Our Voices. Our Vision.
Academic Affairs Strategic Plan 2013
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“Our Voices, Our Vision” is the strategic plan of the Division of Academic Affairs at Kent State University. The plan is driven by two bedrocks of meaningful participation: first, the opinions of faculty, students and staff expressed by means of our online Civic Commons website and supplemented by a series of face-to-face roundtables; and second, the strategic plans developed in our academic colleges and on our regional campuses over the past three years. These unit plans themselves grew from interactions among their own faculty, staff and students. Given our Responsibility Center Management (RCM) budget model, such local unit interactions form the real backbone for strategic academic decision making and planning at Kent State University. Using the university’s six strategic directions as a framework, “Our Voices, Our Vision” provides a clear statement of who we are and what we value in the Division of Academic Affairs at Kent State University.
I want to commend the Academic Affairs division on completing its strategic plan for 2013–2018. “Our Voices, Our Vision” complements the University Strategic Plan by demonstrating how Academic Affairs will advance the university’s strategic directions over the next three to five years.

As I’ve said many times, it’s a great day to be at Kent State. With positive growth in all our administrative divisions, we have the ability to leverage our current achievements toward even more success in the future.

At our core, we must continue to do everything we can to promote our students and show the world the quality of a Kent State education. Our very own Kent State students at IdeaBase, a student-run marketing communications firm, make this point for me. They designed the graphics for this plan and their work clearly shows how elements of good design can create an energy and excitement around the written word. Good job!

I’ve accepted this strategic plan from the Provost and want to thank all the faculty, staff and students who participated in this process and lent their voice to its development.

Lester A. Lefton
President, Kent State University
Our Voices, Our Vision:
a Plan for the Next 3-5 Years

Dear Colleagues,

Kent State University’s vision is to “change lives by encouraging outstanding teaching and innovative learning opportunities, by cultivating excellence in all we do, and by seeking greater access and affordability for our students.”

My vision for Academic Affairs complements the university’s vision. I want to offer students at all our campuses an unparalleled campus experience. Students are our number one constituency, and they must feel like this through our actions. All of our interactions with students, whether in the classroom, in a service department, or on the campus grounds have the potential to change lives. If faculty and staff deliver excellence to students across all our living and learning spaces, we will change their lives and shape their potential. We also will change ourselves because of the satisfaction of knowing that we have succeeded in making a positive difference—a major reason that many of us work in higher education. Creating an unparalleled campus experience also has institutional benefits that help to address external challenges, such as policy mandates, shrinking state funding, and variable enrollment trends. An excellent institution that changes lives is always a first choice among students, and becoming this kind institution is well within our control and our collective abilities.

In addition to our commitment to student success, we are dedicated to making a difference outside of Kent State and within our disciplinary communities. This dedication is reflected through our teaching, research and creative activities, and service actions. We are also committed to extending our geographic reach globally while also maintaining focus on our local communities.

When I first appointed the Strategic Planning Committee, I asked committee chairs Dean Stanley Wearden and Associate Professor Carey McDougall to lead a highly consultative process. I wanted committee members to hear the voices of our faculty, staff, students, and external constituents and consider their input in shaping the direction of Academic Affairs for the next three to five years. I also asked the committee to use President Lefton’s six university strategic planning directions as the framework for the Academic Affairs plan.

During my first year at Kent State I have observed and come to appreciate the workings of this great institution (for example, policies, procedures, collective bargaining agreements, shared governance processes) which helped me contextualize the feedback that we received during this process. My expectations for input were exceeded with over 2,000 individuals participating by reading or posting the 2,570 comments on the Civic Commons, sharing feedback in roundtable discussions, sending feedback anonymously, and being part of a discussion group. The recommendations reflect the many voices that comprise Kent State.

I want to thank Stan, Carey, and all the committee members for doing such a thorough and thoughtful job of analyzing the feedback, distilling the strategic elements, and developing a plan that is attainable. Now that the plan is complete, the real work of implementation begins. I will be charging various teams and asking them to work on projects that realize these strategies and tactics and ultimately bring even more excellence to Academic Affairs and Kent State University.

Lastly, I want to thank all the participants who shared their thoughts on how to make Academic Affairs stronger. We heard your voice and now have a plan that reflects all our voices. I look forward to working on the implementation phase of this plan and ask for your continued participation in making this an “excellence in action” institution.

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost

“I want to offer students at all our campuses an unparalleled campus experience.”
Dear Academic Affairs Community,

It has been a privilege to be involved in this process. Collectively, all of us in Academic Affairs at Kent State University have created a strategic plan we can be proud of and which will guide us to further success over the next several years. We have developed strategies that clearly identify what we are and what we hope to become in the future. It is our hope as co-chairs that everyone in Academic Affairs will find something in this plan to get excited about—something to commit energy to as we strive together for greater excellence. We hope the Academic Affairs community will rally around this plan and use it as a map to keep us moving toward our common and vitally important aim.

We want to thank many people for their involvement in this process. First, we thank the Provost for his commitment to transparency and inclusiveness. This has been a widely participatory process because of that commitment. We also are grateful for the Provost’s vision and guidance in shaping the final document. We thank the six subcommittee chairs, Professor Doug Delahanty, Associate Professor Mark Kretovics, Director AnnMarie LeBlanc, Chairperson Mandy Munro-Stasiuk, Associate Professor Barbara Hipsman Springer, Dean Susan Stocker, and Chairperson Jonathan Van Geest. They spent many hours meeting with their groups, poring through the feedback we received, reviewing the college plans, and synthesizing all these data into coherent strategies and tactics. We are also grateful to all the committee members, who are listed at the end of this document, for their commitment to doing this well and their willingness to meet frequently and contribute meaningfully to this process, and we are deeply appreciative of Associate Vice President Sally Kandel for overseeing our process, deepening its reach, and ensuring its integrity. She has been an invaluable member of the team. Finally, we wish to express our gratitude to the entire university community. We were heartened by the number of people who participated in providing feedback and by the quality and thoughtfulness of their comments. We often found ourselves reflecting on what a great institution we work for and what tremendous colleagues we have. Thank you all for your support.

