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COLLEGE OF HEALTH AND HUMAN SERVICES



ANNUAL REPORT

MAY 2023

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

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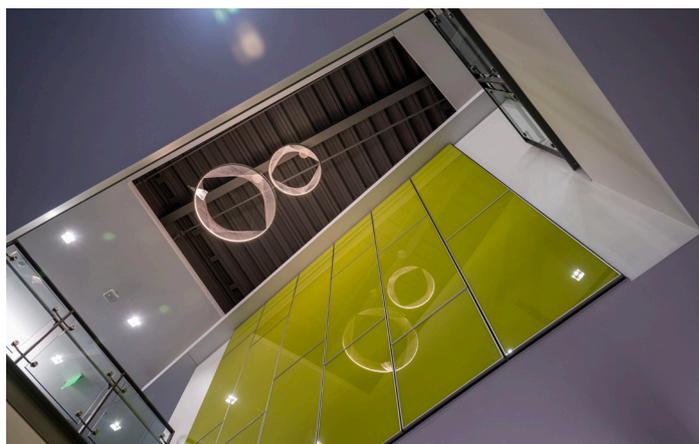
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OUR MISSION

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

“Each day is an opportunity to actively engage with our future.”

Academic year 2022-23 has been a bit of a roller coaster ride. From the difficult choices related to enrollment and budget to an all-time high for fund raising, we have had some ups and downs. I am so glad to be working with all of you to achieve our strategic priorities, which remain highly relevant to sustaining our college into the future and empowering our students, faculty, and staff to thrive.

In this report we will walk through metrics on each of the key performance indicators (KPI's) on the CHHS Strategic Map. In the next pages we report on Student Success, Staff and Faculty Success, and Resource Management. Wherever possible we have included detailed qualitative and quantitative data to demonstrate trends. The analysis will show that we are exceeding expectations in some areas and underachieving in others. The variation across KPI's is to be expected and some areas are just more difficult to advance.

Some bright spots for us include continuing trends toward improved student success such as time to degree and high post-graduation placement rates. We are beginning to expand opportunities for experiential learning through the Ashby Trust Grants and those grants will facilitate faculty and staff community engagement and scholarship. We have doubled our fund raising this year and those gifts will support student retention and graduation. I am excited about the potential for recently submitted grants to increase enrollment and support advanced practice nursing students and students in applied medicine, rehabilitation sciences, public health, and social work to complete their degrees.



Important areas for improvement include student enrollment with an emphasis on both recruitment and retention. We also need renewed focus on the retention of faculty and staff, and even with the limited response rate on the Workplace Environment survey, there are clear indications that we need to address faculty and staff morale.

Each day is an opportunity to actively engage with our future. I believe the discussions underway to revise programs, develop new offerings, and to consider how our college structure can better support students, faculty, and staff are important steps in our continuing work to cultivate a learning environment that is vibrant and welcoming.

It is such a great privilege for me to serve our college and I am honored to work with each of you in pursuit of excellence. Thank you for your dedication, passion for education, expertise, and experience!

CHHS STRATEGIC MAP

EMPOWERING STUDENTS, FACULTY, AND STAFF TO THRIVE IN COMPLEX AND HALLENGING ENVIRONMENT

Support student success	Recruit, retain, and develop successful faculty and staff	Effectively manage resources to accomplish strategic priorities
Improve student retention and on-time degree completion	Increase the number and retention of diverse faculty and staff	Align resources with strategic priorities as reported in the CHHS Annual Report
Sustain 95% placement rates post-graduation as measured by the First Destination Survey	Maintain faculty and staff retention at 90% or greater per year	Raise the number of cross-listed or shared courses
Where applicable, improve/sustain certification and licensure exam pass rates	Improve the overall mean on the annual workplace environment, diversity, and inclusive excellence survey	Increase the number and size of private and corporate donations
Ensure all students have opportunity for experiential learning practices	Faculty and staff will report feeling supported to engage in scholarship and community engagement	Expand the number and size of sholarship awards for students with financial needs
Increase the percentage of students who get an on time placement for clinical, fieldword, or internship		Increase the number of grant applications aligned with strategic priorities
Maintain stable enrollments in high-demand programs		
Explant availability of and enrollment in hybrid and online Certificate and degree options		

Part I

SUPPORT

STUDENT SUCCESS

2156

Distinct Students
Fall 2022

Unduplicated count of students enrolled in one or more courses

64.27%

One Year Cohort
Retention '20-'21

One Year Retention:
For cohort tracking;
percentage of students
in cohort who were
enrolled at census for
Fall 21.

57.75%

Freshmen Retention
'21

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

Student success metrics include retention, graduation, time to degree, post-graduation placement rates, licensure/certification pass rates, experiential learning opportunities, and enrollment. CHHS compares favorably with ISU on most of these metrics with variation depending on the degree program. The implementation of expanded undergraduate professional advising should improve our retention and graduation rates over the next few years. We continue to have strong performance on years to a degree compared to ISU benchmarks. Our strength is in offering applied and professional undergraduate and graduate programs. With a few exceptions our enrollment continues to decline and we must consider new options for attracting, retaining, and graduating HHS students.

We applaud faculty for expanding the availability of options for adult learners including, with the Scott College of Business, we will offer a Public Health concentration in the online MBA; the online Masters in Social Work is scheduled to admit students in the fall of 2024; the MS in Coaching will also move online; and we hope to expedite approval of the Post-masters Certificate for Psychiatric/Mental Health Nurse Practitioner. The revisions to curricula across the college will create flexibility for students and more realistic faculty workloads.

1.1 | Retention and Graduation

One -Year Cohort Retention Rates by Latest Major College

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ISU	64%	68%	62%	65%	69%	61%	64%
CHHS	67%	71%	68%	66%	69%	60%	63%
AHS	83%	86%	80%	76%	79%	74%	55%
AMR	54%	45%	61%	73%	84%	71%	71%
KRS	73%	77%	75%	67%	72%	69%	65%
SON	56%	58%	55%	59%	63%	46%	56%
SW	58%	78%	55%	57%	47%	65%	70%

The CHHS is tracking very closely 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. Our time to degree and total number of credits to graduate are tracking closely to the minimum number required for undergraduate and graduate degrees. We will need to closely monitor degree plans to ensure these align with financial aid requirements.

Four - Year Cohort Graduation Rates by Major College

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ISU	28.68%	29.48%	28.29%	32.59%	30.15%	32.83%
CHHS	34.43%	35.77%	29.28%	35.26%	35.18%	38.33%
AHS	46.06%	43.60%	33.12%	42.34%	36.36%	46.53%
AMR	31.11%	34.29%	30.00%	28.30%	37.70%	43.18%
KRS	30.19%	37.77%	27.12%	31.69%	37.50%	37.04%
SON	60.27%	52.38%	28.18%	34.29%	34.33%	38.57%
SW	41.82%	33.33%	28.07%	42.86%	26.15%	23.33%

CHHS Degree Awards, Average GPA, Average Total Credits, and Average Years to Graduation (2019-2022)

CHHS Degrees	All Degrees			Baccalaureate Degree			Doctoral Degree		
	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
Year	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
Degree Conferred Count	764	722	675	489	457	426	67	65	59
Distinct Graduates	760	721	670	489	457	425	67	65	59
Avg Final GPA for Degree	3.48	3.51	3.52	3.34	3.38	3.41	3.74	3.72	3.65
Avg Total Credits for Degree	110.3	109.8	110.5	137.5	137.2	138.5	77.8	79.5	78.4
Avg Years to Graduation	3.4	3.3	3.2	3.8	3.7	3.7	2.9	2.8	2.9

CHHS Degrees	Masters Degree			Post Masters Certificate			Post Second. Cert/ Dipl < 1 yr.		
	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
Year	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
Degree Conferred Count	201	192	181	3	7	4	4	1	5
Distinct Graduates	201	192	181	3	7	4	4	1	5
Avg Final GPA for Degree	3.74	3.73	3.75	3.82	3.84	3.82	3.55	3.13	3.70
Avg Total Credits for Degree	56.1	57.3	56.8	32.3	43.0	31.5	134.3	123.0	136.4
Avg Years to Graduation	2.6	2.6	2.4	1.5	1.3	1.7	5.0	3.8	3.3

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1.2 | First Destination Survey, Class 2022

CLASS OF 2022

FIRST DESTINATION SURVEY REPORT

EMPLOYMENT STATUS

Full-Time Work	74.05%
Part-Time Work	6.60%
Continuing Education	12.77%
Volunteering	0.19%
Military	0.40%
Unemployed & Seeking	5.39%
Not Seeking	0.60%

SALARY

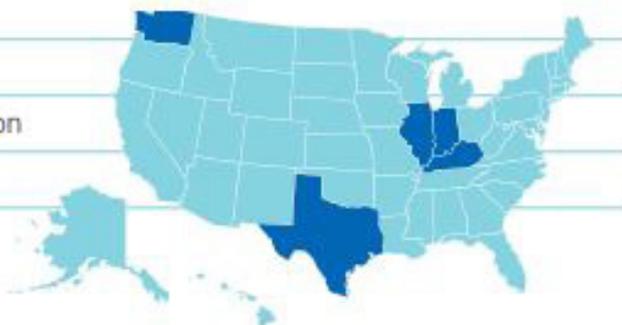
Mean Salary of Full-Time Employed	\$63,367.80
Median Salary of Full-Time Employed	\$57,928.00

TOP EMPLOYERS

1. Union Health
2. IU Health
3. Indiana Department of Child Services
4. Indiana State University
5. Riley Hospital for Children

