Agenda

- Academic Affairs North Star
- RC System WHY?
  - Context summary
  - Goals and objectives
  - Image of the future
  - Reactions and recommendations
- Results of the Ad Hoc Think Tank
  - Overview and Charge
  - Principles and Values
  - Ideas
  - Concerns and Considerations
  - Roll of the Faculty Coordinator
  - Disciplinary Groups
  - Coordinator Training
Completion of a degree and/or other valuable educational credential

- Lifelong Learning
- Securing Financial Future
- Community Engagement
- Student Success
- Academic Excellence
- Research
- Engaging the World
- Recognizing our People
Regional Campus System WHY

Why regional campuses (RCs) are a part of Kent State University:

• To further the university mission of transforming lives

• By providing access and opportunity to Northeast Ohio/Western Pennsylvania residents
Context

• Declining enrollments
• Revenue outpaced by expense.
• Social & political emphasis on practical learning experiences
• Flexibility in learning experiences
• Holistic learner needs

How we achieve the WHYS and the North Star must evolve.
Your input

• Do the WHY statements align with your vision?

• What is missing from the context summary?

• Are our current results in enrollment, retention, completion, and community impact getting the results we want to get?

• We are requesting your feedback and consultation on this work

“Every system is perfectly designed to get the results it gets.”
- W. Edwards Deming
Goal

- The RC system will provide access to learning experiences and support for completion of high-quality educational credentials within the financial constraints of available revenue.

Do you think this statement aligns well with the WHY?
Objectives

• The Regional Campuses will be reorganized from a set of independent, often competitive campuses within the Kent State system to a collaborative RC system with consistent completion of credentials and steady revenue.

• The regional campuses will facilitate the earning of credentials via community-embedded campuses in a manner consistent with increasing student support need, increasing technology access, and changing demographics.
Image of the Future

3 things that will happen on regional campuses of Kent State
5-10 years from now

• Hands-on learning experiences
• On-line learner support
• Student and community services
More on the image of the future

In-person educational experiences

• Hands-on learning
• Facilities and equipment
  • Allied health programs
  • Music technology
  • Science laboratories
  • AR simulation facilities
More on the image of the future

Online learning support for all KSU students

• centers with excellent internet access
• professional staff (hardware and software)
• quiet workspaces
• collaboration rooms
• access to subject matter experts
More on the image of the future

Student Support

- Advising, registration, tutoring for students

Community Support

- Anchor centers for community
- Food, housing, career, and mental health resources
Regional Campus Learners

High School Students
• Pre-college
• Moving straight into RC degree programs
• Preparing to enter a degree program based in Kent

Adult Students
• Completing degrees online and in-person
• Preparing to be competitive in the workforce
  • Up-Skilling
  • Re-Skilling
Impact

- Workforce Advancement
- Economic Development
- Community Social Stability
- Leadership and Innovation
Holistic Support
Learning
Collaboration
Culture of Care
Completion
What’s Next For Us?

• What is your role in helping move the regional campuses into the future?

• We are seeking your input…
Result of the ad hoc “Thinktank”
Overview

- Committee Charge & Structure
  - Faculty Think Tank
- Guiding Principles & Values
- Discussion and Big Ideas Generation
- Concerns
- Final Recommendations
- Desired Outcomes
Charge & Structure

Structure:
Representation included faculty from RCFAC, and additional Full Time Tenure Track & Non-Tenure Track faculty from each RC Campus

Charge:
Serves to advise the Office of the Provost and the Vice President for Regional Campuses on structural, financial, and system stress points impacting the regional system.
Thinktank members

• Tamra Courey
• Ann Abraham
• Kerri Lochmueller
• Qunxing Ding
• Velvet Landingham
• Julie Evey
• Zhiqiang Wang
• Rachael Blasiman
• Omid Bagheri
• Cynthia Peterson
• Stephen Neaderhiser

• Carrie Schweitzer
• Julie Cremeans-Smith
• Donald Thacker
• Noelle Bowles
• Vic Perera
• Valerie Cubon-Bell
• Denise McEnroe-Petitte
• Sandra Pech
• Ashley Galati
• Lydia Rose
• Daniel Dankovich
Guiding Principles

Students First

Build Community

Public Service/Greater Good

Financial Sustainability

New Revenue Streams

No Harm
Values

• **Coordination** of scheduling and programming across the regional system, to ensure efficiency and opportunity for students and faculty.

• **Collaboration** across disciplines and colleges, to identify key areas of potential growth and sustainability.