Sincerely,

Carey McDougall and Stanley Wearden
The Academic Affairs Strategic Plan is organized according to the Six University Strategic Goals:

- Ensuring Student Success
- Enhancing Academic Excellence
- Expanding Breakthrough Research and Creative Endeavors
- Engaging the World Beyond Our Campuses
- Securing Our Financial Future
- Developing and Recognizing Our People

Each section begins with a narrative to define and bring clarity to what each of the University Strategic Goals means to Academic Affairs. The narrative expresses our values and beliefs, and creates a context to guide implementation efforts. Following the narrative, the specific strategies and tactics to be undertaken during the next five years are detailed. The strategies listed for each section constitute a thoughtfully constructed plan that, in total, is designed to achieve each of the University Goals. Supporting the strategies are the tactics, which are the actions and activities intended to achieve our strategies. It is likely that the tactics will evolve over the next three to five years due to our ever-changing environment, but they provide a starting point for implementation beginning fall 2013. Lastly, each section has a metrics page that shows how we plan to measure our success. The metrics page references the sources we plan to use to track progress. The legend is on page 9.

To help with campus, college and unit planning, the strategic plan includes “Plan at a Glance.” This section summarizes the plan by listing the strategies for each of the university’s Six Strategic Goals. Campuses, colleges and units will find this section helpful as they develop their respective strategic plans. The Academic Affairs plan should be used as a frame of reference, while the campuses, colleges, and units determine the tactics most suited to their areas. The last section of the plan shows how the implementation efforts are sequenced over the five years of the plan.
*Source Descriptions*

AAL  Accreditation, Assessment, and Learning
AP   Academic Personnel
CLA  Collegiate Learning Assessment
CS   Curriculum Services
FPDC Faculty Professional Development Center
GSS  Graduated Student Survey (self-report)
NSSE National Survey of Student Engagement
OCDE Office of Continuing and Distance Education
OEECE Office of Experiential Education and Civic Engagement
OGE  Office of Global Education
RASP Research and Sponsored Programs
RPIE Research, Planning and Institutional Effectiveness
SSI  Student Survey of Instruction
UCAE University Ceremonies and Academic Events
Ensuring Student Success
Learning should be an unending and permanent goal of a knowledgeable and adaptable society. Creating lifelong learners produces a more informed citizenry to guide our political, social, and cultural endeavors. At Kent State University we pledge to foster our students’ passion for lifelong learning. By sparking this passion, we ensure their success.

Considerable research identifies best practices for promoting student success, and a key indicator of that success is on-time graduation. Of note, the Southern Regional Education Board recently studied 15 regional public universities with graduation rates near the national average despite enrolling a high percentage of at-risk students. These institutions succeed because they promote a "graduation-oriented culture" in which everyone on campus knows that graduation is expected. Developing this mindset is key to accomplishing Kent State’s student success goal. Everyone in Academic Affairs will keep student success and graduation front and center in what they do every day.

Student success and degree completion begins even before students attend their first classes—they experience success and the expectation of graduation through our recruitment and orientation programs. Faculty and staff will further promote student engagement right from the start through programs such as mentoring, linked courses for undergraduates, experiential learning opportunities, and learning communities. We will create an environment in which all students feel included and comfortable exploring new worlds.

Developing a graduation-oriented culture means having students feel at home and directing them to campus resources that will help them succeed. It means responding quickly, carefully, and eagerly to students’ queries. It means being mindful of the economic pressures facing our students. It means anticipating their needs, spotting risk factors, and directing them to academic and personal support services. It means understanding and adapting to students’ unique personal and academic circumstances. Kent State’s required undergraduate advising model and personalized mentorship of graduate students will promote the holistic success of our students.

Student success flourishes in a climate of care where everyone shows gratitude for the opportunity to work with students and the willingness to help them grow, graduate, and prosper. A culture of student success exists when everyone—administrators, professors, and academic staff—approach every issue, challenge, and opportunity with this initial question: How will this help our students? We must demonstrate that we care about our students in all we do.

Student success flourishes as well when our students interact with people of different backgrounds. To succeed in this century our students must live, work, study, and play with those of different abilities, beliefs, ethnicities, experiences, socioeconomic backgrounds, and nationalities. Academic Affairs supports efforts to ensure a student body that reflects the diversity of our state, teaches a growing number of international students, and promotes study abroad programs. Moreover, Academic Affairs will provide unequaled support to non-traditional students, in part by creating an intentional degree completion program for students who left the university with 90 or more credits.

A focus on students, which includes everything from a spirit of friendliness to excellent instruction to a range of high-quality services, will create a graduation-oriented, high-touch culture at Kent State. Doing so will let students know that the faculty and staff care deeply about them individually and about their unique routes to success. Doing so will produce more, and more successful Kent State graduates.

“A culture of student success exists when everyone—administrators, professors, and academic staff—approach every issue, challenge, and opportunity with this initial question: How will this help our students?”