TOP STATES

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



95%
PLACEMENT RATE

\$63,367
MEAN FULL-TIME SALARY

TOP EMPLOYER
Union Health

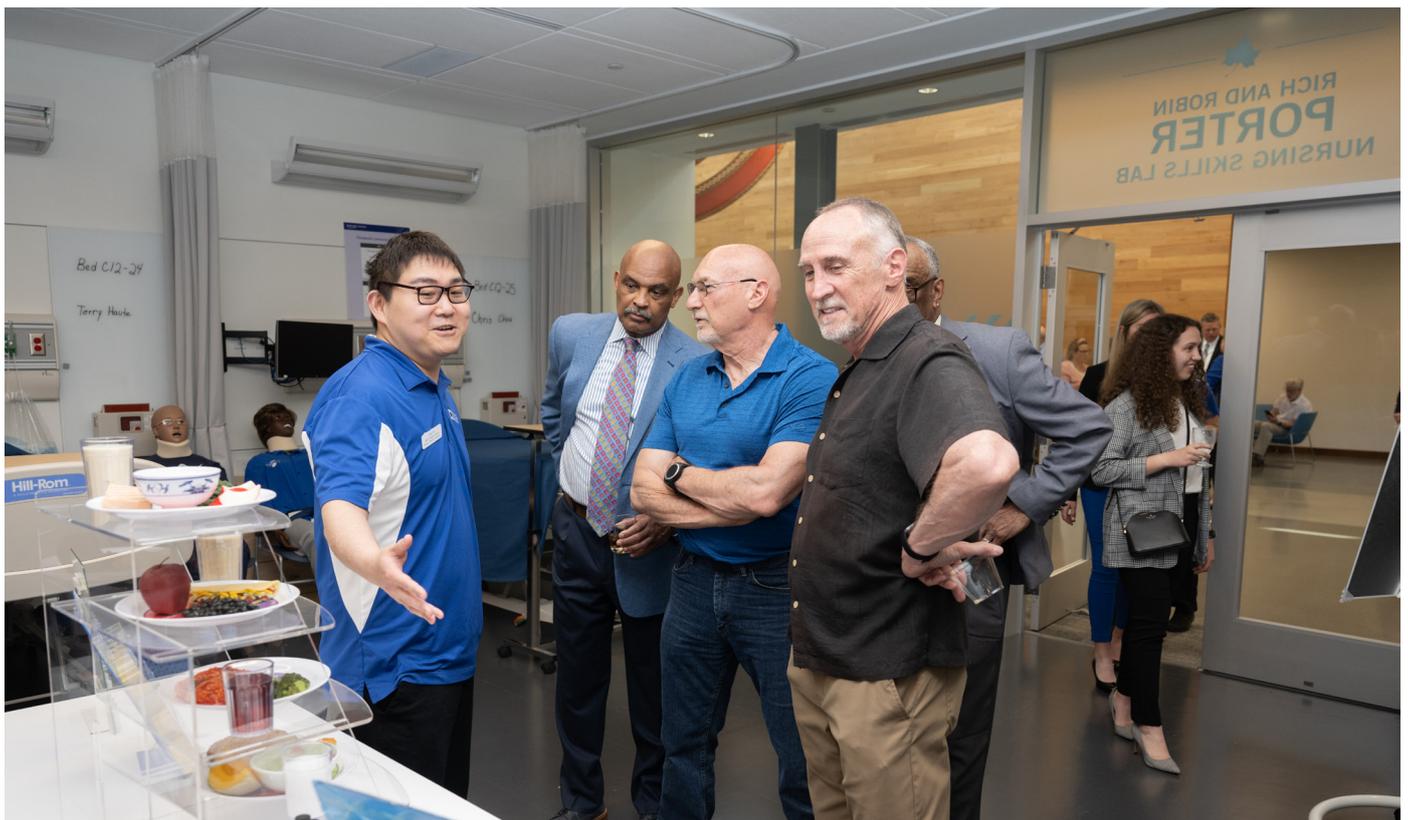
61%
STAY IN INDIANA



CHHS ANNUAL REPORT

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 2021, December 2021, and May 2022. The response rate for the class of 2022 is 71.6%. Our average placement rate for 2017 through 2022 is 94.81%, slightly below our benchmark of 95%. For the class of 2022 we compare very favorably with the overall starting salary for ISU graduates (ISU - \$56,845), and on placement rate (ISU - 94%).

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Avg
Full-Time Work	78.10%	77.73%	74.15%	71%	74%	75.26%
Part-Time Work	3.60%	5.57%	6.04%	64%	66%	24.62%
Not Seeking	1.60%	0.35%	0.37%	0%	1%	0.52%
Continuing Education	10.00%	12.26%	11.32%	17%	13%	13.58%
Volunteering		0.52%	0.57%	1%	2%	0.64%
Military		0.35%	0.57%	0%	0%	0.29%
Unemployed and Seeking	6.70%	1.22%	6.98%	4%	5%	4.91%
Placement Rate	91.70%	96.43%	92.65%	96%	95%	94.81%
Mean Salary	\$54,112.73	\$77,904.86	\$71,207.84	\$63,371.62	\$63,367.80	\$62,105.59
Median Salary	\$48,860.00	\$72,000.00	\$54,069.60	\$56,160.00	\$57,928.00	\$54,252.93



1.3 | Certification and Licensure Pass Rates

For 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. External accreditation of programs is required for students to be eligible to sit for the licensure or certification exam.

We have had a noticeable decline in pass rates in a few programs. The decline is a trend nationwide across a range of professions. Influencing the pass rates are changes in the exams and less prepared students coming out of the COVID-19 pandemic. Preparing students for professional practice and increasing the percentage of students who pass the licensure/certification examination on the first try continues to be an area for improvement.

CHHS Certificate and Licensure Pass Rates

Degree Program	2022	2021	2020	2019	2018	2017	Benchmark
MS - Occupational Therapy	100%	96%	92%	100%	100%	100%	
MS - Physician Assistant Studies	79%	83%	89%	93%	100%	97%	95%
Doctorate - Physical Therapy	96.40%	100%	100%	100%	94%		
BS - PE All Grade	100%		86%		88%		
BS in Nursing	79.89%	85.2%	87%	87%	89%		
MS in Nursing - FNP	86%	86.5%	91.7%	90%	87%		
Bachelor of Social Work			0%	33%	100%		60-61%
Masters of Social Work - Clinical	80.30%		86%	85%	63%		61-63%
Masters of Social Work			67%		80%	57%	61-63%

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



All programs in the CHHS offer or require some form of application in real or simulated work settings. Support for experiential learning is growing and there are implications for how we will track this KPI in the future. For example, this coming fall 2023 will be the first semester that ISU students entering in fall 2022 will be able to access experiential learning grants through the ISU Advantage. Students may use these grants to engage with faculty in high impact learning experiences such as study abroad, faculty led travel, professional development, undergraduate research programs, and to support required clinical, internships, or fieldwork.

In addition, the first round of Ashby Trust Grants were awarded this year. These grants are awarded to faculty and staff teams for the express purpose of strengthening the infrastructure for undergraduate experiential learning. The CHHS continues to raise funds for emergency grants and professional travel for students to prevent gaps in student learning.



Ashby Family Trust Grants 2022-23

Drs. Witkemper, Morehead, and Abbott, Representing Kinesiology, Recreation, and Sport
Exploring sport, exercise sciences, and physical education: Organizational perspectives and best practices in Scotland and Ireland

Drs. Doss, Ayodele, Yen, Ferng-Kuo, Doss, and Ms Bradley, and Ms Lewis, Representing Applied Health Sciences, Multidisciplinary Studies, Social Work, and the Minority Health Coalition
Assessing COVID-19 Vaccine Beliefs among Black Adults in Indiana

Drs. Yi, Behrendt, Bonifas, Nesser and Students Crowder, Mendez, Williams, Representing Social Work and Applied Health Sciences
Quality of Life Measurement: Systematic Review of Family Caregivers for People with Alzheimer's disease and Related Dementia

Drs. Weust, Cannon, Ms Henson, Dr. Doss, Ms Wade, and Drs. Bauer, Yen, Representing Nursing, Social Work, and Applied Health Sciences
Serving the Ryves Community

Marjorie Z. Ashby Program Fund will provide grants of up to \$10,000.00 for interprofessional faculty and staff teams to conduct research and/or intercultural educational experiences with undergraduate students.

About the Donor: Marjorie Wilhelmina Zimmerman Ashby 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. This award signified her accomplishments in her profession and contributions to her community and state. At that time, she was the Director of the Home Economics Department for Stokely-Van Camp, Inc. Mrs. Ashby made this generous gift to enhance and improve the programs of the College of Health and Human Services. Mrs. Ashby passed away on May 25, 2021. Her legacy will live on in our faculty and students.

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

We continue to see serious enrollment declines across many degree programs in CHHS. The most affected have been programs in AHS including the Bachelors in Public Health and the BS in Human Development and Family Science. Nutrition and Wellness is showing modest growth as is the Masters in Public Health. KRS has seen serious declines as well in undergraduate and graduate programs in Kinesiology. Undergraduate and graduate programs in Sport Management are demonstrating steady to slight growth. Other enrollment declines are apparent in Occupational Therapy, all undergraduate and graduate programs in Nursing, with the exception of the LPN-BSN program, and Social Work.

There are important **Strategic Enrollment Initiatives Underway** including work in individual departments and school to redesign curricula to be more concise and flexible; the transition of graduate programs including MS in Coaching and Masters in Social Work to online delivery; and the development of 3+2 degree programs for Athletic Training, Occupational Therapy, and implementation of a new BSN-DNP program. In addition, the LPN-BSN program will accept an additional 30 students per year starting in fall 2023. We can also look forward to the collaboration between the Masters in Public Health program and the Scott College of Business Online MBA, which is offering a concentration in public health. There is additional work going on to develop certificate programs in Massage Therapy as well as a post-masters certificate in Psychiatric/Mental Health Nurse Practitioner. These initiatives are in response to student demand and workforce needs.

The work of the Curriculum and Academic Affairs Committee to design a health metamajor or core curriculum is truly innovative. The core curriculum has the potential to improve retention and graduation rates as well as ensure an excellent academic foundation for students. Please see the committee's comprehensive report later in this document.

Kudos to Dr. Peggy Weber, our Advising Team, and Faculty Fellow, Dr. Emily Cannon, for their coordination of recruiting events, and thanks to everyone who has participated. We continue to work closely with ISU Admissions to promote all of our degree programs. Thanks also to the Student Affairs Committee for beginning the work of establishing realistic enrollment targets.

CHHS Enrollment Counts Fall 2018-Fall 2022

College Department	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Enrollment Decline
CHHS	3305	3112	2885	2484	2156	34.77%
AHS	536	429	340	232	135	74.81%
AMR	480	433	485	498	476	0.83%
KRS	689	668	575	499	408	40.78%
SON	1377	1363	1316	1120	1045	24.11%
SW	223	227	186	155	125	43.95%

Part II

SUPPORT FACULTY AND STAFF SUCCESS

2.1

RECRUITMENT AND
HIRING

SALARY TABLE
T/TT FACULTY
BASE BUDGET HIRING
RETENTION
GOODBYES AND HELLOS

2.2

THE CHHS
LEADERSHIP
INSTITUTE

COHORT '22-'23

2.3

DIVERSITY, EQUITY,
AND INCLUSION

DEI INITIATIVES
CHHS FACULTY BY RACE
AND ETHNICITY

2.4

PROMOTION AND
TENURE

TRENDS IN PROMOTION
AND TENURE

2.5

WORKPLACE
ENVIRONMENT

SUMMARY OF RESPONSES
ON FALL 22 WORKPLACE
ENVIRONMENT SURVEY

2.6

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 2022-23, we made 12 requests for replacement or new lines in the CHHS. Of those 11 were approved including 3 faculty positions and 7 non-exempt and exempt staff positions.

We are anticipating new search requests for faculty in 2023-24 in AMR, KRS, and SW.

Base Budget Hiring Update

	Searches Requested	Searches Approved/ Underway	Positions Filled
AHS	None		
AMR	None		
KRS	Assistant Professor	Assistant Professor	Assistant Professor
SON	Instructor, 2 Assistant Professors, Student Services, Advisor, Administrative Assistant	Instructor, Assistant Professor, Advisor, Administrative Assistant	Instructor, Assistant Professors Advisor, Administrative Assistant
SW	None		
CSMP	Assistant Strength and Conditioning Coach, 4 Athletic Trainers	Assistant Strength and Conditioning Coach, 4 Athletic Trainers	Assistant Strength and Conditioning Coach, 4 Athletic Trainers
Dean's Office	None		

Faculty and Staff Attrition and Retention

	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
Total Faculty	88	89	96	98	92	101
Faculty Departures	18	6	14	10	7	19
Attrition Rate	20%	7%	15%	10%	8%	19%
Retention Rate	80%	93%	85%	90%	92%	81%
Total Staff	38	38	40	43	45	41
Staff Departures	3	7	8	3	7	10
Attrition Rate	7%	18%	20%	7%	16%	24%
Retention Rate	93%	82%	80%	93%	84%	76%



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. However, the University metric is not yet available.

We have seen a dramatic reduction in faculty in the 2022-23 year that is unlikely to rebound in the short term. The above table shows how our overall retention rates have varied from year to year. This year, in addition to a small number of faculty layoffs, saw a total of 4 retirements and 8 resignations. In addition, we have a number of faculty who are moving to other colleges including 1 to the College of Arts and Sciences and 3 to the Bayh College of Education. 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 enrollment. The importance of having an adequate number of qualified faculty and staff is obvious and this is an area of concern.



Recent Goodbyes and Hellos.

We say thank you and goodbye to faculty and staff who have left the University to pursue other opportunities. We wish them the very best!

