Daniel F. Mahony, Ph.D.
Dean
B.S., Virginia Tech
M.A., West Virginia University
Ph.D., The Ohio State University

Job Responsibilities: Daniel F. Mahony, Ph.D., is responsible for the College of Education, Health and Human Services functions at the university. Mahony is the administrative officer overseeing the administering, planning, coordinating, publicizing and reporting upon the activities of the college. Mahony leads and manages the policies, programming, personnel and resources; provides leadership for the 25 undergraduate programs, 24 graduate degrees and 13 doctoral programs; and serves as a faculty member and teaches for the sports administration program. He is also actively involved in external affairs including relationships at the state level, advancement work and interactions with local partners.

Profile: Prior to coming to Kent State University, Mahony spent 13 years as a faculty member and administrator at the University of Louisville. His administrative positions included sport administration program director, department chair, associate dean, assistant provost and associate provost. Before becoming a faculty member, he worked in both public accounting and intercollegiate athletics. Mahony has a B.S. in accounting from Virginia Tech, an M.S. in sport management from West Virginia University, and a Ph.D. in sport management from The Ohio State University. He is an active researcher in the areas of sport consumer behavior and intercollegiate athletics and has published more than 50 articles in various refereed journals, several book chapters and one book. Mahony is a NASSM Research Fellow and won the 2007 Earle F. Zeigler Award from the North American Society for Sport Management (NASSM) for his research contributions to the field. He also served as president of NASSM from 2003-2004.

Direct Reports: Associate Dean, Administrative Affairs and Graduate Education, Catherine E. Hackney
Associate Dean, Student Services and Undergraduate Education, Joanne M. Arhar
Director, School of Foundations, Leadership and Administration, Shawn M. Fitzgerald
Director, School of Health Sciences, Lynne E. Rowan
Director, School of Lifespan Development and Educational Sciences, Mary M. Dellmann-Jenkins
Director, School of Teaching, Learning and Curriculum Studies, Alexa L. Sandmann
Direct Report:

Catherine E. Hackney
Associate Dean, Administrative Affairs and Graduate Education

B.S., Kent State University
M.S., Cleveland State University
Ph.D., Georgia State University

Responsibilities:
Catherine E. Hackney, Ph.D., oversees the 24 graduate degrees and 13 doctoral programs in the college, curriculum development at the graduate level, collegewide assessment and accreditation, research and evaluation bureau, grant administration, graduate student services, graduate assistant placement, budgeting for the unit, administrative support personnel in the unit, and representation of the college on the Graduate Studies Advisory Council. Other duties include representation of the college on the Educational Policy Council, collaboration with Education, Health and Human Services School Directors, service as a faculty member in the Educational Administration Program, and representation of the college's graduate education programs on the Ohio State University Education Deans committee.

Profile:
Hackney is in her second year as associate dean of administrative affairs and graduate education in the college, the first year as interim. Before assuming this position, she served as a faculty member and program coordinator in educational administration. Prior to holding that position, she was dean of graduate studies at Ursuline College in Pepper Pike, Ohio. Her academic career began at Kent State in the mid-1990s as a faculty member in educational administration.

Before joining the academy, Hackney was a middle grades teacher and elementary school principal. Her bachelor's degree is in elementary education from Kent State, her master's degree in instructional supervision from Cleveland State University and her Ph.D. from Georgia State University in educational administration. Hackney's scholarship has centered on women in leadership, most recently from an international perspective. She has worked with women leaders in the United Arab Emirates, Nigeria and Turkey and is the author of numerous articles and book chapters. She is currently writing a book on feminist leadership.

Hackney is a recipient of the Cleveland, Ohio, YWCA Woman of Excellence Award and the Kent State University Nomination for Distinguished Woman Award. She has also served several years on the board of the American Educational Research Association Special Interest Group, Research on Women and Education, including a year as chair. Hackney sat on the board of the Akron Symphony Orchestra and Our Lady of the Elms School, two years as chair. She is presently a member of the board of the Kent State Women's Center and of the ACE Women-Ohio executive board.

Direct Report:

Joanne M. Arhar
Associate Dean, Student Services and Undergraduate Education

B.A., Case Western Reserve University
M.A., Case Western Reserve University
Ed.D., University of Cincinnati

Responsibilities:
Joanne M. Arhar, Ed.D., is responsible for curriculum services for 25 undergraduate programs, student services, teacher education, clinical experiences, and partnerships with schools and agencies. Arhar manages grants related to faculty development and school partnerships. She conducts outreach with local, state and national educational organizations. She also provides leadership for internationalizing the undergraduate curriculum and serves as a faculty member in the School of Teaching, Learning and Curriculum Studies.

