMR	\$89,174.52	\$32,226.84	\$29,511.46	-\$59,663.06 -67%
KRS	\$120,279.34	\$93,032.60	\$85,193.83	-\$35,085.51 -29%
SON	\$101,235.56	\$89,034.71	\$81,532.80	-\$19,702.76 -19%
SOW	\$29,603.50	\$27,981.15	\$25,623.51	-\$3,979.99 -13%
Stipends		\$7,500.00	\$7,500.00	
Totals	\$460,294.79	\$299,612.93	\$275,000.00	-\$185,294.79

CHHS Supplies and Equipment Budget AY 2022-23 Summary

Dean's Office	\$16,498.00
Departments/School	\$72,538.00
Total	\$89,036.00

Other approaches that we have been using to manage declines in enrollment and reductions in instructional dollars include

- Using the program and clinical fees to cover the expenses of temporary faculty and administrative and student support services.
- Not replacing faculty and staff who resign or retire.
- Converting tenure track positions to instructor rank or vice versa
- Combining administrative positions to create one higher-paid position.
- Where it is practical, increasing class size and decreasing the number of class sections.
- Transitioning the teaching of anatomy and physiology to the Department of Biology to spare resources in AMR and KRS

- Curriculum revision that supports enrollment
- Exploration of resource sharing across the College

Development. The CHHS is continuing to see a movement toward a greater number and size of private gifts. The CHHS Advancement Council has been instrumental in helping us to achieve our funding priorities. The Advancement Council supports the mission and vision of the College to ensure that students have the highest quality learning experience possible. Council Members contribute their time, talent, and treasure in many ways - 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. These efforts are directed toward the CHHS Funding Priorities that emphasize supporting students on the path to graduation. Council Members serve a two-year term that may be renewed as desired, attend at least two meetings each year, and have an annual giving expectation.