Create and enhance a high-touch, graduation-oriented academic and service culture so students feel fully integrated into the Kent State community, are comfortable seeking out resources and opportunities available to them, and believe that all members of the university community care about them individually and about their unique routes to success.

- Define elements of a graduation-oriented academic culture.
- Offer professional development opportunities for faculty and staff to help them understand best practices and roles in a graduation-oriented academic culture.
- Conduct a review of student success services at Kent State University to determine what services are working well, what services need to be enhanced, and what services need to be added or changed.
- Review evidence-based literature to identify strategies that may be adopted at Kent State.
- Conduct focus groups of students to identify the unique needs of our critical student sub-groups including, but not limited to, non-traditional, dually-enrolled, Post-Secondary Enrollment Options Program (PSEOP), international, adult learner, AALANA (African American, Latino American, Native American), commuter, academically-at-risk, evening-only, military, online and part-time students.
- Support the Equity Committee to foster an inclusive environment at all our campuses.

Continue to create an academic environment that helps students learn how to succeed in their classes and degree programs, as well as their careers or professions.

- Review First Year Experience curriculum university-wide to ensure that students are receiving early, accurate, and helpful information about success and timely graduation.
- Identify and require critical activities that benefit all students (for example, required advising, peer-mentoring, career-related coursework and activities, experiential and problem-based learning, graduate school guidance and assistance, academic support offerings).
- Provide increased assistance with difficult classes (in essence, those with large numbers of D, F, and W grades).
- Implement activities that better prepare students for advanced study or careers, such as a senior-year experience in all undergraduate majors or enhanced professional development programs for graduate students.
- Create a major-based peer support system to improve knowledge of resources, and to provide assistance when students are in academic difficulty.
- Create a degree completion program for students who left the university with 90 or more credits.

Implement effective communication strategies with students to ensure they receive important information in a timely and useful manner.

- Consult with students to determine the most effective ways to provide critical information regarding dates, resources, and opportunities (including traditional communication channels, non-traditional channels such as social media, combinations of channels).
- Use effective 21st century methods for connecting faculty and advisors to their students.
- Ensure clear procedures and messaging, particularly with students attending more than one campus.
Raise all undergraduate and graduate students’ retention and graduation rates.

a. Assess retention and graduation strategies, disaggregated by special groups of students, to measure the effectiveness of our efforts.

b. Expand Kent State’s successful retention and graduation strategies and evaluate the fit of evidence-based best practices that improve retention and graduation.

c. Build well-defined articulation agreements and foster strong relationships with community colleges and other higher learning institutions to ensure clear transition pathways for transfer students.

d. Develop and market high-demand, high-quality online programs that meet the needs of non-traditional graduate and undergraduate students.

e. Use retention and time-to-degree data to identify where resources should be targeted.

Partner with the Division of Enrollment Management and Student Affairs to increase the diversity of our student body.

a. Encourage admissions staff, academic deans, faculty, chairs, and directors to work together on recruiting and retaining a diverse student body.

b. Provide professional development on strategies that promote student success for a diverse student body to faculty and advising staff.
## Ensuring Student Success

### Metrics

<table>
<thead>
<tr>
<th>Metrics for the Implementation Plan</th>
<th>Source*</th>
<th>Baseline 2013</th>
<th>Intermediate 2015</th>
<th>Target 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student satisfaction rating for &quot;support students receive to help them succeed academically.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Freshmen</td>
<td>NSSE</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>• Seniors</td>
<td>NSSE</td>
<td>70%</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>Increase student satisfaction regarding relationships with faculty members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Freshmen</td>
<td>NSSE</td>
<td>62%</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>• Seniors</td>
<td>NSSE</td>
<td>81%</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>Decrease the number of high enrollment course offerings in which students earn D or F grades or have students withdrawing at a high rate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RPIE</td>
<td>79</td>
<td>69</td>
<td>59</td>
</tr>
<tr>
<td>Increase student satisfaction regarding quality of advising received.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Freshmen</td>
<td>NSSE</td>
<td>79%</td>
<td>81%</td>
<td>83%</td>
</tr>
<tr>
<td>• Seniors</td>
<td>NSSE</td>
<td>64%</td>
<td>68%</td>
<td>72%</td>
</tr>
<tr>
<td>Increase the graduation rate for first-time, full-time undergraduate degree-seeking students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RPIE</td>
<td>52%</td>
<td>55%</td>
<td>60%</td>
</tr>
<tr>
<td>Decrease the disparity between the overall graduation rates and those of various special populations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• AALANA</td>
<td>RPIE</td>
<td>9.6%</td>
<td>9.1%</td>
<td>8.6%</td>
</tr>
<tr>
<td>• Students entering at age 21 or older</td>
<td>RPIE</td>
<td>24.1%</td>
<td>22.9%</td>
<td>21.7%</td>
</tr>
<tr>
<td>• Commuter students</td>
<td>RPIE</td>
<td>12.1%</td>
<td>11.5%</td>
<td>10.9%</td>
</tr>
<tr>
<td>• International students</td>
<td>RPIE</td>
<td>26.3%</td>
<td>25%</td>
<td>23.7%</td>
</tr>
</tbody>
</table>
Enhancing Academic Excellence and Innovation

Academic Affairs must be known for, and identified with, academic excellence and innovation. In short, this means we will strive to become a 21st century model for teaching through discovery, creation, application, and the dissemination of knowledge, while also fostering ethical and humanitarian values in the service of Ohio, the nation, and the global community. The prevailing institutional culture demands excellence in all academic endeavors, encouraging distinction in instruction and eminence in research and creative activities. Academic excellence and innovation require a state-of-the-art infrastructure, financial investment in academic priorities, and a talented and motivated faculty and staff.

