One OHIO Alignment

September 14, 2020
One OHIO Integration

Summary

This initiative is co-chaired by:
Dr. Brad Cohen, Chief Strategy and Innovation Officer
Dr. Nicole Pennington, Executive Dean for Regional Higher Education & Lifelong Learning.

The One OHIO Integration initiative began in Spring 2018 with a Regional Higher Education (RHE) Task Force charged with identifying a sustainable financial model for Ohio University’s regional campuses. In addition to developing recommendations for a sustainable financial model, the study served a larger purpose: providing a road map for improving efficiency across all academic units and campuses. The initial work of the RHE Task Force was then expanded to include and unite all OHIO campuses and functions as one of the initiatives comprising our Fearlessly First Strategic Framework.
One OHIO Integration

Goals

• Integrate all academic and administrative functions with a one university, system-wide approach
• Identify efficiencies across the University system through coordination of scheduling and administrative efficiencies
• Generate new revenue streams through extension of Athens-based programs throughout the system and in response to new workforce and community demand
• Foster opportunities for interdisciplinary, multi-campus scholarly and creative activity
• Provide additional opportunities for students to engage with faculty and academic programs across campuses as well with local communities where campuses and centers are located
• Prioritize new platforms for learning beyond single location brick and mortar classrooms
• Identify new partnership opportunities such as corporate, government, and non-profit partners who seek workforce development for a dynamic workforce
One OHIO Integration

Work Streams and Co-Leads

- **Accreditation and Regulatory Compliance**
  Dr. Deborah Marinski, Associate Professor of History
  Dr. Loralyn Taylor, Interim Associate Provost for Institutional Research

- **Administrative Efficiency**
  Rosanna Howard, Director of Budget and Operations for Regional Higher Education
  Dr. Todd Myers, Chair and Professor of Engineering Technology and Management

- **Communication and Community Relations**
  Carly Leatherwood, Senior Director of Communication Services
  Dr. Robin Muhammad, Chair and Associate Professor of African American Studies

- **Course and Program Approval Process Redesign**
  Dr. Sara Helfrich, Associate Professor of Teacher Education
  Kristi Barnes, Associate Professor of Psychology

- **Engagement Ecosystem**
  Mary Nally, Director of the Center for Campus and Community Engagement
  Laurie Lach, Director of Development and External Affairs

- **Faculty Integration**
  Dr. Dev Poling, Associate Professor of Arts and Sciences
  Dr. Linda Rice, Chair and Professor of English

- **Instructional Efficiency (Phase 1)**
  Carissa Anderson, Assistant Dean of Regional Higher Education
  Dr. Sarah Poggione, Associate Professor and Associate Dean of Students, Instruction, and Curriculum for Arts and Sciences

- **New and Expanded Programming**
  Deb Benton, University Registrar
  Jeremy Webster, Dean of Zanesville Campus and Interim Dean of Eastern Campus

- **OULN/Infrastructure Analysis**
  Chris Ament, Interim Chief Information Officer
  Larry Tumblin, Director of Information Systems

- **Promotion and Tenure Faculty Handbook Revision**
  Dr. Howard Dewald, Associate Provost for Faculty and Academic Planning
  Dr. Sarah Wyatt, Professor and Director of Molecular and Cellular Biology

- **Student Services Efficiency**
  Dr. Elizabeth Sayrs, Sr. Vice Provost for Undergraduate Education & Success and Dean of University College
  Dr. Jim Smith Dean of Lancaster Campus
## Progress

<table>
<thead>
<tr>
<th>Workstream</th>
<th>Goal</th>
<th>Status</th>
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<tbody>
<tr>
<td>Accreditation and Regulatory Compliance</td>
<td>Address potential reclassification of regional campuses</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Instructional Efficiency Phase 1</td>
<td>Minimum $2 million in savings</td>
<td>In progress: 2021-2022 evaluation</td>
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<tr>
<td>Administrative Efficiency</td>
<td>Minimum $250,000 in savings</td>
<td>Accomplished: $1.4m with additional anticipated savings</td>
</tr>
<tr>
<td>New/Expanded Programming</td>
<td>Identify revenue-generating new programs in workforce development, degree, and non-degree offerings</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Course/Program Approval Process Redesign</td>
<td>Map current process and identify best practice from peers</td>
<td>Accomplished</td>
</tr>
<tr>
<td>OULN/Infrastructure Analysis</td>
<td>Identify and quantify needs for multi-point classroom infrastructure for current and expanded programs</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Faculty Integration</td>
<td>Develop norms and expectations for faculty integration, communication, and participation</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>Map current structure and identify best practice from peers</td>
<td>Accomplished</td>
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Academic & Administrative Efficiencies