CHHS Advancement Council Members

Ms Esther Acree

Dr. Pam Blesch

Mrs. Jane Chappell

Ms Jan and Dr. Jerry Cockrell

Mr. Chris Doll

Mrs. Melinda Emery

Dr. Betsy and Mr. Dick Frank

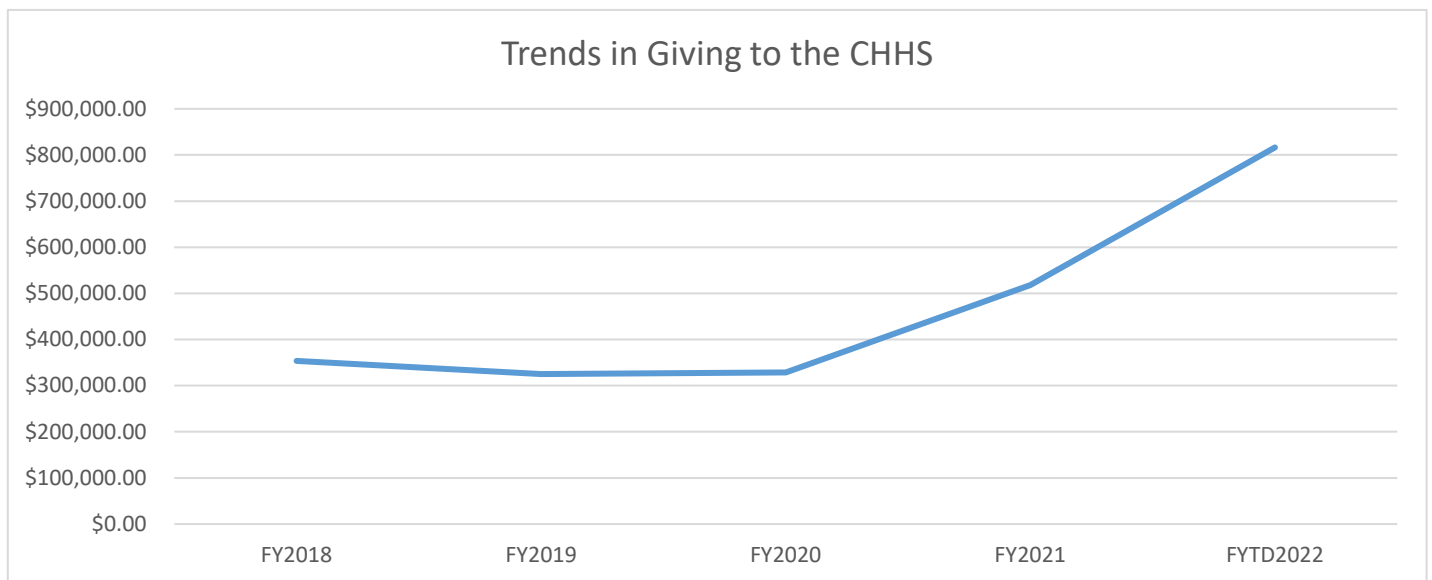
Mr. Thomas and Mrs. Linda Huser

Drs. Barbara and Laurence Passmore

Dr. Dave Perrin

Mrs. Cathy L. Schwab

Dr. Diane VanCleave



The CHHS has seen a major shift in the level of cash giving. These are mostly in the form of scholarships for students, but also include funds for equipment, student mentoring programs, and strategic initiatives. As the University prepares to embark on a comprehensive campaign, Be So Bold, this coming fall, 2022, we can expect to engage more intensely in fundraising activities. These funds make a difference for students with financial needs by ensuring they can persist through graduation. A gift to ISU is a gift to a student!

We are particularly excited to launch the Ashby Faculty and Staff Grants in Research and Intercultural Education in Health and Human Services, tentatively planned for this coming fall of 2022. These grants will be used to support faculty and staff to conduct interprofessional research and intercultural education to expand undergraduate student experiential learning. The following tables outline the evolving response to development efforts in the College.

Giving for the CHHS

Type of Gift	FY2018	FY2019	FY2020	FY2021	FYTD2022
Cash	\$353,673.69	\$325,120.96	\$288,672.90	\$262,348.77	\$691,337.00
Gifts in Kind	\$0.00	\$0.00	\$0.00	\$5,350.00	\$50,000.00
Planned Gifts	\$0.00	\$0.00	\$40,000.00	\$250,000.00	\$75,000.00
Total	\$353,673.69	\$325,120.96	\$328,672.90	\$517,698.77	\$816,337.00

New Gifts

	FY2018	FY2019	FY2020	FY2021	FYTD2022
New Annual Fund Gift Agreements	6	5	1	3	2
New Endowed Gift Agreements	1	2	1	2	2

Give to Blue

	2019	2020	2021	2022
Total Raised	\$11,043.00	\$18,428.00	\$27,328.00	\$35,488.00
Total Number of Donors	153	210	130	151

College of Health and Human Services, FY2020-2023 Funding Priorities

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 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.

Shared Governance

The Faculty Council Executive Committee

1. Continued to advocate for faculty through program meetings and invitations from the executive committee.
2. Met with Carrie Ball (Ombudsperson for the university) to have a better understanding of the grievance policy. This work will continue at the FAC and Executive Committee level in '22-'23.
3. Along with the dean, the committee created a CHHS Program Taskforce for Summer 2022. The committee is tasked with evaluating programs across the college.
 - a. Members
 - i. Craig Morehead, KRS
 - ii. Linda Walters, SON
 - iii. Matt Hutchins, AHS
 - iv. JoEllen Henson, SW
 - v. Tim Demchak, AMR
 - b. Liaison
 - i. Jennifer Todd
4. Sent memorandum to Dean Mallory regarding the concerns of the faculty of the college. The memo is available on Sharepoint for faculty including the response in the April 4th meeting minutes. Executive committee will continue to monitor the concerns of the faculty in fall of 2022.
5. 2022-23 Executive Committee
 - a. Linda McQuiston, Chair
 - b. Jennifer Todd, Vice-chair
 - c. Maureen Johnson, Secretary
 - d. Chad Witkemper
 - e. Eric Post
 - f. Kim Bodey, At-large
 - g. Kathleen Huun, At-large **replacing Kent Games for 2022-23

The Assessment Committee

Membership:

John Kiesel (AMR) – Chair

JoEllen Henson (SOWK) – Vice Chair

Olabode Ayodele (AHS) – Secretary

Open - (KRS)

Jessica Durbin (At large)

Whitney Nesser – Ex Officio

Kailee Burdick (SON) – Served as Chair for fall semester & left committee in the spring.