An outstanding faculty is the hallmark of an exceptional university. We will hire the best qualified faculty members and adhere to rigorous reappointment, tenure, and promotion standards. Academic Affairs must provide professional development opportunities to keep faculty current on best practices in pedagogy and instructional delivery. We will ensure that our faculty remains successfully engaged in teaching and learning. We must provide faculty members with resources and support to become leaders dedicated to fostering critical thinking, advancing knowledge, and demonstrating excellence in their fields. And we must develop innovative programs that address key social concerns and opportunities.

Another hallmark of excellence is the diversity of our faculty and staff in Academic Affairs. We are committed to increasing the diversity of our employees to reflect the diversity of our state and region. Academic Affairs pledges to meet the diversity hiring goals developed by the Division for Diversity, Equity, and Inclusion. The Provost and College Deans will make this a top priority in their academic planning and resource distribution decisions.

The goal of academic excellence and innovation also demands that we be attuned to the needs of the 21st century student. Today’s students call for a more personalized educational experience, for opportunities to customize their programs of study without sacrificing rigor, for expanding experiential and practical learning opportunities, for improving interdisciplinary learning prospects, and for teaching models that value and inspire discussion and critical thinking.

Finally, enhancing academic excellence and innovation requires us to enhance alignments between academics and economic opportunities in the state, in the nation, and across the globe. We must ensure that our graduates are prepared to compete in areas with high workforce needs such as engineering, health care, business, public health, and technology-intensive fields.

“We will strive to become a 21st century model for teaching through discovery, creation, application, and dissemination of knowledge, while also fostering ethical and humanitarian values.”
A Special Note on Online Education

Stretching across the realms of student success and academic excellence and innovation is the world of online education. Academic Affairs will expand the current percentage of total student credit hours earned online, and will do so with an unwavering commitment to quality. Going forward, all new online courses will meet the national Quality Matters best practice guidelines (http://www.qmprogram.org), with the Office of Continuing and Distance Education (OCDE) being responsible for meeting these guidelines and enhancing online efforts. The OCDE staff will help faculty create pedagogically appropriate courses and visually interesting offerings, and will assist them in identifying and implementing new learning technologies.

In Academic Affairs our pledge is simple, yet profound: we will supplement an unparalleled campus experience with an online presence that is unmatched among public universities in Ohio.
Enhancing Academic Excellence and Innovation

Strategies and Tactics

1. Ensure a robust culture of instruction that fosters critical thinking.
   
   a. Review and update curricula to further stress critical thinking.
   b. Provide faculty development to encourage effective deployment of innovative small-group discussion strategies, use of writing assignments, and other teaching approaches that stimulate critical thinking.
   c. Provide professional development for faculty teaching first-year programs and Kent Core classes.
   d. Renovate and expand the services offered by the Faculty Professional Development Center.
   e. Continue to strengthen university, program, and course assessment activities.

2. Restructure course content and delivery methods to meet the needs of 21st century students, including self-directed learning, alternate pathways to degree completion, community building, and relationship building.
   
   a. Improve faculty awareness of and promote the use of strategies for facilitating self-directed learning.
   b. Encourage flexible scheduling to meet the changing needs of students.
   c. Expand alternate pathways to degree completion (for example, advanced placement, dual enrollment).
   d. Increase student opportunities for and meaningfulness of advising and faculty/peer mentorship.
   e. Make effective use of learning communities and undergraduate linked courses to help build relationships.
   f. Increase the number of interdisciplinary (coordinated) faculty and post-doctoral hires.
   g. Encourage the formation of mentored student professional groups and provide support to and visibility of them.
   h. Strengthen the ability of Regional Campuses to create and deliver programs that address their communities’ needs.
3. Expand the number of profession-based degree or certificate programs and increase students’ opportunities to be engaged in model work experiences through them.
   a. Expand practical experiential learning opportunities.
   b. Further align professional course offerings to ensure applicability to current and projected job opportunities and contemporary knowledge and skill requirements.
   c. Develop certificate programs and major/minor combinations that are strategically designed to provide students with a focused education that enhances their professional skills.
   d. Partner across Kent State campuses and state/regional community colleges to develop new, and innovative pipelines for professional undergraduate and graduate degree programs.

4. Expand interdisciplinary programs and courses.
   a. Explore opportunities for programmatic collaboration in the development of new and innovative interdisciplinary courses, degrees, and certificate programs.
   b. Use the RCM model to help develop transparent and equitable methods that foster interdisciplinary collaboration.
   c. Promote interdisciplinary faculty partnerships in identified priority areas through coordinated hire discussions.

5. Recognize and promote innovative teaching methods and strategies.
   a. Develop and support faculty awareness about innovative teaching methods and promote creative ideas to improve and enhance teaching strategies.

6. Promote the development of strategic and effective distance learning options.
   a. Create online versions of high-enrollment general education courses.
   b. Expand the number of fully online graduate programs.
   c. Incorporate best distance learning practices in hybrid course delivery.
   d. Apply the Quality Matters metric to assure excellence in all Kent State University distance learning offerings.
   e. Make appropriate time and resource accommodations to faculty who develop online courses.
   f. Monitor student success in online courses and provide timely support to students who may be struggling with them.