• **Cooperation** between the regional units and our Kent Campus counterparts, to ensure all our students, faculty, and staff receive what they need.

• **Consistency** in the decisions and policies that dictate the relationships between regional faculty and their Kent Campus departments, to affirm a shared respect.
Values

• **Communication** between faculty and administration, to facilitate transparency and shared governance.

• **Calibration** of expectations and experiences from faculty at different campuses, to give opportunities to develop mutual understanding of shared experiences and different approaches.

• **Currency** embodied by the Regional Campus system, to prioritize what value we bring to students—as well as the value we contribute to Kent State University as a whole.
Idea Generation Process

Met 9 times across the system during Spring, 2023

Discussed commonalities & differences across the regional system.

“Big Ideas” generated to support growth and sustainability.

- Faculty, Staff and Students are best served if the system is better coordinated
- Regional locations are important but that should not preclude disciplinary collaboration
- Faculty in each discipline can be more responsive to the needs of the communities served by the regional system if faculty have more information
Concerns

- Campus identity and campus structure
- Faculty governance
- Decision making based on location
- Relationship with Kent campus
- Collaboration among Regional campuses
- Collaboration with the Kent campus
• The diagram incorporates the existing structure along with a coordinating planning and implementation function.
• Faculty governance has NOT changed.
• The FC’s ability to advise and recommend has not been altered in any way.
• The substantive change is in the newly proposed curricular coordinating units. These units allow disciplines/groupings of disciplines to greater understand and respond to teaching needs across the entire system.
• This new structure tasks the faculty coordinator with leading important discussions with affiliated faculty. These conversations will empower faculty to initiate strategic conversation about growth, prioritization, change and direction of disciplines across the system.
Important Considerations

- Curricular coordination within a specific discipline across all RC campuses is important.
- Some disciplines in the RC system have been engaged in planning and information sharing but many have little knowledge of their peers at other locations.
- Planning and strategy development requires faculty involvement and collectively we believe the best outcomes involve faculty from the onset of the initiative.
- The facilitator of this work is charged with coordination but they are not administrators.
Role of the Faculty Coordinator - Opportunities

Facilitate planning & documentation of RC system-wide disciplinary strategy.

Facilitate discussions on opportunities for:
• curricular alignment, revision, and development
• student support
• student recruiting, including new learner populations
• improvement of learning experiences
Role of the Faculty Coordinator - Recommendations

Facilitate planning & documentation of RC system-wide disciplinary strategy.

Facilitate discussions resulting in recommendations for:

• eliminating, maintaining, or adding to regional campus offerings
• eliminating, maintaining, or adding faculty lines associated with the disciplines in the group
Role of the Faculty Coordinator - Collaboration

Facilitate relationships across the RC system leading to a collaborative culture of work:

- Inter- and Intra- discipline
- College & campus leadership groups
Role of the Faculty Coordinator – Course Planning

Collaborate with discipline group faculty and other RC system-wide discipline group coordinators, and student support staff to develop recommendations for course offerings each semester.

- Align recommendations with RC system student need while maintaining the greatest possible efficiency in resource usage
- Recommendations will include courses, number of sections, modalities, locations, times, and course caps
- Submit the recommendations for course offerings
Proposed Coordinator WLE

• Spring 2024 – 3 WLE for Coordinator training and development

• Fall 2024 – 3 WLE implementation and additional training of coordinators

• Spring 2025 – 3 WLE implementation and additional training of coordinators

• AY 2025-26 – 3 WLE credit hours for the year
Regional Campus System (#3)
Coordination Training

Topics Include:
• Data access & analysis
• Overview of scheduling terms & considerations
• Communication across disciplines

Resources Provided:
• Manual
• Contact list
• Self serve data reports
Next Steps

The Thinktank provided a recommendation for the creation of curricular coordinating units. Does the FC support the creation of curricular coordinating units? Is there additional feedback that the administration should consider?

The Thinktank’s defined the 10 distinct curricular coordinating units and clarified the role of the Faculty Coordinator. Does the FC support the 10 distinct curricular coordinating units and the faculty coordinator role? Is there additional feedback that the administration should consider?
Next Steps

The Thinktank indicated a concern with the creation of a Faculty Coordinator without assigned workload equivalencies.

• Spring 2024 – 3 WLE for Coordinator training and development
• Fall 2024 – 3 WLE implementation and additional training of coordinators
• Spring 2025 – 3 WLE implementation and additional training of coordinators
• AY 2025-26 – 3 WLE credit hours for the year

Does the FC support the for the faculty coordinator role? Is there additional feedback that the administration should consider?
Thank You.