- During the fall 2021 semester, the committee’s discussions revolved around the role of assessment in the strategic map. Based on these discussions, the committee elected to review any existing departmental policies and procedures regarding assessment reporting (Student Outcomes Assessment and Success Reporting).
- All approved meeting minutes were submitted and are posted to Sharepoint.
- Department policies were reviewed verbally by committee members with their respective chairs. Currently written policies do not exist regarding assessment policies and procedures at the department level. The committee is not recommending any additional department level policies. The existing procedures that programs are following have led to a 95%+ completion rate for programs within the college for the last two cycles.
- The committee did assist Dr. Whitney Nesser and Dr. Paula Jarrard in contacting programs to encourage timely completion of their SOAS Reports and assist with the college’s completion rate. The college had a 96% completion rate for SOAS Reports for AY2020-21.
- Two programs in CHHS have been awarded the Provost’s Award for Excellence in Student Learning Assessment and Improvement (OT in 2020 and PA in 2021). We will continue to look for opportunities to share these exemplars. We encourage chairs to have new program directors connect with our committee for guidance on completing the SOAS Reports.
- The committee has discussed reviewing the returned SOAS Reports to better quantify the number and scope of experiential learning activities occurring in programs within the college. This could be a future charge for the committee that would align well with the current strategic map.

AY22-23 Elected Officers:

Chair – John Kiesel

Vice Chair – JoEllen Henson

Secretary - Olabode Ayodele

The Curriculum and Academic Affairs Committee

Appointed or Elected Members:

2021-22 Members

Chair – Jim Davis - KRS (Term ends - August 2023)

Vice-chair – Eric Post - AMR (Term ends - August 2023) Secretary – Somer Nourse - Nursing (Term ends - August 2023) Darleesa Doss – AHS (Term ends - August 2022)

Robin Bonifas – SOWK (Term ends – August 2022)

Craig Morehead – KRS (At large, term ends – August 2023) Matthew Rivera – AMR (At large, term ends – August 2023)

Additional Members:

Whitney Nesser – Associate Dean for Academics, Ex-Officio Attendance

Summary of the year:

Total number of proposals reviewed for the year:

- 156 proposals reviewed; 154 proposals approved, 1 rejected, 1 tabled

- The only proposal that was rejected was the pre-req change to the massage therapy minor as there was not a good rationale to eliminate PE 380 as a pre-req.
- The one proposal that has been tabled is a SOWK proposal. Both times we have reviewed, Dr. Bonifas was not in attendance, which prevented us from getting clarification on that proposal
- Weekly summary
 - 8/23/2021 – 8 proposals reviewed; 8 proposals approved
 - 9/13/2021 – 10 proposals reviewed; 6 proposals approved, 4 tabled
 - 9/27/2021 – 24 proposals reviewed; 10 proposals approved, 14 tabled (13 HIP)
 - 10/4/2021 – 13 HIP proposals reviewed; 13 proposals approved
 - 10/18/2021 – 7 proposals reviewed; 4 proposals approved, 3 tabled
 - 11/1/2021 – 5 proposals reviewed; 4 proposals approved, 1 rejected
 - 11/15/2021 – 2 proposals reviewed; 2 proposals approved
 - 11/29/2021 – 25 proposals reviewed; 25 proposals approved
 - 1/10/2022 – 47 proposals (banking of PE classes) reviewed; 47 proposals approved
 - 1/24/2022 – 5 proposals reviewed; 5 proposals approved
 - 3/12/2022 – 1 proposal reviewed; 1 proposal approved
 - 4/4/2022 – 7 proposals reviewed; 5 proposals approved, 2 tabled
 - 4/18/2022 – 2 proposals reviewed; 1, tabled
- Efficiency
 - 132/156 (84.6%) proposals approved within 2 weeks of arrival at CAAC
 - 12/24 proposals that weren't approved within 2 weeks were HIP proposals.
 - We waited until all were available before reviewing
 - Remaining proposals took additional time as CAAC requested additional information
- Support Students on the Path to Graduation. B6: Improve the Effectiveness of Shared Governance
 - Evaluate revised or new curriculum for appropriate rationale for change or implementation.
 - 156 proposals reviewed, 154 approved
 - For more complex proposals (i.e. program changes) invited proposal originator to come discuss proposal
 - Myung Lee – Physical education – teacher education
 - Paula Jarrard – Occupational and physical therapy
 - Erik Southard – Advanced practice nursing
- Continued focusing on big picture ideas (i.e. does the change make sense, does fit with the mission of the college) and not so much on minutia (i.e. minor syllabus errors, assignments, grade scale, etc.)
- Instead of rejecting a proposal, the originator would be invited to come answer questions
- Improve the Effectiveness of Shared Governance
 - Surveying those who have submitted items to Curriculog for effectiveness of recommendations by CAAC
 - Jim Davis will send out survey to those who submitted a proposal this year. Results to be shared during first meeting of 2022-23 CAAC