7. Fulfill diversity hiring goals developed by the Division of Diversity, Equity, and Inclusion.
   a. Pursue target of opportunity hires vigorously.
   b. Establish strong AALANA faculty mentoring programs within Kent State and among colleagues across institutions.
   c. Develop training and support programs that assist faculty and administrators with recruiting and retaining AALANA faculty.
## Enhancing Academic Excellence and Innovation

### Metrics

<table>
<thead>
<tr>
<th>Metrics for the Implementation Plan</th>
<th>Source*</th>
<th>Baseline 2013</th>
<th>Intermediate 2015</th>
<th>Target 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase overall performance level on the Collegiate Learning Assessment.</td>
<td>CLA</td>
<td>-0.7</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Increase the percentage of new first-year students utilizing alternative pathways to degree completion by expanding dual enrollment and PSEOP enrollment.</td>
<td>RPIE</td>
<td>30%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Increase the number of first-year students who participate in a learning community</td>
<td>NSSE</td>
<td>83%</td>
<td>86%</td>
<td>95%</td>
</tr>
<tr>
<td>Increase the number of multidisciplinary majors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Undergraduate</td>
<td>CS</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>• Graduate</td>
<td>CS</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Increase the number of AALANA hires.</td>
<td>RPIE</td>
<td>44 TT faculty</td>
<td>5% of new hires</td>
<td>10% of new hires</td>
</tr>
<tr>
<td>Increase the number of students who report increasing their critical and analytical thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• First Year Students</td>
<td>NSSE</td>
<td>73%</td>
<td>79%</td>
<td>85%</td>
</tr>
<tr>
<td>• Seniors</td>
<td>NSSE</td>
<td>83%</td>
<td>85%</td>
<td>87%</td>
</tr>
<tr>
<td>Increase faculty access to professional development opportunities.</td>
<td>FPDC</td>
<td>9 workshops</td>
<td>12 workshops</td>
<td>15 workshops</td>
</tr>
</tbody>
</table>
“Our scholarly work informs our teaching, and students deserve to learn from faculty who are at the forefront of discovery in their fields.”
Of foremost importance, the university must continue to require a continuous record of research publication and/or creative achievement for the reappointment, tenure, and promotion of tenure-track faculty. Some research fields are more in the public’s eye than others, but at Kent State we value all fields of research and creative activity equally. Whether the work is a moving artistic creation, a prize-winning history book, or a life-changing scientific discovery, Academic Affairs is committed to breakthrough research and creative endeavors.

For some fields, research is best promoted by granting the time to pursue excellence. In other fields more significant resources are required. To make optimal use of our finite resources that will allow us to obtain national prominence in selected science, technology, engineering, and mathematics (STEM) fields, we will target a limited number of the most resource-intensive programs based on historical successes or on the promise of future successes as demonstrated by initial external awards and publications.

To ensure continued growth of research and scholarship, Kent State will invest in new faculty and new facilities to boost programs that generate external research support in multidisciplinary fields aligning with major societal challenges. Such programs include providing pilot research funds for internal and external collaborative research, as well as funds for growing the university’s post-doctoral culture. Kent State is committed to facilitating research successes, and pledges to provide the finest research administrative support in proposal and award management, compliance, and intellectual property management. In addition, because the university must establish and affirm its relevance to the regional, state, and national economies, Kent State should expand its relationships and work with schools and other social agencies, businesses, and industries through research.

It is important to communicate our research goals and our progress toward meeting them to our community and to our external stakeholders and constituencies. Recent efforts to communicate Kent State’s research and scholarship through such means as electronic, print, and social media should be supported and continued while new avenues of meaningful communication are explored. Finally, establishing a reputation as an important public research university depends on developing a culture of research at all degree levels of the university, including the undergraduate level. Ultimately, our success as a research institution will depend on how well our undergraduate and graduate students are prepared for future careers. By engaging in real-world research experiences, our students will demonstrate their competence and skill to future employers, and in the process affirm the excellence of Kent State University.
Support and enhance a more comprehensive culture of scholarship in the university.

1. Value the unique contributions that each faculty member makes in research and teaching.

2. Track the impact of research and creative activities at the college level and communicate their impact to the university and the general public.

3. Target our investments toward the most research-intensive fields based on historical successes or the promise of success.

4. Encourage faculty to engage in internal and external collaborative research and creative endeavors.

5. Support growing the university’s post-doctoral culture.

6. Encourage colleges to collaborate on coordinated hires and to support promising scholarly activities through seed or startup funding.

7. Support the culture of scholarship through administrative functions and professional development programs directed by the Division of Research and Sponsored Programs.

8. Publicize and celebrate accomplishments and expertise through events such as receptions, symposia, and media releases.

Require continual research and creative achievement for reappointment, tenure, and promotion as relevant to faculty members’ collective bargaining status and campus expectations.

1. Examine departmental tenure and promotion standards as they relate to research and creative achievement to ensure that expectations are clearly articulated.

2. Ensure that the necessary time is allocated to faculty as they pursue important research and creative activities.

3. Provide mentorship and support for newly hired faculty so they can be successful.

4. Provide support to mid-career faculty to enhance or begin new lines of research and creative activities.

Promote, recognize, and reward outstanding peer-reviewed research and creative activity and the scholarship of teaching.

1. Verify that outstanding peer-reviewed teaching and research/creative activities are recognized in the reappointment, tenure, and promotion standards of the departments.

2. Explore additional ways to reward and recognize scholarly successes of teaching and research/creative activity at the university, college, and campus levels.

