Recommendations and FAQs for Faculty Integration
Last updated February 25, 2020

Challenges to faculty integration
Fears or anxieties exist on both sides. Regional faculty are concerned that they will be viewed as an additional problem or a burden on the department and may not be welcomed / voices may not be heard or understood. Athens faculty are concerned about how integration will impact the department, and the work needed to manage distant locations and additional faculty.

Integration practices: Guiding principles for engagement
1. First steps
    a. Welcoming faculty. Regional campus faculty must be welcomed into departments through face to face events, including travel to regional campuses as well as travel to Athens. University support should be provided for travel. Faculty members should make attempts to learn each other's names and familiarize themselves with their "new" colleagues.

    b. Consider the timeline for onboarding. Integration must be a process that will take place over time. It is not a one-time event. Department chairs need to think about how to engage with regional faculty at relevant times with information that is relevant to them (e.g., a timeline of how to disseminate information with consideration of when information is going to be most relevant to faculty). Frequency and regularity of communication between Athens and regional faculty is necessary to build strong relationships and maintain positive experiences. There is a strong likelihood of experiences that are not optimal despite the best of intentions. Department chairs and regional campus faculty must work together with open communication to avoid negative interactions.

    c. Examine existing best practices. Full or partial faculty integration models and guidelines that already exist throughout the university should serve as guidance for departments who are integrating for the first time. Examples include Nursing, COMS, Social Work, and the Recommended Check Sheet for Improved Communication and Collaboration (https://www.ohio.edu/cas/about/college-and-regionals), developed through the CASRHE committee. People who have experience with faculty integration from these groups should share with the Chairs and Directors Council knowledge of what has worked, what challenges have arisen, and how solutions have been applied.

2. Values of inclusion and equity
    a. The process of integrating faculty into Athens departments should take place with minimal disruption to faculty. No faculty should be disadvantaged on the basis of campus location.

b. A fully inclusive integration of faculty implies both external presentation and internal communication and access. Externally, there should be no distinction to outsiders between faculty on Athens and regional campuses. Internally, all regional faculty possess equal rights as Athens faculty, sharing the same access to departmental resources and playing the same roles in departmental governance. Selected specific examples derived from these values are listed below.

    i. Athens departmental websites should include regional campus faculty. The format should be uniform for all faculty.

    ii. Email lists for Athens and regional campus faculty should be combined into one list. Avoid the usage of two separately email lists, one for Athens faculty and one for regional faculty.

    iii. Implement the same student evaluation for regional and Athens faculty.

    iv. In department/program reviews, data points from regional faculty are included and presented the same way as Athens faculty.

    v. Provide regional faculty the same access to departmental documents as Athens faculty. Blackboard or OneDrive can be utilized for this purpose.

    vi. Provide regional faculty the same access, whenever possible, to equipment and common labs in Athens for regional faculty, and vice versa.

    vii. Revamp the membership policy on departmental committees. Regional faculty should be present on committees wherever appropriate.

    viii. Include regional faculty in Chair/Director evaluation and election, as well as other issues that require the joint effort of all departmental faculty.

    ix. Provide opportunities for regional faculty to participate in departmental meetings face-to-face or remotely.

    x. Abolish the course approval/faculty clearance protocol currently in place, which relies on the unilateral decision of Athens departments. Replace it with a process that incorporates the input of all relevant faculty.

3. Use of technology for communication and sharing of information
   a. The university should provide every faculty member with appropriate technology (webcam / mic) to join meetings via video conferencing software. Training of faculty on best practices should be available and easy to access. Ongoing technical support needs to be available to faculty.

   b. All faculty are encouraged to join meetings using the same means. When all faculty individually join via video conference, interaction is equal for all attendees. Clear rules of engagement should be established ahead of time, including but not limited to:

      i. All microphones should be muted except for the person(s) talking. This can reduce feedback and increase overall sound quality.

     ii. Chat features can be used as a way of submitting comments or questions. If additional discussion is necessary, the person who submitted the comment or question via chat can unmute and take her/his turn sharing with the group.

   iii. All members should sign in to the meeting using cameras (cameras on) so that facial expression and body language can aid in communication.

   iv. Calling into a video conference from a phone should be avoided, and only done in cases where joining through video is not possible.

c. In cases where all faculty are unable to join the meeting using the same means, there may be times when meetings are structured so that many faculty are seated together in one room while one or few faculty join the meeting via video. In this meeting format, we suggest the following steps to maintain a high quality experience for everyone:

      i. The department or larger group ("groups") should assign a 'tech advocate' who is responsible for checking in with and assisting the remote member(s) in contributing to the meeting. This person should not be the person running the meeting.

     ii. Groups should be mindful of room configuration and technology capabilities within the room. The vantage point of the remote member should be considered so that s/he can clearly hear and see the other members in the meeting. Speaker phones are not adequate to capture audio within an entire room of people. Appropriate microphones should be provided to all departments (e.g., Blue Yeti microphones work well).

   iii. Groups should test run their meeting configurations before holding the meeting. We recommend that at least one member of the group who would normally be seated in the same room with the larger group should join the larger group via video from her/his own office. This will allow the group member(s) to experience the meeting from the vantage point of the remote attendees. Technology should be adjusted to eliminate interpersonal discomfort.

d. When meetings happen in person, Athens faculty should travel to regional campuses some of the time.

e. All documents should be sent out to attendees before the meeting and continuous online sharing of documents is encouraged. A centralized cloud based location, such as OneDrive, can accomplish this. Blackboard may also be an option.