- ✦ Darleesa Doss, Applied Health Sciences
- ✦ Heather Pfrank, Applied Health Sciences
- ✦ Matthew Warner, Applied Health Sciences
- ✦ Jeremy Houser, Applied Medicine and Rehabilitation
- ✦ Paula Jarrard, Applied Medicine and Rehabilitation
- ✦ Nancy Cummins, Kinesiology, Recreation, and Sport
- ✦ Bill Dininger, Kinesiology, Recreation, and Sport
- ✦ Al Finch, Kinesiology, Recreation, and Sport
- ✦ Don Rogers, Kinesiology, Recreation, and Sport
- ✦ Julie Campbell-Miller, Social Work
- ✦ Hailee Lauritzen, Social Work
- ✦ Grace Yi, Social Work
- ✦ Vickie Gaunt, Physical Therapy and Sports Rehabilitation Clinic
- ✦ Haijing Tu, CHHS Dean's Office

We welcome new faculty and staff and congratulate those in new roles. Glad to have you with us!

- ✦ Abi Scharton, School of Nursing
- ✦ Chad Roseland, School of Nursing
- ✦ Michael Nordgren, Center for Sports Medicine and Performance
- ✦ John Ghibellini, Center for Sports Medicine and Performance



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2.2 | The CHHS Leadership Institute

The CHHS Leadership Institute is in its 2022-23 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 by distance synchronously and asynchronously. Topics range across theoretical and practical aspects of leadership. Fellows make a commitment to attend all sessions and complete a program evaluation to maximize the benefits of their participation. Fellows should allocate 6-8 hours per month for Institute work to ensure a good outcome. Since 2019, 24 fellows have completed or are in process of completing the fellowship.



GOALS FOR CHHS LEADERSHIP INSTITUTE

- ✦ Educate, mentor, and guide the next generation of college leaders.
- ✦ Lead colleagues and students with confidence from your position in the college to achieve the mission of the College.
- ✦ Assume formal leadership roles in the college such as a clinic or center director, committee chair, department chair, associate dean, and dean.



FELLOWS FOR 2022-2023

- ✦ Ms Lakisha Bradley, Department of Social Work
- ✦ Dr. Kathleen Huun, School of Nursing
- ✦ Dr. Madison Sikyta, Center for Sports Medicine and Performance
- ✦ Dr. Linda Walters, School of Nursing
- ✦ Dr. Jan Weust, School of Nursing

2.3 | Diversity, Equity, and Inclusion

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.

CHHS All Faculty by Race and Ethnicity Fall Semester 2019-2022*

Race/Ethnicity	2022		2021		2020		2019	
African American	6	4.9%	4	3.30%	4	3.10%	6	4.00%
Asian American	7	5.7%	7	5.80%	5	3.90%	7	4.70%
Hispanic	3	2.5%	4	3.30%	4	3.10%	5	3.40%
Native		0.0%	0	0.00%	0	0.00%	2	1.30%
2 or more races	1	0.8%	1	0.80%	1	0.80%	0	0.00%
NonResident Alien	1	0.8%	0	0.00%	0	0.00%	0	0.00%
Not Reported		0.0%	2	1.70%	2	1.60%	3	2.00%
White	104	85.2%	102	85.00%	111	87.40%	126	84.80%
Total	122	100.0%	120		127		149	

*Data provided by Institutional Research

CHHS Regular Faculty by Race and Ethnicity Fall Semester 2019-2022*

Race/Ethnicity	2022		2021		2020		2019	
African American	5	8.6%	4	6.70%	4	5.80%	4	5.50%
Asian American	6	10.3%	6	10.00%	4	5.80%	6	8.20%
Hispanic	2	3.4%	2	3.30%	3	4.30%	4	5.50%
Native		0.0%	0	0.00%	0	0.00%	1	1.40%
2 or more races	1	1.7%	1	1.70%	1	1.40%	0	0.00%
NonResident Alien	1	1.7%	0	0.00%	0	0.00%	0	0.00%
Not Reported		0.0%	1	1.70%	1	1.40%	1	1.40%
White	43	74.1%	46	76.70%	56	81.20%	57	78.10%
Total	58	100.0%	60		69		73	

*Data provided by institutional Research

2.4 | 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 achieving promotion to associate professor with tenure, and 15/15 faculty earning 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. 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

	2022-23		2021-22		2020-21		2019-20		2018-19		2017-18	
	Applied	Promoted	Applied	Promoted	Applied	Promoted	Applied	Promoted	Applied	Promoted	Applied	Promoted
Senior Instructor	1	1	0	0	2	2	1	1	3	2	1	1
Associate Professor with Tenure	6	6	6	5	2	2	5	5	6	6	6	5
Full Professor	1	1	4	4	1	1	4	4	2	2	3	3

2.5 | Workplace Environment Survey

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 to everyone who took the time to complete our annual CHHS Workplace Environment Survey. We use responses to this survey as a key performance indicator on our [strategic map](#). The survey results are aggregated in the table below.

While the response rate is the lowest since we began using the tool, it is clear from the results and from anecdotal comments from faculty and staff that people are concerned about the practices of leaders in the College. Please see the Dean’s Action Plan at the end of the report for proposed steps for improvement.

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Summary Responses on Fall 2022 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.	34.00%	17	40.00%	20	10.00%	5	14.00%	7	2.00%	1	50
2. I am provided the resources I need to be effective in my job.	14.00%	7	34.00%	17	18.00%	9	22.00%	11	12.00%	6	50
3. When I offer a new idea, I believe it will be fully considered.	16.00%	8	24.00%	12	22.00%	11	22.00%	11	16.00%	8	50
4. I understand the necessary requirements to advance my career.	30.00%	15	38.00%	19	20.00%	10	6.00%	3	6.00%	3	50
5. I am valued for my contributions to the college.	20.00%	10	24.00%	12	26.00%	13	18.00%	9	12.00%	6	50
6. I have opportunities to contribute to important decisions in my department.	26.00%	13	34.00%	17	24.00%	12	6.00%	3	10.00%	5	50
7. College leaders provide a clear direction for the future of the college.	12.00%	6	24.00%	12	22.00%	11	16.00%	8	26.00%	13	50
8. College leaders are genuinely interested in the well-being of faculty, students and staff.	12.00%	6	26.00%	13	18.00%	9	22.00%	11	22.00%	11	50
9. The role of faculty and staff in shared governance of the college is clearly stated and publicized.	10.20%	5	46.94%	23	28.57%	14	10.20%	5	4.08%	2	49
10. College leaders communicate openly about important matters.	12.00%	6	28.00%	14	16.00%	8	22.00%	11	22.00%	11	50
11. College policies and practices ensure fair treatment for students, faculty, and staff.	12.00%	6	30.00%	15	24.00%	12	14.00%	7	20.00%	10	50
12. College leaders encourage and role-model civil and respectful behavior.	12.00%	6	48.00%	24	18.00%	9	14.00%	7	8.00%	4	50
13. The college's policies and practices give me the flexibility to manage my work and personal life.	22.00%	11	26.00%	13	30.00%	15	8.00%	4	14.00%	7	50
14. I feel respected by the leaders in the college.	20.00%	10	30.00%	15	8.00%	4	16.00%	8	26.00%	13	50
15. I believe what I am told by leaders in the college.	16.00%	8	20.00%	10	18.00%	9	14.00%	7	32.00%	16	50
16. The college is well run.	14.00%	7	22.00%	11	20.00%	10	18.00%	9	26.00%	13	50
17. The culture of our college is special- something you don't find just anywhere.	6.00%	3	26.00%	13	20.00%	10	20.00%	10	28.00%	14	50
18. All things considered, this is a great place to work.	16.00%	8	26.00%	13	24.00%	12	20.00%	10	14.00%	7	50

Trends in the CHHS Workplace Environment Survey

	2022	2021	2020	2019	2018
Respondents	50	126	60	75	140
mean	3	2.77	2.55	2.58	2.71
SD	1.28	1.14	1.1	1.1	
Percent Strongly Agree and Agree	32%-74%	27%-75%	35%-82%	27%-82%	
Percent Disagree and Strongly Disagree	12%-38%	10%-42%	5%-38%	8%-35%	

2.6 | Faculty Scholarship

This year, faculty authored 168 scholarly products (published manuscripts, books, conference presentations, and grants) with many collaborations* in the college on these activities. As our faculty numbers have declined 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

	AY22-23	AY 21-22	AY 20-21	AY 19-20	AY 18-19
Number of Regular Faculty	88	89	96	98	92
Total Scholarly Activities	168	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	2022
External Grants	\$ 203,253	\$ 350,449	\$ 557,144	\$ 1,713,712	\$2,068,817

This year is particularly notable for the submission of two applications for program grants to the Health Resources Services Administration. The School of Nursing submitted an application to the Advanced Nursing Education Workforce (ANEW) Program. These grants are designed to provide direct support for nurses seeking to become nurse practitioners. The receipt of this grant, keep in mind these are very competitive, would have a positive effect on enrollment in the MSN and BSN-DNP programs. The department of Applied Medicine and Rehabilitation is preparing to submit an application to the Health Careers Opportunity Program (HCOP). These grants are designed to encourage highschool and university students to enroll in and graduate from healthcare professional programs. The emphasis is on supporting students from disadvantaged backgrounds. Should we receive this grant it will help us recruit and retain students across a wide variety of degree programs. 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 \$7,390,250.00 for AY2022-23, a modest decrease in our instructional and operating budgets. The decline was mostly managed by a very small number of resignations. We had determined in our projections for 2022-23 that we had sufficient resources to support promotions of a few faculty directly into instructor or assistant professor positions and were able to conduct a number of important searches to replace faculty. Similarly, we were able to maintain overall administrative and professional staff positions. Moreover, we restructured administrative positions to add two professional advisors.

We began budget negotiations with Academic Affairs 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. As a result, the CHHS has been allocated an instructional budget of \$6,830,354 for the coming academic year 2023-24. The College will have \$559,896 less in instructional resources for faculty salary. We have adjusted to the decreased allocation by not replacing faculty who have or will retire/resign and laying off a very small group of faculty. We also moved two staff to soft money and gave up one associate dean position. Finally, we have also absorbed reductions in our supplies and equipment base budgets – giving up 10% across the College.

The enrollment and budget data clearly emphasize the 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	AY23-24 FY24	AY22-23 FY23	AY21-22 FY22	AY20-21 FY21	Enrollment Decline (AY18-22)
AHS	\$502,354.00	\$831,428.00	\$790,304.00	\$978,380.00	74.81%
AMR	\$2,478,172.50	\$2,374,881.40	\$2,439,823.70	\$2,433,608.00	0.83%
KRS	\$777,222.70	\$1,054,044.40	\$1,143,759.00	\$1,293,474.00	40.78%
SON	\$2,342,890.30	\$2,495,852.30	\$2,543,885.00	\$2,649,350.00	24.11%
SW	\$486,019.00	\$542,521.00	\$536,521.00	\$535,171.00	43.95%
Total	\$6,830,354	\$7,298,727.10	\$7,454,292.70	\$7,889,983.00	34.77%

Summer Instructional Budget Trends

Year	2023 Allocation	2022 Allocation	2021 Allocation	2020 Allocation
AHS	\$37,580.55	\$45,638.40	\$49,837.64	\$120,001.87
AMR	\$34,979.56	\$29,511.46	\$32,226.84	\$89,174.52
KRS	\$94,671.36	\$85,193.83	\$93,032.60	\$120,279.34
SON	\$50,000.00	\$81,532.80	\$89,034.71	\$101,235.56
SW	\$22,925.19	\$25,623.51	\$27,981.15	\$29,603.50
Stipends	\$8,600.00	\$7,500.00	\$7,500.00	
Total	\$248,756.66	\$275,000.00	\$299,612.93	\$460,294.79

CHHS Supplies and Equipment Budget AY 2023-2024 Summary

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

3.2 | Development

We are excited to see the continuing trends and momentum in the 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.