3. Distribute notice of scholarly accomplishments to appropriate media outlets within and outside the university using contemporary means of communication (for example, electronic, print, social media).
4. **Redistribute internal resources to better support faculty members who are engaged in research and creative activities.**

   - a. Evaluate the effectiveness of differentiated time investments related to research/creative activities in regard to outcomes achieved.
   - b. Assign variable workloads to recognize and support the unique strengths of each faculty member.
   - c. Consider the distribution of student assistants to ensure support for faculty who are engaged in research and creative activities.

5. **Enhance engagement with social agencies, industry, and economic development organizations in order to create research relationships leading to technology development and products.**

   - a. Increase our connections to and engagement with local, state, national, and international social agencies, businesses, industries, and corporations.
   - b. Establish an external advisory board to help guide our focus, gauge future trends, and connect us with external groups to enhance our research efforts and outcomes.
   - c. Evaluate the appropriateness of departments adding licensing and commercialization successes to their tenure and promotion standards.

6. **Develop a culture of undergraduate research and creative activity in the university.**

   - a. Pilot a senior thesis program designed to involve undergraduates in research and creative activities earlier in their academic careers.
   - b. Recognize and celebrate faculty who include undergraduates in their research and creative activity programs.
   - c. Increase the number of research and creative activity internships available to undergraduates.
Expanding Breakthrough Research and Creative Endeavors

Metrics

<table>
<thead>
<tr>
<th>Metrics for the Implementation Plan</th>
<th>Source*</th>
<th>Baseline 2013</th>
<th>Intermediate 2015</th>
<th>Target 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase total research expenditures.</td>
<td>RASP</td>
<td>$15,082,097</td>
<td>7% increase per year on 2013 base*</td>
<td></td>
</tr>
<tr>
<td>Increase the number of grant applications.</td>
<td>RASP</td>
<td>540</td>
<td>567</td>
<td>595</td>
</tr>
<tr>
<td>Increase the number of coordinated hires.</td>
<td>RASP</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Increase the number of patent and start-up applications.</td>
<td>RASP</td>
<td>21</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>• Number of invention disclosures</td>
<td>RASP</td>
<td>11</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• Number of issued patents</td>
<td>RASP</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• Number of start-ups</td>
<td>RASP</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>• Number of new licenses</td>
<td>RASP</td>
<td>45</td>
<td>50</td>
<td>52</td>
</tr>
<tr>
<td>• Number of patent applications pending</td>
<td>RASP</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Increase the number of students participating in research projects with faculty members.</td>
<td>NSSE</td>
<td>35%</td>
<td>38%</td>
<td>41%</td>
</tr>
<tr>
<td>Increase the number of seniors participating in research projects with faculty members.</td>
<td>NSSE</td>
<td>29%</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>Increase the number of post-doctoral positions.</td>
<td>RASP</td>
<td>22</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Increase the number of funded proposals for cross-disciplinary PIs.</td>
<td>RASP</td>
<td>97</td>
<td>107</td>
<td>118</td>
</tr>
</tbody>
</table>
Academic Affairs at Kent State University brings the world to Ohio, and introduces Ohioans to the world. It helps solve local problems through our faculty’s research and our students’ service. Going forward, we will expand our service learning and experiential learning programs to create effective citizens at both the local and global levels.

Bringing international students to Kent State enriches both campus and community. We seek to grow this population to 3,000 students. Growth must be accompanied by an unparalleled campus experience for these students. English as a Second Language (ESL) courses must be readily available, and colleges must supplement these courses with language instruction that ensures success and fluency in the discipline.

The beauty of higher education is that it creates an environment in which students learn as much outside of the classroom as within it. Nowhere is this more true than with study abroad experiences. We must facilitate these transformative experiences for a wider circle of Kent State students. We will seek a greater diversity of Kent State students studying abroad and reduce the cost barriers that currently limit participation.

The faculty is committed to the triad of teaching, research, and service. In all three areas faculty engage the world beyond our campuses. From engaging in service learning to teaching high school students in dual enrollment courses, to public presentations, and real-world research on societal problems, our professors will continue to address problems and questions relevant to audiences within and outside of the academy. In turn, Academic Affairs must work with others on our campuses to tell our proud stories to the larger community.

“"The beauty of higher education is that it creates an environment in which students learn as much outside of the classroom as within it.""
Develop and support an overall campus plan for increasing international experiences for students.

- Investigate the costs to colleges when they encourage domestic students to study abroad, and build in RCM incentives for such study experiences.
- Encourage deployment of small-group student cohorts in international exchanges.
- Investigate the programmatic costs and revenue to colleges when they recruit and attract international students.
- Develop a campus-wide plan for the expansion of student services and resources for our international student populations.
- Provide faculty with information to explain and promote the value of study-abroad and the various opportunities for short-term and semester-long study abroad.
- Develop methods and venues for domestic students to engage with international students while on a Kent State campus (for example, social networking, extra-curricular programs, co-curricular activities).
- Promote curricula that encourage the systematic understanding of cultural and other forms of international diversity.
- Explore ways to make study abroad possible regardless of the student’s family income.
- Take steps to diversify the population of students studying abroad.
2. Expand opportunities for cross-cultural and multicultural competencies among students, faculty, and staff members.
   a. Further integrate cross-cultural and multicultural activities and community engagement as part of the Kent Core diversity requirements.
   b. Encourage cross-cultural awareness through service learning and experiential learning.
   c. Expand course offerings for project-based learning in cross-cultural settings.
   d. Encourage the development of minors that focus on cross-cultural and multicultural concerns.
   e. Ensure that appreciation, service, and caring for our international students extends in all our teaching, learning, and support areas.