The Faculty Affairs Committee

A. 2021-2022 Members and Officers

1. KRS: Kim Bodey (1st year of 2-year term) 2021-2023 (Secretary)
2. AHS: Matt Hutchins (1st year of 2nd 2-year term) from 2021-2023
3. SON: Linda McQuiston from 2018-2020 (Chair)
4. SOWK: Robyn Lugar (2nd year of a 2-year term complete in 2019) 2021-2022

5. AMR: Howell Tapley (Vice-Chair) (2nd year of 1st term) 2021-2022
6. At large Members:
 AHS: Maureen Johnson (1st of 2-year term) 2021-2023
 SON: Heather Anderson (1st of 2-year term) 2021-2023

B. 2022-2023 Members and Officers

1. KRS: Kim Bodey (2nd year of 2-year term) 2021-2023 (Vice-Chair)
2. AHS: Matt Hutchins (2nd year of 2nd 2-year term) last year eligibility 2022-2023 (Chair)
3. SON: Linda Walters (1st year of 2-year term) 2022-2024
4. SOWK: Robyn Lugar (1st year of 2-year term) 2022-2024 only tenured faculty in SOWK at present)
5. AMR: Stasia Tapley (1st year of 2-year term) 2022-2024
6. At large Members:
 AHS: Maureen Johnson (2st of 2-year term) 2021-2023
 SON: Heather Anderson (2st of 2-year term) 2021-2023

C. Number of Meetings 11 meetings

D. Status of Each Charge Including Pertinent Details of Work

Charges received 10/01/2021

1. Notify EC Chairperson and webmaster of (a) revisions to membership roster, (b) leadership for AY2019-20, and (c) meeting schedule and locations. Deadline September 15, 2021. **Met: Sent. Resent 10/06/2021**
2. Submit approved minutes to webmaster to be posted on Sharepoint. Deadline: Within five (5) working days of approval of minutes. **Met: Sent to Rhonda Reed, posted on Sharepoint. Ongoing.**
3. 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 30, 2021 Completed. **Met: 10/07/2021 Notified department chairs and Executive Directive of strategic deadlines.**
4. 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 30, 2021. **Met: Introduced Blackboard site to new members, which contains orientation materials, agendas, and minutes. CFAC materials will be moving to Sharepoint.**
5. Encourage departments and faculty to familiarize themselves with the new performance evaluation expectations. **Met: Committee members presented verbal reminder to each of the perspective departments. April 2022**
6. 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 May 2022: **Met: January 30, 2022 Five reviews for third year faculty, five six-year (P&T) faculty, four Full professor, four third year instructor, and zero fifth year (senior) instructor were completed.**
7. Confirm completion of departmental guidelines for review of tenure-track faculty, instructors, and lecturers (as appropriate). Deadline: May 1, 2022. **Met: April 21, 2022 There are no pending documents related to promotion and tenure from any CHHS departments at this time.**

8. Elect officers for AY2022-2023. Deadline: **Met:** April 22, 2022
9. Review and revise College Grievance Policy in conjunction with College Executive Committee. Deadline: **Partially Met:** March 30, 2022 Sent forth recommendations to Executive Committee, conversations on going.

E. Mentoring Program:

- CFAC advise departments of 21-22 activities related to teaching, scholarship, and service opportunities in the college and university. Deadline: December 15, 2022 Conversations continue. Further discussion will include:
 1. Encourage department FAC to hold a department specific FAD session at the beginning of each academic year.
 2. Committee rotations make it difficult to maintain a mentorship program. Recommend that mentors be more focused on department. Conversations with each department did not give encouragement. Kim Bodey working on a CHHS program possibility.
 3. Collaboration with newly appointed Associate Dean

11. Structure annual report around the Strategic Map and committee functions and submit to Executive Committee. Deadline: April 22, 2022. **Met:** Annual report completed and voted on at CFAC meeting on 4/22/2022 Vote: 5-0-0