Academic Efficiencies

• Original Goal: $2,000,000+
• Optimized course scheduling across campuses (Targeted 2021-2022)

Administrative Efficiencies

• Original Goal: $250,000
• Realized to date: Approximately $1,400,000, recurring
  • RHE leadership restructure
  • RHE IT reorganization
  • RHE marketing and external relations alignment with UCM
  • RHE libraries alignment with University libraries
  • RHE utilities processing and tracking
  • RHE OULN, telephone services, and elevator maintenance
• More to come: RHE facilities phase 1 reorganization, additional administrative restructuring, real estate asset monetization)
OHIO Regional Campuses

Ohio University regional campuses provide access to educational and cultural opportunities for students and communities across Southeast Ohio.

Supporting the academic needs of regional campus students and communities means thinking differently about course scheduling, delivery, and enrollment. Regional campuses must have the flexibility to offer courses in various modalities and to maintain a lower course threshold when they determine it to be necessary for student success and/or degree progression.
Integration Principles

Success of the One OHIO integration depends on a commitment by leadership across all campuses, academic colleges, and functional units to work in concert, to communicate consistent messages, and to hold their respective faculty and staff to a common standard of collaboration and collegiality.
Integration Principles

• Expect that transparent, consistent, and purposeful communication, collaboration, and decision-making between and among academic / functional units and the regional campuses will be bidirectional.

• Examine and reimagine processes that support and promote student-defined academic, co-curricular, and experiential learning goals, keeping student access and success at the core of our efforts and ensuring regional students, faculty, and staff are not disadvantaged in the process.

• Shift policy, program, process, and opportunity development into a model where all campuses and delivery modes are considered from ideation through implementation, support, and review.

• Leverage faculty expertise, new technologies, and academic partnerships in order to meet student and programming needs at every OHIO location, to support the university’s academic mission, to reach community engagement expectations, and to maintain and grow realigned and new academic programs.
Integration Principles

• Honor commitments made to our faculty, while working toward the development of new policies and processes, in compliance with existing Faculty Senate guidelines.
  • Tenured faculty retain their tenure
  • Probationary faculty will follow the promotion and tenure guidelines in place when they were hired. (Their eventual tenure will be to the academic unit.)
  • Existing multi-year contracts for instructional faculty will be honored.
• Department committees will restructure to include opportunities for regional faculty participation and engagement
• Adopt meeting processes / procedures identified by One OHIO Faculty Integration workstream
• Develop department communication practices that reflect a cohesive faculty group.
• Embrace, support, and reinforce collegiality among faculty and staff across all campuses.
Integration Principles

• Promotion and tenure criteria will allow differential teaching-research-service workloads, across all campuses. Regional campus faculty will continue to follow regional campus workloads due to differential tuition structure.

• Processes for regional faculty annual evaluations and merit reviews will clearly outline mechanisms for regional campus leadership and faculty colleagues to provide input.

• Regional campus faculty will continue providing service to their campus and campus community; academic departments / units will recognize this regional campus and regional community service as a critical component of the regional campus faculty workload.

• Full-time regional faculty (tenure-track, instructional, early retiree, and visiting) teaching schedules must satisfy load prior to hiring adjuncts or graduate students, particularly for regional campus course sections.
Academic Responsibilities

College / department / unit responsibilities

- curriculum management: program changes, 7-year review, program assessment, course development / changes, catalog review, DARS review
- faculty: promotion and tenure processes, annual review, merit review, instructional approvals, supervision, professional development, new faculty hiring and orientation, workload assignment in consultation with regional campus leadership
- new program development, in coordination with regional campus leadership
- student records: change of major, degree conferral, probation / dismissal / reinstatement processes, course substitution requests, transfer credit
Academic Responsibilities

Shared responsibilities (Between Department Chairs and Regional Campus Deans)