3. Encourage activities in which our faculty members engage beyond our campuses.
   a. Highlight the impact of faculty research on our immediate communities.
   b. Develop ongoing campus/community partnerships and civic engagement.
   c. Create courses, certificates, and adult programs (on campus and online) that engage the community by broadening cultural awareness and promoting individual enrichment (for example, Center for Corporate and Professional Development).
   d. Communicate to the public at large the social value of scholarly activity.
   e. Engage in focused research directly related to our local communities.

4. Promote the awareness and benefits of study-away programs and courses that give students opportunities to engage with the world.
   a. Provide faculty members and advisors with information to explain and promote the value of study-away programs (short-term and semester-long programs, such as National Student Exchange).
   b. Encourage academic units to investigate internship opportunities that expose students to diverse cultures.
   c. Encourage academic units to investigate service learning opportunities that expose students to diverse cultures.
   d. Expand opportunities for Alternative Spring Break activities in the midwest and beyond.

5. Expand the methods, venues, and activities in which our students, faculty, and administration engage with the world beyond our campuses.
   a. Recognize and reward faculty, staff, and administration for engaging with the community outside of higher education (for example, writing both for professional colleagues and a wider public, social media).
   b. Expand current modes of engagement to include use of newly emerging media, and develop methods for determining their impact.
   c. Encourage timely and thematic discussions between faculty, students, and the community in online and interactive venues (for example, Civic Commons as a continuing hub for communication).
   d. Encourage and promote faculty and administration participation in professional organizations (for example, leadership positions, conference presentations, board memberships).
## Metrics

### Engaging the World

**Beyond Our Campuses**

#### Metrics for the Implementation Plan

<table>
<thead>
<tr>
<th>Metric Description</th>
<th>Source*</th>
<th>Baseline 2013</th>
<th>Intermediate 2015</th>
<th>Target 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students participating in international activities, including study abroad.</td>
<td>OGE</td>
<td>797</td>
<td>1,000</td>
<td>1,200</td>
</tr>
<tr>
<td>Increase international student enrollment.</td>
<td>OGE</td>
<td>2,315</td>
<td>2,660</td>
<td>3,000</td>
</tr>
<tr>
<td>Increase the number of faculty engaged in study abroad programs.</td>
<td>OGE</td>
<td>36</td>
<td>41</td>
<td>45</td>
</tr>
<tr>
<td>Increase the number of campus-community partnerships and civic engagement activities.</td>
<td>OEECE</td>
<td>223</td>
<td>245</td>
<td>269</td>
</tr>
<tr>
<td>Increase student participation in community service or volunteer work, including alternative spring break.</td>
<td>OEECE</td>
<td>7,706 (34%)</td>
<td>8,970 (39%)</td>
<td>10,120 (44%)</td>
</tr>
<tr>
<td>Increase student participation in internships, field experiences, clinical assignments.</td>
<td>RPIE</td>
<td>5,391</td>
<td>5,661</td>
<td>5,930</td>
</tr>
</tbody>
</table>
There are clear opportunities for Academic Affairs to secure financial sustainability. Certainly, ensuring student success is essential to our financial security and the Division of Academic Affairs plays an unequaled role in students’ retention and graduation. In addition, we must become more effective in identifying and targeting programs with the potential for enrollment growth and be more innovative with instructional formats and degree options, such as online programming and combined Bachelor’s/Master’s programs.

To expand and enhance our student body, the university has already begun to recruit international students and non-traditional students, and we must continue to increase the number of these students. Moreover, we must identify and implement new programs and services to meet the unique needs of these populations.

Through different approaches, such as unit administration and disciplinary content collaborations, Kent State University has an opportunity to reduce its instructional and instructional support costs. We must identify new efficiencies that will allow the university to continue offering high-quality instruction but at a lower cost. The university must identify new sources of revenue and capitalize on them in order to balance the reduced funding from the state.

“Ensuring student success is essential to our financial security.”
Evaluate colleges’ ability to operate at a break-even or better level financially, while allowing high-quality programs to flourish even if they carry negative balances.

1. Determine realistic and sustainable enrollment goals for the next five years to aid in the strategies of maintaining or growing enrollments and projecting the resources each college will need to invest to meet its strategic directions.
2. Align Strategic Planning, RCM, and Higher Learning Commission Accreditation (AQIP) procedures to utilize the processes of all three to create efficiencies within the institution.

Create and encourage non-traditional revenue streams.

1. Explore the possibility of differential tuition rates for targeted academic programs.
2. Strengthen online programs and offerings in areas with clear marketability.
3. Create incentive plans for increasing creative course offerings with the potential to generate new revenues (for example, offerings geared toward the non-traditional students, workforce development, outreach programs, summer courses).
Develop cost reduction strategies and budget efficiencies.

- a. Evaluate current academic processes to identify areas for increased efficiencies (including resource allocation, load assignments, time, and financial savings).
- b. Encourage collaborations across units that will help reduce costs.
- c. Regularly evaluate cost effectiveness and return on investment of areas that fall outside of RCM Centers, such as (but not limited to) international student recruitment, online programs, sponsored research, university centers, out-of-state recruiters.
- d. Evaluate the funding model for developmental and remedial courses throughout the university.

Evaluate academic programs and identify special programs for enrollment growth and resource allocation.

- a. Encourage program evaluations by recognizing colleges or departments for improvements on self-determined quality measures.
- b. Encourage development of academic programs leading to combined Bachelor’s/Master’s degrees (5-year programs).
- c. Evaluate low enrollment courses and sections to find and implement greater efficiencies.

Encourage more strategic hiring and assignment of faculty and staff.