The Student Affairs Committee

1. *Notify EC Chairperson and Webmaster of (a) revisions to membership roster, (b) leadership for AY2021-22, and (c) meeting schedule and locations. Deadline September 30, 2021*
 - a. *This was completed September 9, 2021*
2. *Submit approved minutes to the webmaster to be posted on Sharepoint. Deadline: Within five (5) working days of approval of minutes.*
 - a. *Approved meeting minutes have been sent to Rhonda Reed and posted on Sharepoint*
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 30, 2021*
 - a. *Performed during September meeting.*
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 2022*
 - a. *Noted that this is every faculty member's goal to actively work to recruit and retain students.*
 - b. *Discussed practices that some programs use.*
5. *Revise the Advisor Evaluation tool and delivery approach. Deadline January 31, 2020.*
 - a. *Previously performed.*
6. *Review committee specific strategic initiatives and observable/measurable activities related to CHHS Strategic Map priorities. Confirm continued measurement of observable/measurable activities in preparation for an annual report March 2022.*
 - a. *Advisors must continue to reach out to nourish relationships with advisees, meet with them each semester, and document in plans.*
7. *Elect officers for AY 2021-2022. Deadline: March 31, 2022*
 - a. *Chair TBD*
 - b. *Vice-chair is Matthew Hutchins, will chair first meeting in fall, 2022*
 - c. *Secretary is Julie Campbell-Miller*
8. *Structure annual report around the Strategic Map and committee functions and submit to Executive*

Committee. Deadline: April 22, 2022

a. Submitted 4/13/22

9. Other Accomplishments

a. Scholarships: Effectively Manage Resources to Accomplish Strategic Priorities

i. Walter E. Marks Scholarship

1. Scholarship of \$547 was split between two applicants
(\$223.50 per applicant)

ii. Passmore Family Scholarship

1. Scholarship of \$3,381 was not awarded because there was not a qualified applicant

iii. Dr. Richard D. Spear Scholarship

1. Scholarship of \$1,007 was awarded to one applicant

iv. Addison Family Student Research Scholarship

1. Scholarship of \$5,000 was not awarded because there was not a qualified applicant

Future Plans

a. Work with Strategic Enrollment Management to determine how CHHS faculty can best support student recruitment, enrollment, and retention efforts

b. New tool currently in draft-form that will be used to gain information about advisees' experiential learning activities. Will revisit in the fall of 2022

c. Work on getting students to apply for scholarships so all are awarded

Centers and Clinics Reports

Center for Sports Medicine and Performance

From March 2022 through April 2022, we have performed a total of 1,423 treatments across all sports. In the month of April alone, we were up nearly 500 treatments compared to the same period last year. We have continued with a hands-on manual therapy approach. Hands on manual therapy is a huge part of the culture in the CSMP. The new graduate assistants are taught manual therapy techniques, in various in-services we do throughout the year. We continue to believe that the level of rehabilitation and overall health care continues to increase in the CSMP each year.

The CSMP currently has six full-time athletic trainers along with eleven graduate assistant athletic trainers. The CSMP also has three strength and conditioning full-time staff along with three graduate assistant strength and conditioning specialists. As a result of his hard work and dedication, Kellen Norris was nominated Supervisor of the Year for his role in supervising graduate students.

The entire CSMP staff worked tirelessly to manage COVID-19 over the 2021-2022 academic year. Through COVID-19 testing, administering new and ever-changing protocols, and managing contact tracing, we played a vital role in all the intercollegiate sports here at ISU competing in 2021 and 2022.

Over the past two years additional responsibilities and roles have been placed on each member of the sports medicine staff. CSMP Director, Kellen Norris notes that he is very proud of the work done to ensure the health and safety of the student athletes here at ISU. "I am very thankful for the CSMP staff. They each took on increased workload, communicated tremendously, and worked as a true team to manage a pandemic. There are not enough words to express how proud I am of this team."

The work of the CSMP is born out by results from their most recent Patient Satisfaction Survey, with a high percentage of student athletes being satisfied with the care they receive.

94% Football

97% Soccer

82% Women's BB

97% Men's BB

99% Dance

96% Swim and Dive

100% Golf

In the educational mission of the CSMP graduate assistants are finding employment and internships in highly sought after roles including NFL Internship Denver Broncos and the Indianapolis Colts; a residency at Western Kentucky Football; a strength and conditioning position University of Miami FL.

The CSMP continued to update and implemented all COVID-19 policies for athletics in compliance with NCAA, and MVC guidance.