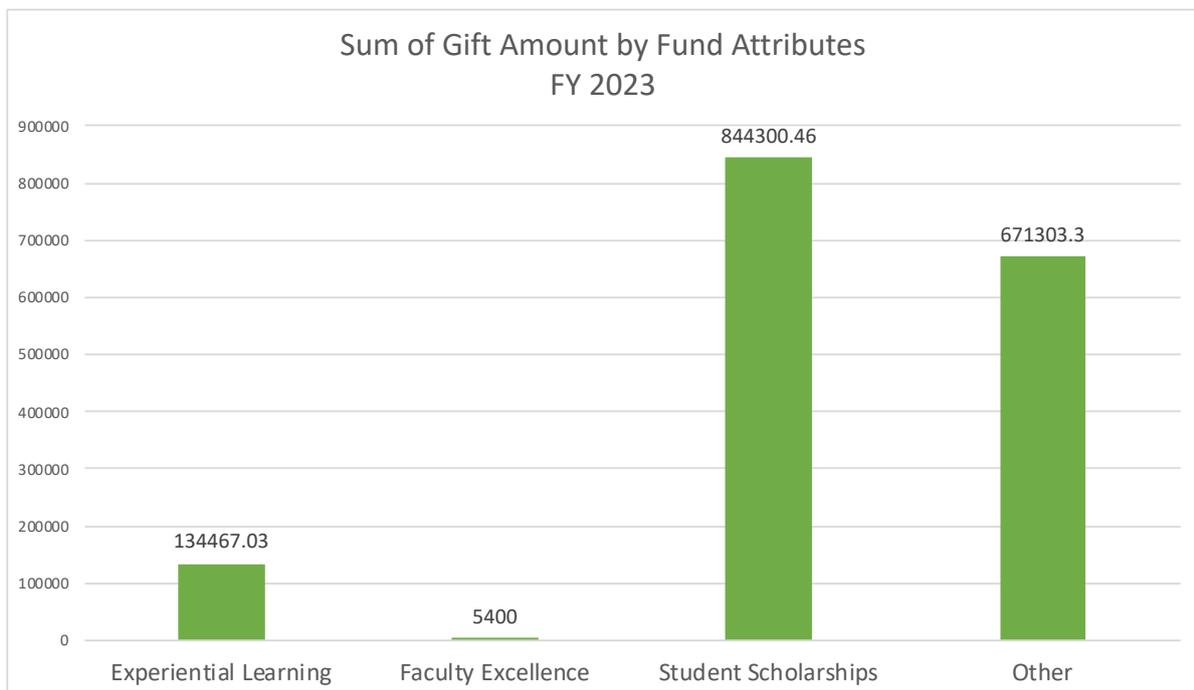


CHHS ADVANCEMENT COUNCIL MEMBERS

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

Trends in Giving for the CHHS

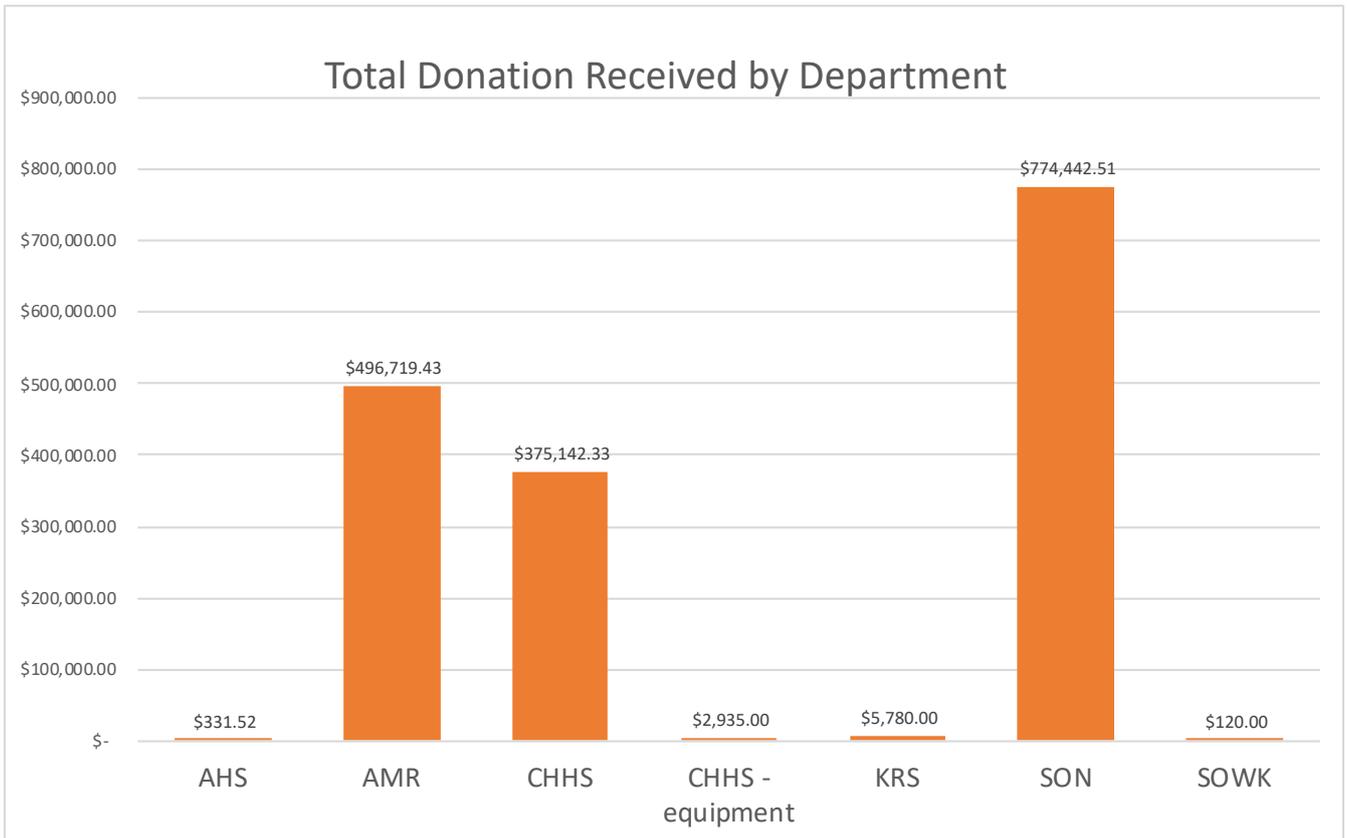
Type of Gift	FYTD2023	FY2022	FY2021	FY2020	FY2019
Cash	\$356,970.79	\$631,631.35	\$262,348.77	\$288,672.90	\$325,120.96
Pledge	\$476,500.00	\$108,312,49			
Gifts in Kind	\$2000	\$51,000.00	\$5,350.00	\$0.00	\$0.00
Planned Gifts	\$820,000.00	\$75,000.00	\$250,000.00	\$40,000.00	\$0.00
Total	\$1,655,470.00	\$820,000.00	\$517,698.77	\$328,672.90	\$325,120.96





Trends in Give to Blue Fundraising

Type of Gift	FY2023	FY2022	FY2021	FY2020	FY2019
Total Raised	\$36,000.00	\$35,488.00	\$27,328.00	\$18,428.00	\$11,043.00
Total Number of Donors	110	151	130	210	153



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, 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

Approval: 5-0-0

A. 2022-2023 Members and Officers

1. SON: Linda McQuiston (2nd year of 3-year term) Chair
2. AHS: Maureen Johnson (3rd year of 3-year term) Vice-Chair/Secretary
3. KRS: Witkemper, Chad (1st year of 3-year term)
4. AMR: Post, Eric (resignation from ISU)
AMR: Rivera, Matthew (1st year of 3-year term)
5. SOWK: Campbell-Miller, Julie (resignation from ISU)
SOWK: No replacement
6. At-Large Members:
KRS: Bodey, Kim
SON: Huun, Kathleen

B. 2023-2024 Members and Officers

1. AMR: Rivera, Matthew (2nd year of 3-year term) Chair
2. KRS: Witkemper, Chad (2nd year of 3-year term) Vice Chair
3. SON: McQuiston, Linda (3rd year of 3-year term) Secretary
4. AHS: Johnson, Maureen (1st year of 2nd 3-year term)
5. SOWK: None
6. At-Large Members:
TBD after the voting is complete

C. Number of Meetings

14 meetings

D. Status of Charges 2022-2023:

- Build on preliminary discussions and the work of the Program Review Taskforce over the summer to develop a core curriculum (meta-major or health interest area) for students interested in our majors
- Summer ad-hoc report reviewed by Executive Committee members. Multi-departmental membership for the Summer Ad Hoc program review submitted a report which outlined by the committee members. Areas of further discussion included: 1. Need for additional professional advisors, 2. Faculty retention and workload, 3. Faculty job satisfaction, 4. Identifying courses that could address on-time graduation, 5. Curriculum changes, 6. Program feasibility and sustainability, and 7. Course scheduling.
- Meta-Major was discussed as a possible avenue to streamline and collaborate with like-minded programs. Executive Committee sent charges to all standing committees, will invite chairs of the standing committees to present findings of the charges on the November 28th meeting.
- Results of the standing committee reports were positive in that with some adjustments, a core curriculum could be established to allow for better utilization of resources in CHHS. CAAC members presented the ideas and areas of discussion at the November CHHS faculty meeting. Positive feedback from faculty was noted. Further investigation charges were given to CAAC as an additional charge for Spring 2023. Results were presented to Ex. Committee with additional ideas and discussion related to curriculum change. Presented ideas for discussion to faculty at the April 18, 2023 meeting and will present again at the end-of-year meeting May 4, 2023. Presentation at both the April 18th and the May 4th meetings will focus on what has changed in our faculty/ programs as of Spring 2023, and gathering of ideas related to possible restructuring of CHHS. What do we look like in the Future? Volunteers will be solicited from each department for a summer ad hoc committee to look at possible ideas for reconstruction of CHHS.
- Consult with Dr. Peggy Weber on the development of a comprehensive student recruitment plan including goals and actions to achieve specific enrollment outcomes
- Peggy Weber is working with SAC to establish goals for each program. SAC annual report noted that a “comprehensive recruitment plan, including goals and plans for implementation. [Strategic Map 2021-2024 Support Student Success].
- Continue to identify actions to achieve our College KPI’s (a draft of action items developed by the Strategic Planning Work Group is available to help committees with this) and report on these in April 2023
- Review strategic map KPI’s and identify areas that need to be addressed. Focus this year was structured around investigation of a Meta-major (Branches) with

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program collaboration with CHHS.

- Revise the grade appeal form
- Spoke with Peggy and she will be convening a meeting with those who have volunteered for the committee to address some of the concerns related to the form, not able to change some of the language. No new grade appeal material was presented to Ex. Committee.
- Revise the College Faculty Grievance Policy and Procedures
- Presented to Executive committee need to review and send back to CFAC. Grievance policy was not changed at this time. Grievance committee members were randomly selected 2022-2023 for a grievance in Spring 2023. CFAC randomly selected and notified the 2023-2024 grievance committee members.
- Consider developing a reporting system for representatives on University standing committees to relay the work going on in their committee
- Year-end report – Year-end reports were given to Associate Dean Haijing Tu. Chairs of the committees will update faculty and staff at the Year-end meeting May 4, 2023.