Profile:
Prior to becoming associate dean in the College of Education, Health and Human Services at Kent State University in 2004, Arhar was a faculty member and coordinator of Middle Childhood Education in the Department of Teaching, Learning and Curriculum Studies and a faculty member in the Department of Educational Leadership at the University of South Florida. She has been a high school English teacher and school administrator, a staff development specialist for the American Association of School Administrators and a human resource specialist for several national corporations.

Arhar has served as chair of the research committee for the National Association of Middle Schools, president of the Ohio Association of Colleges of Teacher Education, the Ohio Confederation of Colleges of Teacher Education and chair-elect of the State University Education Deans. Arhar completed her doctorate at the University of Cincinnati where her dissertation on interdisciplinary teaming received several national dissertation awards. She has authored numerous articles and chapters on interdisciplinary teaming, the preparation of middle-level teachers and action research. She is co-author of two books: *Action Research for Teachers: Traveling the Yellow Brick Road* (2009, 2005, 2001) and *Leading Into the 21st Century* (1994).
Direct Report: 

**Shawn M. Fitzgerald, Ph.D.**
Director, School of Foundations, Leadership and Administration

B.A., Lebanon Valley College  
M.Ed., University of Toledo  
Ph.D., University of Toledo

**Responsibilities:** Shawn M. Fitzgerald, Ph.D., is the administrative officer overseeing the administering, planning, coordinating and reporting for the School of Foundations, Leadership and Administration, Office of Professional Development and Outreach, and the Distance Education Office in the College of Education, Health and Human Services. Fitzgerald leads and manages the policies, programming, personnel and resources; provides leadership for four undergraduate programs, six graduate and four doctoral programs; and serves as a faculty member and teaches for the evaluation and measurement program. He is also actively engaged in developing both international and local partnerships for the college.

**Profile:** Fitzgerald's administrative appointments have included evaluation and measurement program coordinator, interim school director and school director. Before becoming a faculty member, he worked in the financial services field and as an institutional researcher. Fitzgerald has a B.A. in psychology from Lebanon Valley College, a M.Ed. in educational psychology from the University of Toledo, and a Ph.D. in research, evaluation, measurement and statistics from the University of Toledo. He is an active interdisciplinary researcher focused on applications of advanced research methodologies in education and health-related disciplines. He has published more than 40 articles in various refereed journals and has conducted more than 20 external evaluations for educational partners. Fitzgerald was a recipient of the Giovanna Jackson Faculty Award for International Culture from the Office of Global Education (2012) and recently served as an Invited Lecturer for Sichuan University in Chengdu, China.

Direct Report: 

**Lynne E. Rowan**  
Director, School of Health Sciences

B.S., Kent State University  
M.A., University of Connecticut  
Ph.D., University of Purdue

**Responsibilities:** Responsible for the School of Health Sciences, Lynne E. Rowan, Ph.D., leads and manages the policies, programming and personnel for the undergraduate and graduate degree programs in the School of Health Sciences, which include athletic training, exercise science, health education and promotion, integrated health studies, nutrition, and speech pathology and audiology; and she serves as a faculty member and teaches undergraduate and graduate classes in speech pathology and audiology.

**Profile:** Rowan has spent the last 20 years at Kent State University as a faculty member and administrator. Rowan has a B.S. in education (speech pathology and audiology) from Kent State University, a M.A. in speech pathology from the University of Connecticut, and a Ph.D. in speech pathology from Purdue University. She is an award recipient of the Outstanding Clinical Achievement in Human Communication Sciences and Disorders from the American Speech-Language-Hearing Foundation, and she is a Board-Recognized Specialist in Child Language. Rowan is an active researcher and grant recipient in the areas of language disorders, early intervention and personnel development and service delivery through the use of technology (tele-medicine).
Direct Report: Mary M. Dellmann-Jenkins
Director, School of Lifespan Development and Educational Sciences
B.S., University of Wisconsin – Madison
M.S., University of Wisconsin – Madison
Ph.D., University of Wisconsin – Madison
Responsibilities: Responsible for the School of Lifespan Development and Educational Sciences, Mary M. Dellmann-Jenkins, Ph.D., is the executive officer overseeing administrative, instructional, research and service activities of the school. She provides leadership and promotes the quality of all school programs. This includes four doctoral programs, eight master's programs and two undergraduate programs. Dellmann-Jenkins works closely with faculty in support of building their scholarship agendas and developing workload assignments that promote high-quality teaching and research productivity. She also works closely with faculty on the continued revitalization of their programs and formation of new programs as well as responding to entrepreneurial and growth opportunities. Dellmann-Jenkins serves as the faculty advisor for the Nursing Home Administration Program and is a faculty member in the Human Development and Family Studies Program.
Profile: Prior to being appointed director of the school, she was the director of the School of Family and Consumer Studies. Dellmann-Jenkins has a B.S. in pre-kindergarten education, a M.S. in child development and Ph.D. in human development – all degrees were earned at the University of Wisconsin-Madison. She earned the rank of professor and is an active researcher in the area of family relationships and dynamics in later life. She also has participated in several externally funded grants and is currently co-PI on the Career and Community Studies Grant, a four-year project promoting successful transition of students with intellectual disabilities into higher education here at Kent State.