- Continued with COVID-19 testing in our CLIA waived lab for all athletics community and collaborated with MVC COVID-19 working group, and member institutions to continue to create policy and procedures for MVC conference competitions, across all sports.
- Members of the CSMP continued their Contact Tracing certification and carried out all contact tracing for student-athletes. This effort was led by Connor Burton, and he continued to collaborate with University personnel for updates to University procedures.
- Renovations completed of the Main Athletic Training Room, in the SCWAM building.
- The Blackwell family donation to Athletics includes the naming of the Sports Performance Center. This money was used to purchase new equipment in the weight room to help enhance the student athletes overall performance. This equipment will be use by both the strength staff and sports medicine staff.

- Renovations completed for main athletic training facility in the SCWAM building.
- Blood Flow Restriction modality purchased and implemented in CSMP.
- Completion of recovery room in Main Athletic Training room.
- The majority of the money spent in the CSMP is on expendable items needed to service athletics. Things such as tape, medication, rehab equipment, and band aids. Other money were spent to continue to enhance out of date rehab equipment needs. Other money spent on staff professional development. Overall, the CSMP budget is in good shape heading into the 2022 2023 fiscal year. We will begin to spend some money on updates and maintenance of cardio equipment that is long overdue.

Physical Therapy and Rehabilitation Clinic

The Physical Therapy and Rehabilitation Clinic acquired 172 new patients during this fiscal year as of March 31. They logged 1,976 visits from new and existing patients. The PTSRC involves two full-time staff: Dr. Jimmie Storms, Director of the clinic, and Vicki Gaunt, Patient Account Coordinator. They also utilize three professors from the Physical Therapy program.

Dr. Storms, Mrs. Gaunt, and the professors from the DPT program worked diligently and planned carefully to keep the clinic up and running during the COVID-19 pandemic and while Dr. Storms recovered from arthroscopic hip surgery. Dr. Storms was also certified in Runner's Rehabilitation and completed Advanced Training for Shoulder Rehabilitation. Dr. Storms will be celebrating his 5th anniversary with the University in the fall 2022.

Though the clinic continued operations during the pandemic and Dr. Storms needed to undergo hip surgery and subsequent 2.5 month recovery, the clinic's numbers managed to only drop slightly. Patient visits dropped by 119, and insurance reimbursements decreased by nearly \$9,000. However, an estimated 1145 student hours are projected to be completed in the clinic through the end of the semester, which is an increase of almost 200 hours. There has been 81 total responses of the Net Promoter Summary since July 1st with 93% of the responses providing a rating of 9-10/10 this fiscal yr and a total of 205 responses with 96% rating 9-10/10 since NPS was started in April 2020. Furthermore, PTSRC has a 5 Star rating on Google. So far, over \$14,000 has been written off as courtesy discounts.

The PTSRC hosted the Doctor of Physical Therapy program's Annual Health Screenings for 50+ Adults on April 2nd which resulted in several referrals to the PTSRC and anticipation for further referrals during the upcoming Young Adult Screen.

The PTSRC budget is used for staff salaries, software, lab and medical supplies, and continuing education.

Rural Health Innovation Collaborative

Between July 1, 2021 and April 1, 2022, the RHIC Simulation Center had 7,601 participant encounters, this included 2,563 in the first quarter, 2,739 in the second quarter, and 2,308 in the third. The RHIC has an Executive Director (1FTE), 2 full time Clinical Simulation Specialists (2 FTEs), 1 part time Clinical Simulation Specialist (0.5 FTEs), 2 Simulation Technologists (2 FTEs), and a Simulation Assistant (1 FTE), for a total of 6.5 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), and Clinical Simulation Associates (various clinical educational roles and disciplines). In addition, the RHIC works with the Arc of Vigo County to utilize young adults with special needs in support roles at the Simulation Center.

The RHIC has four new staff members since July 1, 2021: Dr. Kailee Burdick in the Clinical Simulation Specialist role, Hether Messmer in the Simulation Coordinator role, Breanna Kiser in the Simulation Assistant Role, and Harley Owen in the Simulation Technologist role. Laura Livingston completed the Indiana Hospital Association's Management Institute and Health Care Centric Leadership Program. Jack Jaeger was elected the

Chair of the Accreditation Council for the Society for Simulation in Healthcare.

Highlights of the past year:

- The RHIC added the Visiting Nurses Association of the Wabash Valley as a Partner in the Collaborative this year.
- The RHIC continued its 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. Fifteen hospitals elected to be a member of the Patient Safety through Simulation Education cohort.
- The RHIC was awarded \$50,000 for the purchase of a new mobile simulation unit from the Union Hospital Foundation and the Indiana Chemical Trust.
- The RHIC is working with the Lugar Center for Rural Health, four area critical access hospitals (Sullivan County Community, Putnam County, Greene County, Union Hospital Clinton), and five rural health clinics to develop an independent perinatal network to strengthen clinical access for expectant mothers in the west-central region of Indiana.