4.2 | The Curriculum and Academic Affairs Committee

Charges

1. Notify EC Chairperson and webmaster of (a) revisions to membership roster, (b) leadership for AY2022-2023, and (c) meeting schedule and locations. Deadline October 5, 2022 ... **completed September 29, 2022**
 - a. Chairperson – Craig Morehead (KRS ... term ends May 2023)
 - b. Vice-Chairperson – Eric Post (AMR ... term ends May 2023)¹
 - c. Secretary – Somer Nourse (SoN ... term ends May 2023)
 - d. Member – Darleesa Doss (AHS ... term ends May 2024)
 - e. Member – Hailee Lauritzen (SW ... term ends May 2024)
 - f. Member – Matthew Rivera (At-large ... term ends May 2023)²
 - g. Member – Deetta Vance (At-large ... term ends May 2024)³
 - h. Every-other Monday, 10:00-11:00am; Arena, A-409; Zoom
 - i. Weekly meetings were held through much of the Spring semester
 - i. Ex Officio – Haijing Tu (Associate Dean for Academics)
2. Submit approved minutes to webmaster to be posted on Sharepoint. Deadline: Within five (5) working days of approval of minutes. ... **ongoing throughout academic year**
 - a. CAAC Secretary Dr. Nourse submitted approved minutes on CHHS Faculty Shared Governance Sharepoint site throughout the academic year
 - i. August 22, 2022
 1. Craig Morehead elected CAAC Chairperson to replace departed chair Jim Davis
 2. Discussion of known changes coming for CAAC review
 - ii. August 29, 2022 ... 5 Approvals, 1 Table
 1. Dance minor move to College of Arts and Sciences approved
 2. SOWK 555 tabled
 3. SPM 490, Rec Therapy suspended, Kinesiology – Exercise Science, Kinesiology – Coaching ... all approved
 4. Discussion of HIP proposals for consideration of Foundational Studies
 - iii. September 12, 2022 – 13 Approved
 1. SOWK 555, AHS 302, AHS 363, AHS 392, AHS 413, AHS 417, AHS 450, AHS 451, AHS 497, AHS 497D, AHS 513, Gerontology Certificate, Gerontology Minor approved
 - iv. October 3, 2022 – 11 Approved

¹ Vacated March 2023

² Transitioned to AMR seat following departure of Eric Post ... no at-large pool remaining to back-fill vacated seat

³ No at-large pool remaining to back-fill vacated seat

1. AHS 240, ATTR 380, PE 133, PE 135, PE 220, ATTR 710, ATTR 712, ATTR 713, OCTH 612, SOWK 382, SPM 390 Approved
- v. October 17, 2022 – 1 Approved, 5 Tabled
 1. AHS 480, PE 445, PE 483, PE 490, Strength & Conditioning Program tabled until all program changes available for CAAC review in Curriculog
 2. Sport Management Program approved
- vi. October 31, 2022 – 2 Approved, 9 Tabled
 1. AHS 400, AHS 480, AHS 499, PE 445, PE 483, PE 490, Kinesiology Program, Public Health Program, Strength & Conditioning Minor tabled until all program changes available for CAAC review in Curriculog
 2. APN 644 Approved
 3. PE All Grade Program modification approved
- vii. November 14, 2022 – 6 Approved, 9 Tabled
 1. Public Health Program and Courses (AHS 400, AHS 480, AHS 491) tabled until all program changes available for CAAC review in Curriculog
 2. NURC 208, NURC 324, NURC 338, NURC 424, NURC 310, NURC 346 tabled until all program changes available for CAAC review in Curriculog
 3. Kinesiology Program Modification Approved
 4. Strength & Conditioning Minor Modification Approved
 5. NURS 207, PE 445, PE 483, PE 490 approved
- viii. November 28, 2022 – 5 Approved, 7 Tabled
 1. Public Health Program Modification Approved
 2. AHS 400, AHS 433, AHS 480, AHS 491 Approved
 3. ATTR 441/L, NURC 208, NURC 310, NURC 324, NURC 338, NURC 346, NURC 424 tabled until all program changes available for CAAC review in Curriculog
- ix. December 12, 2022 – 11 Approved, 2 Tabled
 1. NURC 208, NURC 310, NURC 324, NURC 338, NURC 346, NURC 424, Nursing LPN/LVN Track, Nursing Education Concentration elimination, APN 646, APN 673, APN 683 Approved
 2. ATTR 441/L, Nursing Education Post-Master’s Certificate tabled until all program changes available for CAAC review in Curriculog
- x. January 9, 2023 – 2 Tabled

1. ATTR 441/L, Nursing Education Post-Master's Certificate tabled until all program changes available for CAAC review in Curriculum
- xi. January 23, 2023 – 3 Approved, 5 Tabled
1. CAAC agreed to make recommendations to Executive Committee regarding curriculum innovation
 2. Kinesiology (Exercise Science), ATTR 441/L, DAT Program approved
 3. Massage Therapy minor tabled until stronger justification provided for the removal of PE 380 and fixing 625 credit hours
 4. Nursing Education Post-Master's Certificate, SOWK 240, SOWK 382, SOWK 384 tabled at the request of faculty
- xii. January 30, 2023 – 4 Tabled
1. Received some clarification on Massage Therapy Minor, but requested additional information.
 2. Recommendation letter to executive committee finalized
 3. Nursing Education Post-Master's Certificate, SOWK 240, SOWK 382, SOWK 384 tabled at the request of faculty
- xiii. February 6, 2023 – 5 Approved, 2 Tabled
1. THTR 121 approved; first of many dance courses that will undergo prefix change from PE to THTR; Chairperson approved to expedite all future dance course prefix changes
 2. Massage Therapy Minor tabled awaiting data from the Dean's Office
 3. SOWK 240, SOWK 382, SOWK 384, PE 681 approved
 4. Nursing Education Post-Master's Certificate tabled at the request of faculty
- xiv. February 13, 2023 – 2 Tabled
1. Massage therapy minor tabled after requesting additional clarification from the program coordinator
 2. Work began on Program Redundancy Resolution to explore consolidation of Applied Medicine and Exercise Science programs
 3. Nursing Education Post-Master's Certificate tabled at the request of faculty
- xv. February 20, 2023 – 5 Approvals, 1 Tabled
1. Massage Therapy Minor approved with one amendment – reinstate the "or" option of ATTR 380 OR PE 380

2. CAAC requested separate meetings with Applied Medicine and Exercise Science faculty to begin discussion of program consolidation
3. HDFS Major, HDFS Minor, Gerontology Certificate, and Gerontology Minor approved to move to Bayh College of Education
4. Nursing Education Post-Master's Certificate tabled at the request of faculty
- xvi. March 20, 2023 – 3 Tabled
 1. Continued discussion of Program Redundancy Resolution
 2. AHS 409/L tabled until larger curricula redesign is decided by faculty
 3. PE 504 tabled until all program changes available for CAAC review in Curriculog
 4. Nursing Education Post-Master's Certificate tabled at the request of faculty
- xvii. April 3, 2023 – 2 Approved, 2 Tabled
 1. PE All Grades Major approved to move to Bayh College of Education
 2. AHS 409/L removed from Curriculog, as Public Health curricula will be undergoing a more substantial redesign
 3. Nursing Education Post-Master's Certificate, APN 688 tabled until next meeting
 4. PE 504, Kinesiology (Coaching) MA/MS approved via electronic vote
 5. Continued discussion of Program Redundancy Resolution
- xviii. April 10, 2023
 1. Continued discussion of Program Redundancy Resolution
- xix. April 17, 2023 (to be approved) – 2 Approved
 1. Nursing Education Post-Master's Certificate, APN 673 approved
 2. Draft of consolidated major finalized and distributed to both AMR and KRS faculty, as well as Executive Committee
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. Deadline: October 5, 2022
 - a. Completed during **October 3 meeting** following receipt of charges from CHHS Executive Committee

5. Explore “Meta-Major” as a possible pathway for curriculum change. Deadline November 4, 2022
 - a. Strategic Map Alignment, Support Student Success: Improve student retention and on-time degree completion
 - b. Strategic Map Alignment, Effectively Manage Resources to Accomplish Strategic Priorities: Raise the number of cross-listed or shared courses
 - c. October 3 Meeting
 - i. Introduced concept of Meta-Major, including visit from Linda McQuiston
 - d. October 17 Meeting
 - i. Meta Major would cluster courses that are pre-requisites (or at least meaningful Foundational Studies courses) for several CHHS majors
 - ii. Unclear whether there will be faculty and deployment to cover courses
 - iii. Many pre-requisites that are required for CHHS majors are taught outside of CHHS, and therefore not “under our control” (e.g., Anatomy & Physiology)
 - iv. Seems to be areas of overlap where courses could be condensed across programs, even if not within a “Meta Major”
 - v. “Intro” courses could be combined to create a Career Exploration in Health Sciences course
 - e. October 31 Meeting
 - i. Following Craig’s meetings with CHHS FAC and CHHS Exec, there still appeared to be confusion on Meta Majors.
 - ii. Provost wants to see hours cut in programs, revising majors to make them smaller.
 - iii. It is helpful to think of the Meta Major more as interest areas for clusters of majors.
 - iv. Discussion of clustering majors that are “clinical” and “non-clinical”, with requirement of Anatomy and Physiology being one way to cluster majors.
 - v. Divide into “Human Services” branch of related courses for programs that DO NOT require A&P ... “Health Services” branch of related courses for programs that DO require A&P.
 - vi. It was decided to reach out to all program coordinators within the college to set up a meeting to discuss possibilities.
 - f. November 14 Meeting
 - i. No common meeting time was found for program coordinators
 - ii. Discussion on announcement regarding budget cuts and the role of CAAC in the process
 - g. November 28 Meeting

- i. Meta Major concept is progressing through the Lilly Grant working group
 - ii. Expecting many program and course changes in curriculum in early spring semester ... will “Meta Majors” be part of the discussion
 - h. January 5 College-Wide Meeting
 - i. CAAC led discussions on proposed “Career Interest Branches” in Health Services (led by Eric Post) and Human Services (led by Craig Morehead)
 - ii. Overall the Health Services discussion was positive with no major pushback and a general feeling of consensus from faculty
 - iii. The Human Services discussion was arguably less fruitful with faculty appearing to want to hold tight to their curriculum. There was perhaps confusion on the proposed courses, which were meant only to be a point of departure for discussion, but were seemingly taken more as a mandate, which was not at all the original intent.
 - iv. Morehead and Post are open to serving on larger University committees that might be established in the future to continue the discussion and exploration of Meta Majors.
- 6. Provide a list of all courses across all programs that potentially overlap content in the CHHS. Deadline November 18, 2022
 - a. **Strategic Map Alignment, Effectively Manage Resources to Accomplish Strategic Priorities: Raise the number of cross-listed or shared courses**
 - b. Dr. Tu compiled a list of courses that are required in multiple majors across CHHS that could be used to identify potential Meta Major courses, which was quite useful in the development of the Career Interest Branches
- 7. Based on the information gathered related to charge #5 (overlapping content), what are the recommendations for collaboration toward a Meta-major. Deadline November 18, 2022
 - a. **Strategic Map Alignment, Support Student Success: Improve student retention and on-time degree completion**
 - b. Draft of Career Interest Branches to be discussed by programs (see appendix)
 - i. Career Interest Branch in Health Services (Nursing, Applied Medicine, Exercise Science, Phys Ed All Grades, Nutrition & Wellness)
 - ii. Career Interest Branch in Human Services (Social Work, Public Health, Human Development & Family Science, Psychology, Communication Disorders)
 - iii. Sport Management not necessarily a good fit for either Branch
- 8. Support the College Curriculum Committee to promote interprofessional education at undergraduate and graduate levels and conserve faculty resources in courses shared across the college March 2023

- a. Strategic Map Alignment, Support Student Success: Improve student retention and on-time degree completion
 - b. Strategic Map Alignment, Effectively Manage Resources to Accomplish Strategic Priorities: Raise the number of cross-listed or shared courses
 - c. Undergraduate curricula sharing was at the heart of the Meta Major discussion, although limited Graduate level opportunities were found. Historically, programs have been protective of courses, especially if it involved accreditation. However, there was progress in resource sharing within the Department of Kinesiology, Recreation, and Sport, as an expanded group of courses will be utilized by both the Sport Management and Coaching programs, thus conserving faculty workload/deployment resources.
9. Review Associate Dean of Academic Services' 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, 2023
- a. Curriculog Training for program coordinators
10. Report committee representation and elect Officers. Deadline: March 31, 2023
- a. CAAC 2023-2024
 - i. Membership
 1. AHS – Darleesa Doss (term ends August 2024)
 2. AMR – Matt Rivera (term ends August 2025)
 3. KRS – Craig Morehead (term ends August 2025)
 4. SON – Somer Nourse (term ends August 2025)
 5. SWK – Lakisha Bradley (term ends August 2024)
 6. At-Large – ?
 7. At-Large – ?
 - ii. Election of Officers on April 17, 2023
 1. Chair – Morehead (approved 3-0-1)
 2. Vice – Rivera (approved 3-0-1)
 3. Secretary – Nourse (approved 3-0-1)
11. Structure annual report around the Strategic Map and committee functions and submit to Executive Committee. Deadline: April 22, 2023
12. Program Curricular Review and Resource Insufficiency and Program Redundancy
- a. Strategic Map Alignment, Support Student Success: Improve student retention and on-time degree completion
 - b. Strategic Map Alignment, Effectively Manage Resources to Accomplish Strategic Priorities: Raise the number of cross-listed or shared courses
 - c. January 30, 2023 – CAAC sends letter to Executive Committee based on Provost's call to innovate and reduce degree program hours and reduce duplication where possible. Based on CHHS Constitution outlining the functions of CAAC to make recommendations for degrees and curricula, identify areas for collaboration, and to recommend the structure of academic units, CAAC provided two recommendations, with Executive Committee charging CAAC to move forward

with exploring Resource Insufficiency and Program Redundancy Resolution, specifically exploring a potential consolidation of the Applied Medicine and Kinesiology-Exercise Science programs.