Direct Report: Alexa L. Sandmann
Director, School of Teaching, Learning and Curriculum Studies
B.A., Miami University
B.S., Miami University
M.Ed., Miami University
Ed.D., University of Cincinnati
Responsibilities: Responsible for the School of Teaching, Learning and Curriculum Studies, Alexa L. Sandmann, Ed.D., is the administrative officer overseeing the administering, planning, coordinating, publicizing and reporting on the programs of the school, particularly in bachelor's programs, which result in licensure in early childhood, middle childhood, adolescent and young adult, physical education and career technical teacher education. The Master of Arts teaching programs lead to initial licensure and include early childhood and adolescent and young adult education, a master's in reading, and a master's, educational specialist and doctorate in curriculum and instruction. She also serves as a faculty member in both literacy and the middle childhood programs and manages the implementation of policies and practices which support staff, student, graduate assistants and faculty within the school.
Profile: Prior to coming to Kent State University, Sandmann spent 12 years as a faculty member at the University of Toledo. Upon arriving at Kent State, she taught undergraduate literacy methods courses, as well as graduate reading courses. Her research interests include literature for readers of all ages, integrating literature across the curriculum and reading/writing connections. She presents consistently at the national conventions of International Reading Association and National Council of Teachers of English, as well as state literacy events. She is the director of the National Writing Project at Kent State University, a site of the National Writing Project, and co-director of the Virginia Hamilton Conference on Multicultural Literature for Youth.
She has published articles in the Journal of Reading, Social Education, The Social Studies, Social Studies and the Young Learner, Middle School Journal, School Science and Mathematics and Science Activities, as well as in various state journals. Her book, with colleague Jack Ahern, Linking Literature With Life: The NCSS Standards and Children's Literature for the Middle Grades, was published in 2002. Her second book, with colleague Nancy Fordham, was Teaching Reading Strategies With Literature That Matters to Middle Schoolers (2006).
She received undergraduate degrees in English and education, as well as her master's degree in reading from Miami University in Oxford, Ohio. Her doctorate is from the University of Cincinnati.
1. Ensuring Student Success
   a. Reallocate faculty positions as needed to meet student needs in each academic program area (Location – 1.2a).
   b. Continue to develop new partnerships with organizations in the community so students have opportunities for experiential learning (Location – 1.5a).
   c. Maintain a sufficient number of advisors to ensure students have access to the advising they need (Location – 1.2a).
   d. Develop and revise courses for the new Kent Core where appropriate (Location – 1.4b).
   e. Continue to implement a system for ensuring that graduate assistantships are being used in a manner that contributes to the goals of the student, faculty and college (factors include graduate student enrollment, faculty size and research productivity) (Location – 1.2a).
   f. Review doctoral programs in order to ensure quality experiences and successful use of expertise across all programs. This includes participating in the Carnegie Project on the Education Doctorate (Location – 1.2a).