Events hosted?

- Partnership with West Central AHEC to provide simulation experiences for local high school HOSA (Health Occupation Student Association) programs.
- Partnership with West Central AHEC to conduct poverty simulations in an effort to raise awareness of the realities of poverty.
- Chamber of Commerce Community Health Fair
- Participation in the Ivy Tech Community Fun Run
- Multi-patient Interprofessional Education simulations with ISU Nursing, Physician Assistant, Social Work, Occupational Therapy, and Ivy Tech Nursing and Respiratory Therapy.
- Valley Professionals Community Health Centers Care at Home Program
- Rural Neonatal Outreach Programs
- Union Medical Group simulation development for employee orientation.
- 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.

Initiatives

- The RHIC purchased a new simulation center management and recording system (Laerdal SimCapture) to manage simulation sessions and post-event debriefing more effectively.
- The RHIC was awarded \$50,000 for the purchase of a new mobile simulation unit from the Union Hospital Foundation and the Indiana Chemical Trust.
- Rapid Response Team Development, Training, and Assessment

- IUSM COVID Vaccination Training
- Use of Robotic Telepresence Robots for COVID Care, Family Visitation, Patient Registration, and Physician Rounding
- Development of Virtual Asynchronous Modules using Simulation Methodologies for Sepsis; Obstetrical and Neonatal Emergencies; Early Recognition of Deterioration; Acute Stroke; and Pediatric and Adult Dehydration.

Operating budget. The RHIC’s annual operating budget for FY 2022 is \$820,000. Of that, \$641,000 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.

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, West Central Indiana – AHEC (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 300 high school aged students have participated in recruitment-related activities hosted by WCI-AHEC in the 2021-22 project period (July 2021 – June 2022). This includes activities such as camps, mentorship programs, and competitions aimed at young people to encourage a career in healthcare. Additionally, over 120 students enrolled in health profession preparation programs, such as medicine, nursing, and social work, have been impacted by WCI-AHEC training efforts that focus on the special needs of rural and underserved communities. This includes 39 enrollees currently in the interdisciplinary and nationally renowned AHEC Scholars program which helps to make students more work-ready. To support health professionals who have chosen to practice in underserved communities, WCI-AHEC also provides support in the form of continuing education. More than 60 health professionals have benefited from retention-focused programs like healthcare conferences and skill-specific trainings.

For the 2021-22 grant period, WCI-AHEC received a combined \$355,000 from state (Indiana State Department of Health) and federal (Health Resources and Services Administration) funders to accomplish its mission of recruiting, training, and retaining health care professionals in West Central Indiana.

Associate Dean for Academics

Assessment Reports. CHHS Student Outcomes Assessment and Success (SOAS) report submissions increased to 96% this year, compared to 66% in AY 19-20 and 93% in AY 20-21. SOAS reports are evaluated by the ISU Assessment and Accreditation Coordinator within Academic Affairs. All reports and feedback are available from the CHHS Assessment Committee.

Faculty Workshops. CHHS faculty workshops were held throughout the year, including: Faculty Activity Database (FAD) overviews for each evaluation year, Faculty Evaluations Part I and Part II, Faculty Governance, Faculty Performance Evaluations (FPE) / Biennial Reviews, High Impact Practices (HIP) in the curriculum, a Publishing 4-session workshop, and Institutional Review Board (IRB) Basics.

CHHS Student Symposium. The inaugural CHHS Student Symposium was held this spring '22 with a kickoff session specifically for students on IRB Basics. CHHS undergraduate and graduate students from multiple departments and school participated. In total, there were 50 on-campus poster presentations, 2 dance performances, and 10 virtual presentations. Many thanks to each student for preparing their presentations and participating; the faculty advisors; the active and creative planning committee who helped make the symposium possible; and for the Dean's support for poster printing and refreshments.