CAAC met separately with AMR (March 13) and KRS (February 27) to obtain feedback on mission, student knowledge, student skills, and general concerns. CAAC continued discussions on potential consolidation, ultimately creating a DRAFT major to be used as a point of departure for continued discussion (see draft in the appendix). This draft consists of a 46-credit hour major, and the choose of required minors in Massage Therapy, Strength & Conditioning, Coaching, and Applied Medicine (with tracks for Athletic Training, Occupational Therapy, Physical Therapy, and Physician Assistant).

Career Interest Branch in Health Services (Nursing, Applied Medicine, Exercise Science, Phys Ed All Grades, Nutrition & Wellness)			
Course	Name	Hours	Notes
PSY 101*	General Psychology	3	FS - Social or Behavioral Sciences
AHS 240*	Biostatistics	3	FS - Quantitative Literacy; ALT - MATH 241, Principles of Statistics
BIO 231	Human Anatomy	2	Potential to count for FS - Science with Laboratory when coupling A&P (awaiting FS approval)
BIO 231L	Human Anatomy, Laboratory	1	Potential to count for FS - Science with Laboratory when coupling A&P (awaiting FS approval)
BIO 241	Human Physiology	2	Potential to count for FS - Science with Laboratory when coupling A&P (awaiting FS approval)
BIO 241L	Human Physiology, Laboratory	1	Potential to count for FS - Science with Laboratory when coupling A&P (awaiting FS approval)
ATTR 225	Medical Terminology	3	
TBA	Career Exploration in Health Services	3	Possible combo of NURS 104, ATTR 110, PE 201
	Total Hours	18	

Career Interest Branch in Human Services (Social Work, Public Health, Human Development & Family Science, Psychology, Communication Disorders)			
Course	Name	Hours	Notes
AHS 111*	Personal Health Science & Wellness	3	FS - Health and Wellness
AHS 240*	Biostatistics	3	FS - Quantitative Literacy; ALT - MATH 241, Principles of Statistics; being removed from BSW
PSY 101*	General Psychology	3	FS - Social or Behavioral Studies
PSY 240	Psychology of Health Behavior	3	
PSY 266	Developmental Psychology	3	Why are there two courses in two programs with same name?
EPSY 221*	Developmental Psychology	3	FS - Social or Behavioral Sciences; Why are there two courses in two programs with same name?
COMM 101*	Intro to Public Communication	3	FS - Communication
COMM 211	Interpersonal Communication	3	
BIO 112/L*	Human Aspects of Biology	4	FS - Science with Laboratory
TBA	Career Exploration in Human Services	3	Possible combo of SW 240, AHS 220, AHS 145 ... not necessarily a replacement
	Total Hours	31	

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* Foundational Studies

Career Interest Branch in Health Services			
Course	Title	Hours	Notes
PSY 101*	General Psychology	3	FS - Social or Behavioral Sciences
AHS 240*	Biostatistics	3	FS - Quantitative Literacy; ALT - MATH 241, Principles of Statistics
BIO 231	Human Anatomy	2	Potential to count for FS - Science with Laboratory when coupling A&P (awaiting FS approval)
BIO 231L	Human Anatomy, Laboratory	1	Potential to count for FS - Science with Laboratory when coupling A&P (awaiting FS approval)
BIO 241	Human Physiology	2	Potential to count for FS - Science with Laboratory when coupling A&P (awaiting FS approval)
BIO 241L	Human Physiology, Laboratory	1	Potential to count for FS - Science with Laboratory when coupling A&P (awaiting FS approval)
ATTR 225	Medical Terminology	3	
TBA 100-level	Career Exploration in Health Services	3	Combination of ATTR 110, PE 201

1
Total Hours 8

Proposed Additional Major Courses			
Course	Title	Hours	Notes
AHS 201*	Fundamentals of Nutrition	3	FS - Health & Wellness
TBA 200-level	Health Screening/Assessment	3	Consolidate foundational health assessment into one course, 200-level, multiple sections

TBA 300-level	Career Preparation in Health Services	3	Patient/Client Centered Care. Collaboration SOWK 240. Pull elements from ATTR 355, Healthcare Professions Seminar; client communication, evidence-based practice, interprofessional practice/communication, simulations.
TBA 300-level	Psychology of Injury	3	"or" option geared toward rehabilitation (AT, PT, OT, etc.)
--	OR --		
TBA 300-level	Psychology of Sport Performance		"or" option geared toward competitive athletes (coaching, strength & conditioning)
--	OR --		
PSY 266	Developmental Psychology		
PE 366	Human Motor Learning	3	
TBA 300-level	Biomechanics	3	Consolidate existing courses PE 380, Analysis of Human Motion & ATTR 380, Clinical Kinesiology
TBA 300-level	Exercise Physiology	4	Version of PE 381, Physiology of Exercise; Prerequisite for exercise science and professional programs ... could this be a 3-credit hour course?
TBA 400-level	Lifetime Health	3	Version of PE 483, Fitness Through the Lifespan
TBA 400-level	Injury, Disease, and Healing	3	Consolidate existing courses ATTR 473, Pathophysiology & PE 489, Chronic Lifestyle Disease

2
Total Hours 8

Total Major "TO BE NAMED LATER" 4 (Kinesiology? Human Movement Science? Allied Health?) 6	Majors would be required to choose a minor from the list below (but could also include a minor in public health? nutrition?)
---	--

Proposed Massage Therapy Minor

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Course	Title	Hours	
BIO 231	Human Anatomy	2	Health Services Career Interest Branch Requirement
BIO 231L	Human Anatomy, Laboratory	1	Health Services Career Interest Branch Requirement
BIO 241	Human Physiology	2	Health Services Career Interest Branch Requirement
BIO 241L	Human Physiology, Laboratory	1	Health Services Career Interest Branch Requirement
TBA 300-level	Biomechanics	3	Consolidate existing courses PE 380, Analysis of Human Motion & ATTR 380, Clinical Kinesiology; Major Requirement
TBA 400-level	Injury, Disease, and Healing	3	Consolidate existing courses ATTR 473, Pathophysiology & PE 489, Chronic Lifestyle Disease; Major Requirement
ATTR 462	Evidence-Based Treatment of Injuries	3	
ATTR 444	Advanced Human Anatomy	3	
ATTR 455	Applied Medicine Practice	3	
ATTR 441/L	Intro Massage Therapy Techniques/Lab	4	
ATTR 442/L	Advanced Massage Therapy Techniques/Lab	4	

Total Hours 2 Major (46) + Minor (17 ... 12 "double dip") + Foundational Studies (42 ... 9 FS hrs in major) = 105 hours

Proposed Exercise Science / Strength & Conditioning Minor

Course	Title	Hours	
BIO 231	Human Anatomy	2	Health Services Career Interest Branch Requirement
BIO 231L	Human Anatomy, Laboratory	1	Health Services Career Interest Branch Requirement
BIO 241	Human Physiology	2	Health Services Career Interest Branch Requirement
BIO 241L	Human Physiology, Laboratory	1	Health Services Career Interest Branch Requirement
PE 218	Aerobic & Anaerobic Training Methods	2	
PE 219	Resistance Training Methods	2	
PE 366	Human Motor Learning	3	Major Requirement
TBA 300-level	Exercise Physiology	4	Major Requirement ... could this be a 3-credit hour course?
PE 385	Foundations of Conditioning	3	
PE 445	Org Admin of Fitness Programs	3	PE 392 was consolidated into this
PE 488	Fitness Appraisal & Exercise Prescription	4	Could this be a 3-credit hour course?
PE 490	Internship	3	

Total Hours 3 Major (46) + Minor (17 ... 13 "double dip") + Foundational Studies (42 ... 9 FS hrs in major) = 105 hours

Proposed Coaching Minor

Title	Course	Hours	
PE 218	Aerobic & Anarobic Training Methods	2	
PE 219	Resistance Training Methods	2	
PE 366	Human Motor Learning	3	Major Requirement

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PE 401	Principles and Problems of Coaching	3	
PE 402	Practicum in Coaching	1	
PE 404	Scientific Principles of PE and Coaching	3	
TBA 300-level	Psychology of Sport Performance	3	Major Requirement

Total Hours **7** **Major (46) + Minor (11 ... 6 "double dip") + Foundational Studies (42 ... 9 FS hrs in major) = 99 hours**

Proposed Applied Medicine Minor (Pre-Professional Tracks for Athletic Training, Occupational Therapy, Physical Therapy, Physicians Assistant)

Title	Course	H	
BIO 231	Human Anatomy	2	Health Services Career Interest Branch Requirement
BIO 231L	Human Anatomy, Laboratory	1	Health Services Career Interest Branch Requirement
BIO 241	Human Physiology	2	Health Services Career Interest Branch Requirement
BIO 241L	Human Physiology, Laboratory	1	Health Services Career Interest Branch Requirement
PSY 101*	General Psychology	3	FS - Social or Behavioral Sciences; Health Services Career Interest Branch Requirement; Pre-Req for PSY 266 & PSY 368
ATTR 225	Medical Terminology	3	Health Services Career Interest Branch Requirement
AHS 240*	Biostatistics	3	FS - Quantitative Literacy; ALT - MATH 241, Principles of Statistics; Health Services Career Interest Branch Requirement
BIO 101	Principles of Biology I	3	
BIO 101L	Principles of Biology I Lab	1	
CHEM 105	General Chemistry I	3	
CHEM 105L	General Chemistry I Lab	1	
PHYS 105	General Physics I	3	
PHYS 105L	General Physics I Lab	1	
Pre-Athletic Training Therapy Track			
TBA 300-level	Biomechanics	3	Consolidate existing courses PE 380, Analysis of Human Motion & ATTR 380, Clinical Kinesiology; Major Requirement
TBA 300-level	Exercise Physiology	4	Version of PE 381, Physiology of Exercise; Prerequisite for exercise science and professional programs; Major Requirement
AHS 201*	Fundamentals of Nutrition	3	FS - Health & Wellness; Major Requirement
PSY 266	Developmental Psychology	3	Major requirement option
PSY 240	Psychology of Health Behavior	3	
PSY 368	Introduction to Abnormal Psychology	3	
AHS 220	Public Health Concepts	3	
	Applied Medicine (AT Track) Minor, Total Hours	4	Major (46) + Minor (21 ... 28 hrs "double dip" major and minor) + Foundational Studies (42 ... 9 FS hrs in major) = 109 hours
Pre-Occupational Therapy Track			
TBA 300-level	Biomechanics	3	Consolidate existing courses PE 380, Analysis of Human Motion & ATTR 380, Clinical Kinesiology; Major Requirement
PSY 266	Developmental Psychology	3	Major requirement
PSY 368	Introduction to Abnormal Psychology	3	