2. Enhancing Academic Excellence and Innovation
   a. Build and enhance programs with a significant national and international reputation. This includes a new STEM center in conjunction with the College of Arts and Sciences, internationalization activities, disability studies research, and counseling and human development (Location – 2.2).
   b. Enhance facilities, equipment and technology where needed to provide quality programs. In the short term this includes renovations of the athletic training classroom and lab, exercise physiology lab space and the science education classroom (Location – 2.8).
   c. Assign faculty workloads that are appropriate for the level of research activity expected (Location – 2.4).
   d. Develop a long-range plan for distance learning, which will increase the number of distance education courses and programs (Location – 2.7a).
   e. Enhance efforts to recruit and retain diverse students through a new office with this specific focus (Location – 2.5a).
   f. Building community partnerships that will increase opportunities for our students to engage with diverse populations and diverse issues and for our faculty to conduct research that involves and can impact the communities in our region. This includes the continual expansion of the KEEP partnership with area school districts (Location – 3.3).
   g. Program goals will be developed and examined annually as part of an annual evaluation process. All programs developed five-year plans in 2012 and are currently revising them (Location – 2.2b).
   h. Student-learning goals will be assessed annually and will lead to program changes when appropriate (Location – 2.6a).
3. Expanding Breakthrough Research and Creative Endeavors
   a. Continue to enhance leadership and support for faculty engaged in research activities (e.g., mentoring, expand grant coordinator office, continue to provide support from the Research Bureau, provide competitive internal seed grants, provide graduate assistant support when justified) (Location – 3.1).
   b. Recruit and retain faculty who have high levels of research and scholarship activity or have clear potential to be strong researchers. Continue to provide a new faculty orientation program each fall (Location – 3.1).
   c. Support collaborative research with international colleagues and on international themes (Location – 3.1).
   d. Develop a center for STEM education with the College of Arts and Sciences to support the University Center for Excellence in this area (Location – 3.2).

4. Engaging the World Beyond Our Campuses
   a. Increase education-abroad opportunities for students, including Florence and overseas student teaching (Location – 4.6).
   b. Recruit more international students (Location – 4.5).
   c. Increase international content throughout the curriculum (Location – 4.1).
   d. Continue to support the international exchange of scholars (Location – 4.5).

5. Securing Our Financial Future
   a. Explore new academic programs and expansion of current programs (Location – 5.2).
   b. Expand the capacity of academic programs that are experiencing natural growth due to student interest and market demands (Location – 5.2).
   c. Enhance college marketing, with a particular focus on program websites (Location – 5.4).
   d. Workloads will need to be more closely examined, and assignments for nonteaching task must be justified and subject to accountability (Location – 5.4).
   e. Academic programs should be large enough to justify their existence (Location – 5.4).
   f. Programs and schools that are particularly successful at managing and/or increasing resources will receive additional resources (Location – 5.5).
   g. We will not use RCM on a school-by-school basis, but we will continue to monitor financial progress in each school, and each program director and faculty member will be held accountable for working toward improvement (Location – 5.5).
   h. Meet budget targets in the college, including a reasonable contingency fund (Location – 5.3).
   i. Increase alumni and fundraising activities across the college (Location – 5.1).

6. Developing and Recognizing Our People
   a. We will be more aggressive in identifying, recruiting and retaining diverse faculty and staff (Location – 6.2).
   b. Provide opportunities for leadership roles for faculty, staff and students (Location – 6.2).

TIER ONE
1. Early Childhood Program became the first in the world to incorporate the International Baccalaureate training so all graduates are IB-qualified.
2. Successfully reorganized the college.
3. Turned a $1 million deficit into a $7 million surplus.
4. Increased fundraising success.
5. Nearly doubled the number of advisors; highest retention rate in fall 2013.

TIER TWO
1. Created Office of Diversity Outreach and Development to support increases in the enrollment of diverse students.
2. Renovated important space in several buildings.
3. Increased funding and support for research activities.
4. Increased diverse hiring in several key areas.
5. Increased enrollment by more than 10 percent despite significant challenges.
TIER ONE
1. Increase graduate (non-Ph.D.) enrollment.
2. Obtain recognition from International Baccalaureate for middle school program and possibly career and technical education program.
3. Increase diversity hiring.
4. Increase fundraising.
5. Increase grant submissions.

TIER TWO
1. Complete several new facility renovation projects.
2. Increase impact of new advisory boards.
3. Begin advancement work for new facility for hospitality management program.
4. Increase diversity of students in the college.
5. Continue efforts to revise faculty workloads.

TIER ONE
1. Distance education programs in some areas could be very beneficial, particularly in teacher education graduate programs where we have seen a sharp decline in enrollment.
2. Growing interest in several programs in the health and human services area.
3. Several strong junior faculty, particularly in areas with more research funding available.
4. Efforts related to advancement and alumni outreach should lead to continued growth in fundraising success.
5. Several developed and developing efforts related to international education could position us to be a model for similar colleges across the country.
TIER ONE

1. Declining enrollment in graduate (non-Ph.D.), programs, particularly in education – they are no longer required to get a master’s degree so there is less incentive.

2. Declining undergraduate enrollment in teacher education – our overall enrollment of new freshmen has been fairly steady, but we have gone from 60 percent teacher education to 40 percent

3. Placement of student teachers has become much more difficult because of various changes in state and local policies.

4. Decreases in grant funding available for our faculty.

5. Large retirement of tenure track-faculty expected in 2015, lots of lost leadership.