Associate Dean for Student Affairs

- We welcomed prospective students back to campus to explore majors in the College. Three Indiana high schools visited in April and May 2022: Corydon, South Vermillion (next week), and West Lafayette.
- We are planning two visits in June with middle school students from Vigo County Indiana School Corporation.
- Six academic advising workshops were held throughout the year.
- The College Probation Support Program served 72 students during the academic year.
- The Robert & Jean Hollar Peer Mentoring Program served 10 students throughout the year.
- The Student Support Office participated in student success activities and recruitment events throughout the year.
- Provided 6 academic advisor workshops throughout the year

Session
Workshop for New Advisors
MySAM Worksheet & Plans
Student Athletes & Eligibility
Advising Best Practices
Financial Aid & SAP
Veterans

Recruiting visits to Indiana State University College of Health & Human Services

- Indiana High Schools:
 - Corydon (11 students; 12 people);
 - South Vermillion (anticipate 30 students);
 - W. Lafayette (22 students; 26 people)
- Indiana Middle School: Hometown University Summer School, Vigo County

College Support Program to Students on Academic Probation: Served 72 students. Provided individual academic support; developed and distributed 3 Student Success Newsletters.

College Mentoring Program: Served 10 students. Examples of need: support system; help with academics; help with time management.

Student Success Events completed throughout the year unless otherwise noted:

Admitted Student Day
Departments hosting virtual discussion sessions May 2022 for new students and their families

Health & Social Services Career Fair by the Career Center – Fall & Spring
Important Careers in Healthcare (2 events)
New Student Parent Orientation
State Engage: My Major, My Career (Freshmen orientation to the College)
State Start-Up
Student Government Scholarship Fair & Learning Summit
Transfer Orientation & Registration (4 events)

Recruitment Activities to Date

College Open House
Street Fair, Charles E. Brown African American Cultural Center
Sycamore Preview Day (3 events)

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 (2020-21). These actions are in collaboration with faculty and staff governance.

Support Students' Success	Action	Action	Action	Action
<i>Improve student retention and on-time degree completion</i>	Continue to provide training and support for faculty and professional advisors	Implement the early warning program for students in academic jeopardy	Expand student-mentoring, tutoring, and academic probation supports	Expand professional advising
<i>Sustain 95% placement rates post-graduation as measured by the First Destination Survey</i>	Promote student engagement with the career center resources	Strengthen relationships with prospective employers	Encourage graduates to participate in the <i>First Destination Survey</i>	
<i>Where applicable, improve/sustain certification and licensure exam pass rates</i>	Provide resources for the design and implement test-taking preparedness workshops for students and faculty	Support accreditation efforts		
<i>Ensure all students have opportunities for experiential learning</i>	Develop 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		
<i>Increase the percentage of students who get an on-time placement for clinical, fieldwork, or internship</i>	Support cooperation among clinical and contract coordinators in the College			
<i>Maintain stable enrollments in high-demand programs</i>	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
<i>Expand availability of and enrollment in hybrid and online certificate and degree options</i>	Collaborate with University SEM to identify existing and new programs that may be offered online	Create Preferred Partner relationships with selected organizations		

Recruit, Retain, and Develop Diverse and Successful Faculty and Staff	Action	Action	Action	Action
<i>Increase the number and retention of diverse faculty and staff</i>	Use searches to promote our degree programs and reputation for excellence	Establish a Dean's Advisory Council or Faculty Fellow on Diversity Equity, and Inclusion	Work with Chairs/Directors to support new faculty and staff with a mentor/coach for the first three years of their appointment	Develop a guideline for initial salary for faculty
<i>Retain faculty and staff at rates equal to or greater than ISU</i>	Support all 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
<i>Improve the overall mean on the annual workplace environment survey</i>	Administer and report on the survey annually	Report actions taken in response to the survey		
<i>Faculty and staff will report feeling supported to engage in scholarship and community engagement</i>	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 grants from the Ashby Trust for faculty and staff to create research and intercultural education experiences	
Effectively Manage Resources to Accomplish Strategic Priorities				
<i>Align resources with strategic priorities as reported in the CHHS Annual Report</i>	Dean's Office will report annually on progress on strategic priorities and the use of resources to support these	Dean's Office will regularly share budget and hiring information with Executive Committee		
<i>Raise the number of cross-listed or shared courses</i>	Support College Curriculum Committee, chairs, and directors to identify shared resources			
<i>Increase the number and size of private and corporate donations</i>	Collaborate with the CHHS Advancement Council and University Advancement	Promote Give to Blue Day with electronic marketing		
<i>Increase the number of grant applications aligned with strategic priorities</i>	Work with the Office of Sponsored Programs to improve grant application success	Offer annual grant writing workshop	Offer annual publishing workshop	