4. Faculty workload
    a. Workload policies need to be created by each department to best suit the unique needs and faculty within the department.

    b. Workload policies should apply equally to all faculty within a department but should be flexible enough to accommodate diversity among faculty regarding Research-Service-Teaching expectations and differential access to support mechanisms (e.g., TAs, RAs, labs).

    c. Workload policies should be dynamic to accommodate changes in departmental needs and faculty development over time.

    d. Individual workload assignments should be negotiated with input from each faculty member at the time of faculty integration or hire and should be assessed on a regular basis.

5. Faculty integration over time
    a. Departments are expected to make good faith efforts in building a community of trust, respect, and support across all campus locations to build collaborative relationships with all faculty members. Regional campus faculty can benefit from departmental support and Athens departments can benefit from regional faculty presence. Mutually beneficial relationships should be the goal.

    b. We recommend that college-level committees to help foster smooth faculty integration be responsible for providing scaffolding and guidance to individual departments as needed. We recommend that these committees remain in place after the integration has happened so that grievances can be fairly addressed.

Requests for University support
1. Technology, equipment, and ongoing technological training must be made available for faculty in support of the video conferencing model(s) adopted (e.g., Zoom / Teams), as well as training in the use of cloud applications.
2. Support for travel (including large group transportation) to all campuses from all campuses, as necessary / desired by faculty in Athens and in regional locations.
3. Support for face to face retreat-style meetings to build relationships in person.
4. Support a multi-year plan of scaffolding integration and a process for mediating disagreements or problems.

Frequently Asked Questions regarding Faculty Integration

These questions are intended to provide guidance as we move through the OneOHIO process.

1. How will scheduling be determined for department faculty teaching in different locations?

The One OHIO Instructional Efficiency Workstream has developed a course scheduling plan that has been shared with the Ohio University Dean's Council and the Chairs and Directors Council. Departments should refer to this plan, which outlines the collaborative efforts between regional campus leadership and Athens departments in developing a student centered comprehensive course schedule.

2. How will meetings be conducted to provide equal access to faculty in different locations?

Departments will provide opportunities for regional faculty to participate in departmental meetings face-to-face or remotely. Departments will provide regional faculty the same access to departmental documents as Athens faculty. All documents should be sent out to attendees before the meeting and continuous online sharing of documents is encouraged. Blackboard or OneDrive can be utilized for this purpose.

3. What will be the timeframe for determining Promotion and Tenure criteria?

OneOHIO is to be implemented August 15, 2020. By the end of the 2020-2021 academic year, departments will determine Promotion and Tenure criteria based on the alignment of faculty from various campuses to their home department. Promotion and Tenure criteria will reflect workload.

4. How will technological issues inherent in different teaching formats (e.g., online, OULN) be accounted for in the evaluation of faculty who teach in these modalities?

Evaluation of faculty, regarding teaching as well as service and research, should be conducted with input from peers and leadership relevant to each faculty member's campus setting, workload, available resources, and other relevant circumstances.

5. What is the procedure we should use for visiting regional campuses?

If you plan to visit a regional campus, you should go through Kim Hayden, Special Assistant and Director of Administration, Haning Hall 131, hayden@ohio.edu, 740.593.2551

6. Where can we find help with how to use different technologies for meetings and communication (e.g. One Drive, Microsoft Teams)?

The following website includes helpful tutorials on use of these technologies: https://www.ohio.edu/oit/training/workshops

7. Who is the contact for Tech Support when we need help with related to communication platforms and linking campuses for meetings?

The link to tutrials and workshops (see FAQ #6) is the best route, but if additional support is needed, the contact person is Cody Sigmon (casigmon@ohio.edu). Cody is the direct contact and the person who leads the workshops.

One OHIO main page: https://www.ohio.edu/one-ohio/committees

One OHIO Faculty Integration Initial Charge and Committee Members

Initial Committee Charge

Create best practice recommendations focused on how the One OHIO process can facilitate the integration of faculty across all campuses into one cohesive faculty.

Committee Membership

Indicates co-leads

Name	Title	Campus	Unit
*Linda Rice	Chair, English	Athens	English
*Dev Poling	Associate Professor, Academic Division Coordinator	Zanesville	Arts and Sciences
Solveig Spjeldness	Associate Professor	Athens	Department of Social and Public Health
Sheryl House	Associate Professor	Zanesville	Nursing
Jerry Miller	Professor	Athens	Communications
Zijian Diao	Associate Professor	Eastern	Arts and Sciences
Patti Snider	Associate Director for BSN Operations	Athens	Nursing
Robb Moats	Associate Professor	Chillicothe	Arts and Sciences
Brian Hoyt	Professor, Business Management Technology	Lancaster	Business Technology
Hayley Haugen	Associate Professor, English	Southern	Arts and Sciences
Todd Eisworth	Chair, Mathematics	Athens	Mathematics
Bob Colvin	Chair, Biological Sciences	Athens	Biological Sciences
Chris Coski	Chair, Modern Languages	Athens	Modern Languages
Beth Novak	Associate Professor	Athens	Communications, Dean's Office
Ann Paulins	Senior Associate Dean	Athens	Department of Human and Consumer Sciences
Bruce Carlson	Chair, Psychology	Athens	Psychology
Julie Dummermuth	Director, Art	Athens	Art
Ebony Green	Assistant Dean for Advising and Student Services	Athens	University College Dean's Office