- course scheduling: follow collaborative Course Scheduling Plan
- issue resolution: regional campuses provide input as needed (grade appeals, student complaints, etc.)
- adjunct faculty: hiring adjunct faculty will be a collaborative process
- through the scheduling process, academic departments / units will identify, confirm, and approve the need to schedule and hire an adjunct faculty member each semester for regional campus course sections
- after receiving approval, the regional campus will manage HR processes (posting approval, posting, search, and hiring with department review and approval, etc.); when possible or appropriate, campuses will use hiring pools
- regional campus will perform day-to-day supervision, sharing information with department / unit as appropriate or requested
- department / unit will review teaching evaluations and will confirm whether or not an instructor may serve as an adjunct in subsequent terms
Alignment Timeline

- **COMPLETED** - November 2019: announce planned RHE program alignment via Zoom by Executive Vice President and Provost Djalali and Interim Executive Dean for Regional Higher Education Pennington
- **COMPLETED** - December 2019: program alignment notification memo submitted to UCC by RHE Interim Executive Dean
- **COMPLETED** - January 2020: submit to Board of Trustees
- **COMPLETED** - February 2020: ODHE and HLC notifications
- **COMPLETED** - February – August 2020: prepare for program realignment (i.e. shift work from RHE Central office to Athens colleges)
- **COMPLETED** - February 2020: meetings with academic units to discuss program alignment and transition of information and responsibility;
- **COMPLETED** - Through August 2020: Office of Regional Higher Education processes student records information: probation/dismissal, reinstatement, graduation, transfer credit, student record updates
- **COMPLETED** - AY 2020-2021: all student records for realigned programs reside within colleges
**Course Scheduling Timeline**

- **COMPLETED April 2020:** One OHIO Instructional Efficiencies group develop detailed implementation plan, secure leadership approval, and distribute

**SHIFT in Timeline for AY21-22 Due to COVID-19 Pandemic**

- **Fall 2020:** regional campus draft schedule for Fall 2021
- **Late Fall 2020 / Early Spring 2021:** regional Fall 2021 draft submitted to academic colleges/departments/units
- **Late Spring 2021 / Summer 2021:** regional draft schedule for Spring 2022 and Summer 2022

**Implement Instructional Efficiencies Timeline for AY22-23**

- **April 2021-May 2021:** begin information collection from OBI, faculty, and departments / units for AY 2022-2023; continue scheduling process/timeline
Faculty Integration Timeline

- **COMPLETED** February 2020: One OHIO Faculty Integration present recommendations to academic leadership
- **COMPLETED** February 2020: meet with faculty who cross disciplines to collect input about future primary department / unit
- **COMPLETED** February - March 2020: confirm faculty alignment by college and department
- **COMPLETED** March – April 2020: letters to faculty with updated department information
- **COMPLETED** August 2020: faculty integrate into academic college / department / unit
- 2020-2021: college / department / unit work on updating promotion and tenure guidelines, inclusive of differential workloads, in line with Faculty Senate resolutions
**Workload Issues**

- University faculty workload policy (18.009) aligns with state expectations (Am. Sub. H.B. 152, Sec. 84.14 and ORC Sec. 3345.45) and support standard RHE workloads.
- RHE faculty workload supports the Tuition Differential; Regional campus tuition is almost half that of Athens.
  - 2020-2021 OHIO Guarantee, resident tuition (1 semester)
    - Athens: $589/cr or $6,234 comprehensive
    - RHE: $249/cr or $2,765
- Any changes in teaching loads for regional faculty will drive up the instructional cost.
- The goal of ONE OHIO was to improve efficiency across all academic units and campuses.
Regional Campus Workload

https://www.ohio.edu/regional/faculty-work-load-policy

**Instructional Faculty**

- 1.0 FTE: 5-3 credit hour courses per semester or 30 credit hours per academic year
- A 3-credit hour course reduction per semester may be awarded if a faculty member has significant service obligations (advising, etc.)
- 0.8 FTE: 4-3 credit hour courses per semester or total of 24 credit hours per academic year

**Tenure-track Faculty**

- 1.0 FTE: 4-3 credit hour courses per semester or 24 credit hours of per academic year plus service and scholarship expectations-6 hours per semester (80% teaching, 10% service, 10% research/scholarship)
- A 3-credit hour course reduction per academic year is automatically awarded in the first two years of the probationary period.
- A 3-credit hour course reduction may be awarded for those engaging in scholarship/research.
Budget Implications

While the future budget model is in development, the budget model and related processes remain unchanged for regional campuses. Colleges / departments / units and regional campus leadership should look for opportunities to collaborate on expenditures and to identify efficiencies, where possible and appropriate.
Questions?