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SOC 101	Introduction to Sociology	3	FS - Social or Behavioral Sciences
BIO 112	Human Aspects of Biology	3	FS - Science w/Laboratory; Suggested Elective
BIO 112L	Exploration of Biological Phenomena	1	FS - Science w/Laboratory; Suggested Elective
	Applied Medicine (OT Track) Minor, Total Hours	4	Major (46) + Minor (22 ... 21 hrs "double dip" major and minor) + Foundational Studies (42 ... 9 FS hrs in major) = 110 hours
Pre-Physical Therapy Track			
TBA 300-level	Exercise Physiology	4	Major Requirement ... could this be a 3-credit hour course?
PSY 266	Developmental Psychology	3	Major requirement
BIO 112	Human Aspects of Biology	3	
BIO 112L	Exploration of Biological Phenomena	1	
BIO 274	Introductory Microbiology	2	
BIO 274L	Introductory Microbiology Lab	1	
CHEM 106	General Chemistry II	3	
CHEM 106L	General Chemistry II Lab	1	
PHYS 106	General Physics II	3	
PHYS 106L	General Physics II Lab	1	
	Applied Medicine (PT Track) Minor, Total Hours	4	Major (46) + Minor (27 ... 22 hrs "double dip: major and minor) + Foundational Studies (42 ... 9 FS hrs in major) = 115 hours
Pre-Physician Assistant Track			
BIO 102	Principles of Biology II	3	Pre-Req BIO 101/L; CHEM 105/L ... BIO 102/L is a pre-requisite for BIO 374, BIO 380
BIO 102L	Principles of Biology II Lab	1	Pre-Req BIO 101/L; CHEM 105/L ... BIO 102/L is a pre-requisite for BIO 374, BIO 380
CHEM 351	Organic Chemistry I	3	Pre-Req CHEM 105/L ... CHEM 106/L recommended
CHEM 351L	Organic Chemistry I Lab	1	Pre-Req CHEM 105/L ... CHEM 106/L recommended
CHEM 352	Organic Chemistry II	3	CHEM 351/L
CHEM 352L	Organic Chemistry II Lab	1	CHEM 351/L
BIO 274 / 274L	Introductory Microbiology / Lab	3	Pre-Req CHEM 105/L
--	OR --		
BIO 374 / 374L	Cellular and Microbial Biology / Lab	4	Pre-Req BIO 102; CHEM 351/L
--	Choose 2 of the following	6 - 8	
ATTR 413	Biomedical Ethics (3 hrs)		
TBA 400-level	Injury, Disease, and Healing (Pathophysiology)	3	Consolidate existing courses ATTR 473, Pathophysiology & PE 489, Chronic Lifestyle Disease; Equivalent required in Major
BIO 380 / 380L	Genetics / Lab (4 hrs)		Pre-Req BIO 102/L
BIO 403	General Virology (3 hrs)		Pre-Req BIO 102/L, CHEM 351/L, BIO 374

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BIO 406 / 406L	Cell and Tissue Culture / Lab (4 hrs)	BIO 101/L, BIO 102/L, CHEM 351/L, BIO 330/L, BIO 374/L
BIO 408 / 408L	General Immunology / Lab (4 hrs)	
BIO 417	Cellular and Molecular Biology I (3 hrs)	Pre-Req BIO 101/L, BIO 102/L, BIO 374/L, CHEM 105/L, CHEM 351/L, CHEM 352/L
BIO 418	Cellular and Molecular Biology II (3 hrs)	Pre-Req BIO 101/L, BIO 102/L, BIO 374/L, CHEM 105/L, CHEM 351/L, CHEM 352/L, BIO 417
BIO 431	General Endocrinology (3 hrs)	BIO 330/L
CHEM 321 / 321L	Analytical Chemistry I / Lab (4 hrs)	Pre-Req CHEM 106/L
CHEM 431 / 431L	Biochemistry I / Lab (4 hrs)	Pre-Req CHEM 106/L, CHEM 352/L
	Applied Medicine (PA Track) Minor, Total Hours	5 2
		Major (46) + Minor (25-27) + Foundational Studies (42 ... 9 FS hrs in major) = 113-116 hours



4.3 | The Faculty Affairs Committee

Approved 5-0-0

- A. 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) from 2021-2023 (Chair)
 3. SON: Linda Walters (1st year of 2-year term) 2022-2024 (Secretary)
 4. SOWK: Robyn Lugar (1st year of a 2-year term complete in 2019) 2022-2024 Deb Vincent filled in November-December while R Lugar was out.
 5. AMR: Stasia Tapley (1st year of 1st term) 2022-2024
 6. At large Members:
 - AHS: Maureen Johnson (2nd of 2-year term) 2021-2023
 - SON: Heather Anderson (2nd of 2-year term) 2021-2023
- B. 2023-2024 Members and Officers
1. KRS: Kim Bodey (1st year of 2-year term) 2023-2025 (Vice-Chair)
 2. AHS: (1st year of 2nd 2-year term) Maureen Johnson 2023-2025
 3. SON: Linda Walters (2nd year of 2-year term) 2022-2024 (Chair)
 4. SOWK: Robyn Lugar (2nd year of 2-year term) 2022-2024 (Secretary)
(only tenured faculty in SOWK at present)
 5. AMR: Stasia Tapley (2nd year of 2-year term) 2022-2024
 6. At large Members: Not elected as of April 4, 2023
(1st f 2-year term) 2023-2025
(1st of 2-year term) 2023-2025
- C. Number of Meetings
- 11 meetings
- D. Status of Each Charge Including Pertinent Details of Work
1. Notify EC Chairperson and webmaster of (a) revisions to membership roster, (b) leadership for AY2022-2023, and (c) meeting schedule and locations. Deadline: October 7, 2022. Met: Sent September 9/1/2022
 2. Submit approved minutes to webmaster to be posted on Sharepoint. Deadline: Within five (5) working days of approval of minutes. Met: CFAC chair posted all minutes to 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: October 7, 2022. Met: Notified department chairs and executive directors of strategic deadlines 9/17/2022
 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: October 7, 2022
Met: Introduced Sharepoint site to new members 8/24/22

5. Confirm completion of departmental guidelines for review of tenure-track faculty, instructors, and lecturers (as appropriate). Deadline November 30, 2022 Met: Confirmed on 12/2/2022
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: December 9, 2022 Met: Three reviews of third year faculty, six P&T faculty, one promotion to full professor, and one promotion to senior instructor reviews. CFAC also completed its role in an FPE review and appeal. This included creation of a College Grievance Committee 2/6/2023
7. Elect officers for AY2023-2024. Deadline: March 31, 2023. Met: 4/4/2023
8. Structure annual report around the Strategic Map and committee functions and submit to Executive Committee. Deadline: April 22, 2023 Met: Submitted 4/10/2023
9. Meta-Major: Best practices for Meta-Major faculty workload. Deadline: November 18, 2022 Met: CFAC discussed and submitted a report 11/2/2022. CFAC chair attended two CHHS Executive Committee meetings regarding the meta-major.
10. Review and revise College Grievance Policy in conjunction with College Executive Committee. Deadline: March 30, 2023 Not met: policy did not move out of Executive Committee discussion
11. Collaborate with EC to introduce CFAC members at the college CHHS meetings. April 22, 2023 Not met yet. CHHS Spring college-wide meeting scheduled for May 4, 2023.

CFAC added the charge to create the CHHS Grievance Committee.



4.4 | The Assessment Committee

Membership:

John Kiesel (AMR) – Chair

JoEllen Henson (SOWK) – Vice Chair

Olabode Ayodele (AHS) – Secretary

Al Finch (KRS)

Lea Hall (SON)

Jessica Durbin (At large)

- Met with Kelly Woods-Johnson who shared information regarding assessment of potential meta-majors. Advised Executive Committee on assessment recommendations related to meta-majors. General guidelines were shared with the college in the spring meeting with focus on student success and learning outcomes.
- The committee did assist in contacting programs to encourage timely completion of their SOAS Reports and assist with the college's completion rate. The college has 95%+ completion rate for programs within the college for the last two cycles.
- Program assessment plans were reviewed for each department, and three programs in need of feedback were contacted to assist with improving reporting.
- A session was offered to program director in the spring that allowed Doug Stevens, Physician Assistant program director, to share their assessment plan from 2021. The Provost's Award for Excellence in Student Learning Assessment and Improvement was awarded to them. 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.

AY '23-24 Elected Officers (TBD 4/20/23 meeting):

Chair -

Vice Chair -

Secretary -

Terms ending AY '22-'23

Kiese (AMR), Finch (KRS), Durbin (At large)

4.5 | The Student Affairs Committee

April 10, 2023

Dr. Linda McQuiston
 Chairperson, Executive Committee
 College of Health & Human Services
 Indiana State University
 Terre Haute, IN 47809

Re: 2022-2023 Annual Report for the CHHS Student Affairs Committee

Dear Dr. McQuiston,

As Chairperson of the CHHS Student Affairs Committee (SAC), I am providing the Annual Report, as directed in the 2022-2023 Executive Committee charges.

Faculty	Term	Student	Dept	Attendance
Whitney Nesser <i>Chair</i>	202205-202403	U - G -	AHS	6/7
Howie Tapley <i>Vice-Chair</i>	202205-202403	U - G -	AMR	7/7
Julie Campbell-Miller <i>Secretary</i>	202105-202303	U - G -	SOWK	5/7
Emily Cannon	202205-202403	U – Nicole Horak G – Deanna Jones	SON	6/7
Don Rogers	202105-202303	U - G -	KRS	1/7
Matthew Hutchins <i>At-large</i>	202105-202303		AHS	7/7
Priya Bakshi <i>At-large</i>	202105-202303		AMR	6/7
Peggy Weber <i>Ex-officio</i>			Dean’s Office	7/7

1. Notify EC Chairperson and webmaster of (a) revisions to membership roster, (b) leadership for AY2022-2023, and (c) meeting schedule and locations. Seven meetings were held in A409 with Zoom option on: 9/12, 10/10, 10/24, 11/14, 1/27, 2/24, and 3/24. **Deadline: October 7, 2022. Completed on September 12, 2022.**
2. Submit approved minutes to the webmaster to be posted on Sharepoint. **Deadline: Within five (5) working days of approval of minutes. This was completed within the required timeframe after each approval of minutes.** Minutes were posted to SharePoint, CHHS Faculty Shared Governance site and sent to Rhonda Reed.
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. [Strategic Map 2021-2024 Recruit, Retain, and Develop Successful Faculty and Staff]. **Deadline: October 7, 2022. Completed on September 12, 2022.**

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. [Strategic Map 2021-2024 Support Student Success]. *Deadline: January 2023. Completed on January 27, 2023.*

5. Partner with Peggy Weber to develop a comprehensive recruitment plan, including goals and plans for implementation. [Strategic Map 2021-2024 Support Student Success]. *Deadline: February 24, 2023. Completed on January 27, 2023.*

6. Research ‘best practices’ for recruitment and retention of students. Effects of Meta-Majors on student recruitment. *Deadline: November 18, 2022.* [Strategic Map 2021-2024 Support Student Success]. Best practices research document for recruitment and retention of students sent to Executive Committee. **Completed on November 14, 2022**
 - a. Elect officers for AY 2023-2024. [Strategic Map 2021-2024 Recruit, Retain, and Develop Successful Faculty]. Vote (5-0-0) to approve a partial slate of AY 2023-24 officers consisting of H Tapley – Chair and E. Cannon – Secretary. Other positions are pending, dependent on departmental representatives and at-large members. *Deadline: March 30, 2023. Completed on February 27, 2023.*
 - b. Structure annual report around the Strategic Map and committee functions and submit to Executive Committee. *Deadline: April 22, 2023. Completed on April 10, 2023 and submitted to Executive Committee and Associate Dean for Academics.*

7. Other Accomplishments
 - a. Scholarships. [Strategic Map 2021-2024 Effectively Manage Resources to Accomplish Strategic Priorities.]
 - i. Addison Family Student Research
 1. \$5000 awarded to one student, alternate identified.
 - ii. Walter E. Marks
 1. \$558 award evenly split between two students, alternate identified.
 - iii. Richard D. Spear
 1. \$1000 awarded to one student, alternate identified.
 - iv. Professional Travel Scholarship
 1. \$3000 awarded to one student, alternate identified.

Respectfully submitted,



Whitney Nesser, PhD, MBA
 Associate Professor
 Department of Applied Health Sciences
 College of Health and Human Services
 Indiana State University

**PART
V**

**CENTER AND
CLINIC REPORTS,
AD REPORTS,
DEAN’S ACTION
PLAN**

5.1 RURAL HEALTH INNOVATION COLLABORATIVE

**5.2 WEST CENTRAL INDIANA – AREA HEALTH EDUCATION
CENTER**

5.3 ASSOCIATE DEAN FOR ACADEMICS

5.4 ASSOCIATE DEAN FOR STUDENT AFFAIRS

5.5 DEAN’S ACTION PLAN

5.2 | Rural Health Innovation Collaborative

1. Please provide the number of patients/clients served during the past fiscal year (July 1, 2022-June 30, 2023).

- Between July 1, 2022, and April 1, 2023, the RHIC Simulation Center had 9,829 participant encounters, this included 2,908 in the first quarter, 4,218 in the second quarter, and 2,708 in the third.

2. Please provide number of staff.

- 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 Technologists (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), and Clinical Simulation Associates (various clinical educational roles and disciplines).

3. Any special recognition of any/all staff members?

- The RHIC has four new staff members since July 1, 2022: Sheryl Kiernicki in the Simulation Coordinator role, and Tricia Hostetter in the AHA Certification Specialist role. Laura Livingston was promoted to the role of Simulation Operations Manager. She also completed the Indiana Hospital Association's Health Care Centric Leadership Program. Dr. Kailee Burdick, Clinical Simulation Specialist, renewed her certification as a Certified Nurse Educator. Harley Owen, Simulation Technologist, completed certification as a Laerdal Simulation Technician. Jack Jaeger was elected the Chair of the Accreditation Council for the Society for Simulation in Healthcare.

4. Highlights of the past year:

- The RHIC completed new memorandums of understanding with each of its 9 Partners that extends for an additional five years.
- The RHIC surpassed 90,000 total participants trained since its inception in 2011, including from 50 healthcare professional disciplines and sub-disciplines.
- The collaborative added additional classroom and simulation space on the 4th floor of Union Hospital.
- 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. Fourteen hospitals elected to be a member of the Patient Safety through Simulation Education cohort. To date 34 critical access hospitals have participated in the program.
- The developed a new partnership with the Indiana Hospital Association and the Indiana State Department of Health to provide simulation-based training to critical access and small rural community hospitals related to Chronic Obstructive Pulmonary Disease (COPD) and COVID-19 to decrease readmission rates across the state of Indiana. This aligns with the federal I-HOPE Grant provided through the Health Resources and Service Administration (HRSA).

5. Any special events hosted? If so, please give a thumbnail sketch.

- Wabash Valley National Night Out
- Breast Cancer Survivors simulation experiences.
- 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.
- 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.
- Healthy Halloween Spooktacular in conjunction with the Terre Haute Childrens Museum.
- 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.

6. Any interesting news? New equipment, renovations, new things tried?

- The RHIC was awarded \$22,000 for the purchase of a auscultation trainer through the Union Health Foundation.
- The RHIC received \$45,000 worth of procedural task trainers from the Indiana State University Physicians Assistant Program in conjunction with a HRSA grant.
- 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.

7. Please provide a brief summary of your operating budget. Where was your money spent?

- The RHIC's annual operating budget for FY 2023 is \$951,000. Of that, \$571,000 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.

5.3 | 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.

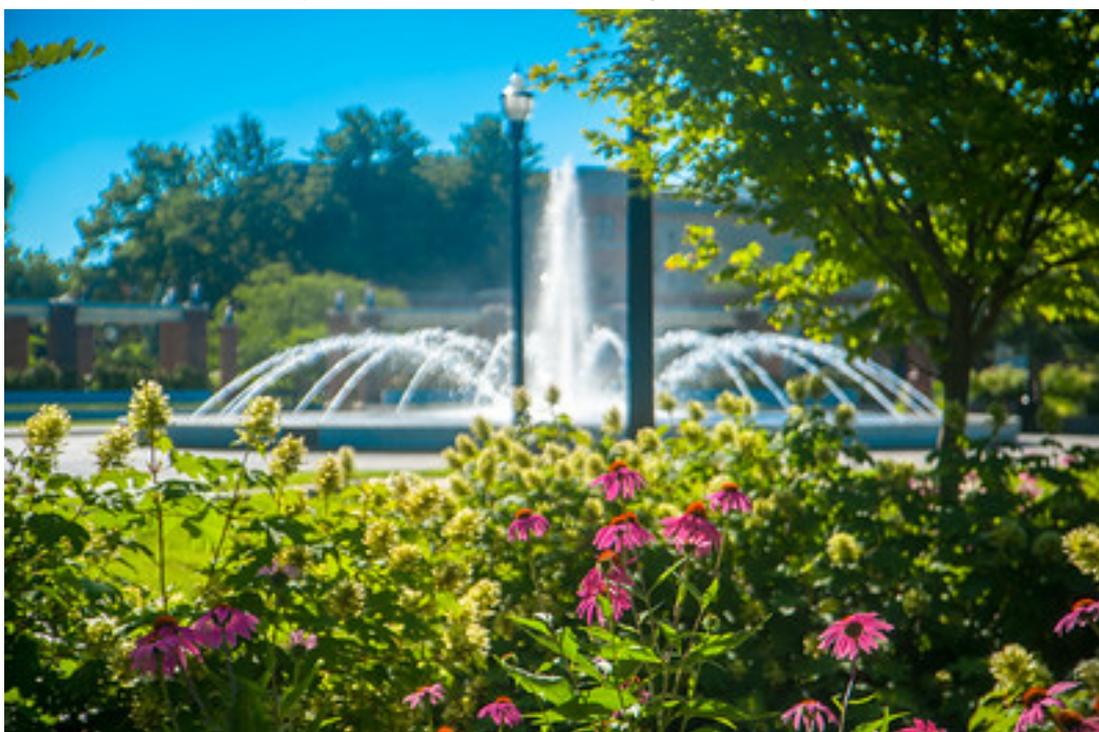
Over 400 middle school and high school aged students have participated in recruitment-related activities hosted by WCI-AHEC in the 2022-23 project period (July 2022 – June 2023). This includes activities such as camps, mentorship programs, and competitions tailored to young people to encourage a career in healthcare. Additionally, nearly 200 students enrolled in health profession preparation programs such as medicine, nursing, and social work, have been impacted by WCI-AHEC training efforts that focus on the special needs of rural and underserved communities. This includes 29 west central Indiana participants in the AHEC Scholars program. The Scholars program, which extends nationally, hits the soft skills, including cultural competency, behavioral health integration, and social determinants of health, to prepare a more competent health professional. WCI-AHEC also provides support in the form of continuing education for professionals practicing in local underserved communities. This year, health professionals have benefited from retention-focused programs like healthcare conferences, presentations, and skill-specific trainings.

For the 2022-23 grant period, WCI-AHEC received a combined \$345,000 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.



5.4 | Associate Dean for Academics

- ✦ **Faculty Development.** Coordinated P&T review, annual review of pre-tenured faculty, part time lecturer review, faculty performance review, and provided office hours helping faculty with FAD (Faculty Activity Database). Provided grant writing support to faculty.
- ✦ **Curriculum Development.** Worked with College CAAC and departments/school on program development, course fee proposals, course revisions, and various other curriculum changes. Provided office hours and tutorials helping faculty with Curriculog. In total, 19 program proposals and 79 course proposals (including new, revision, elimination, editorial correction, and course fee proposals) were moved forward.
- ✦ **Assessment Reports.** CHHS Student Outcomes Assessment and Success (SOAS) report submissions increased to 96% this year. 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.
- ✦ **Institutional Research.** Provided institutional data on enrollment, market share, completion, program classification, and job market projection for each program. Gathered data for annual report. Editing and formatting annual report.
- ✦ **College Communication.** Created and distributed “Dean’s Office Express” every two weeks.
- ✦ **Committee Work.** Ex officio member on four university committees: Curriculum and Academic Affairs Committee, Graduate Council, University College Council, Teacher Education Council. Serving as member of University Assessment Council.



5.5 | Associate Dean for Student Affairs

The College hired a third professional academic advisor and moved to a professional advising model for most undergraduate majors. Work is currently being done to provide a professional academic model for all undergraduate programs for the University with implementation to start no later than the fall 2023 semester.

Student services continues to be provided programs to promote retention and graduation.

- ✦ Robert & Jean Hollar Peer Mentoring Program served 14 students
- ✦ College Probation Support Program for on-campus and distance students
 - Fall 2022: 17 students
 - 37.5% of the student returned to good academic standing
 - Spring 2023: 28 students
- ✦ Graduate Assistants (two)
 - Provided services for the College Probation Support Program
 - Developed and shared bimonthly newsletters for students on academic probation
 - Compiled a CAS system guide for students planning to apply for the following graduate programs: AT, OT, PT, PA

Recruiting Events to Date

- ✦ Met with approximately 768 individuals

Date	Event	Attendance
8/15/2022	CHHS Freshman Welcome	150+
9/16/2022	Family Preview Day	16
9/17/2022	Family Weekend Open House	97
10/10/22	Sycamore Preview Day	20
10/22/22	Homecoming Open House	0
11/12/22	Sycamore Preview Day	68
12/2/22	Transfer Day	3
12/3/22	Admitted Student Day	9
1/5/23	Transfer Day	5
2/01/23	SON and Admissions	29
2/20/23	Sycamore Preview Day	79
2/27/23	Applied Med./Kinesiology/Pre-Professional	35
3/16/23	Sarah Scott Middle School	71
3/25/23	Junior Preview Day	Approx. 75
3/27/23	Fountain Central Jr/Sr High School	11
4/4/23	Sarah Scott Middle School	Approx. 83
4/13/23	Central Nine Career Center, Greenwood, IN	17
4/19/23	SON and Admissions	
4/21/23	Admitted Student Day	

5.6 | 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		

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Strategic Goals	Key Performance Indicators	Action	Action	Action	Action
Recruit, Retain, and Develop Diverse and Successful Faculty and Staff	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	
Effectively Manage Resources	Align resources with strategic priorities as reported in the CHHS Annual Report	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		
	Raise the number of cross-listed or shared courses	Support College Curriculum Committee, chairs, and directors to identify shared resources			
	Increase the number and size of private and corporate donations	Collaborate with the CHHS Advancement Council and University Advancement	Promote Give to Blue Day with electronic marketing		
	Increase the number of grant applications aligned with strategic priorities	Work with the Office of Sponsored Programs to improve grant application success	Offer annual grant writing workshop	Offer annual publishing workshop	

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THANK YOU