- a. Within our collective bargaining framework, consider other faculty models designed to establish a more organic division of labor (for example, Research Professor, Clinical Professor, Scientist).
- b. Make new hires only after a careful analysis of program needs, costs, and benefits and with a clear sense of expected return on investment.
- c. Encourage units to review current staffing and duties assigned and, where needed, develop a more cost-effective approach to the division and assignment of work.
- d. Ensure faculty and staff stay current in their fields. Implement professional development programs geared to help with building skills, understanding higher education strategies, and increasing knowledge of university resources.
## Metrics

<table>
<thead>
<tr>
<th>Metrics for the Implementation Plan</th>
<th>Source*</th>
<th>Baseline 2013</th>
<th>Intermediate 2015</th>
<th>Target 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of degree-granting fully online programs.</td>
<td>OCDE 4 6 10</td>
<td>OCDE 9 13 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of online course offerings.</td>
<td>RPIE 535 575 650</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of combined Bachelor’s/Master’s degree programs.</td>
<td>CS 7 10 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of programs undergoing program evaluations to reduce costs and improve efficiencies.</td>
<td>AAL 0 50 128</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Academic Affairs is an organization of people, and people are its greatest asset. Recognizing and developing our people is central to our individual success and to the collective success of Kent State University. No university can exist or thrive without treating its employees in a fair, respectful, and dignified manner.

Many opportunities for recognition and development already exist at Kent State University, but the public feedback stage of the academic planning process revealed that often people simply do not know about them. As such, Academic Affairs will make better use of the opportunities already in place for providing recognition and professional development. In addition, we will create new and meaningful recognition events, such as further developing Faculty Appreciation Week and expanding current Staff Appreciation activities.

In a large institution, there is always the danger that its people will begin to lose their sense of personal identity and individual importance. We must remain aware of this danger and work diligently to demonstrate that each individual matters and that the university desires each of us to be successful.

Strategies proposed in this section of the plan focus on creating new areas of support while improving the current system in order to acknowledge and reward good work. Our goal is to improve morale and climate, and to increase retention of students, staff, and faculty.
Developing and Recognizing Our People
Strategies and Tactics

1. Improve communication about existing and new opportunities for professional development, incentives, and awards.
   a. Determine, in consultation with faculty and staff, what channels of communication are most effective for reaching them with information about employee recognition and development.
   b. Using the Faculty Professional Development Center and other resources, develop an easy-to-find and easy-to-search resource to provide information about professional development opportunities.

2. Enhance professional development opportunities for faculty, students, and staff.
   a. Provide more leadership training opportunities with a particular emphasis on underrepresented groups such as AALANA, adjunct faculty, and women.
   b. Create a comprehensive mentoring plan with special emphasis on beginning faculty and staff, AALANA, and women.

3. Require all areas of academic affairs to participate in succession planning.
   a. Identify and develop individuals who have the potential to move into leadership roles.

4. Find ways to recognize the individual human element of our employees within an increasingly automated system.
   a. Recognize and use faculty and student needs for scheduling courses and meetings more effectively (for example, family friendly, research needs of faculty, employment needs of students).
   b. Develop family-friendly policies for faculty, staff, and student employees.
   c. Train those in leadership positions to recognize good work through simple measures.

5. Enhance collaboration, collegiality, and climate to create a better understanding of each other.
   a. Provide incentives to develop team-taught courses, collaborative grants, and research/creative endeavors.
   b. Explore opportunities for individuals to interact together in multiple ways (for example, campus events, socialization activities, affinity groups).
Increase the number, meaning, and visibility of internal and external awards our people receive.

a. Evaluate internal awards programs to ensure that they are meaningful to candidates and recipients.
b. Develop university-wide awards programs recognizing excellence in meaningful ways.
c. Determine and use effective channels of communication to make the university community aware of internal and external awards received and of the impact these awards have on their recipients and on the university community.
d. Encourage every unit in Academic Affairs to identify appropriate external awards and to nominate its people for these awards.
# Developing and Recognizing Our People

## Metrics

<table>
<thead>
<tr>
<th>Metrics for the Implementation Plan</th>
<th>Source*</th>
<th>Baseline 2013</th>
<th>Intermediate 2015</th>
<th>Target 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of faculty participating in professional development programs.</td>
<td></td>
<td>137</td>
<td>164</td>
<td>197</td>
</tr>
<tr>
<td>Source*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of categories for which we are recognized as one of the Best Places to Work,</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Chronicle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of leadership training programs for chairs, directors, and deans.</td>
<td></td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Source*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of faculty participating in Faculty Appreciation Week.</td>
<td></td>
<td>150</td>
<td>250</td>
<td>350</td>
</tr>
<tr>
<td>- Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Faculty Club</td>
<td>UCAE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of faculty participating in Faculty Appreciation Week.</td>
<td>UCAE</td>
<td>150</td>
<td>160</td>
<td>175</td>
</tr>
</tbody>
</table>
1. Create and enhance a high touch, graduation-oriented academic and service culture so students feel fully integrated into the Kent State community, are comfortable seeking out resources and opportunities available to them, and believe that all members of the university community care about them individually and about their unique routes to success.

2. Continue to create an academic environment that helps students learn how to succeed in their classes and degree programs, as well as their careers or professions.

3. Implement effective communication strategies with students to ensure they receive important information in a timely and useful manner.

4. Raise all undergraduate and graduate students’ retention and graduation rates.

5. Partner with the Division of Enrollment Management and Student Affairs to increase the diversity of our student body.

Ensuring Student Success

1. Ensure a robust culture of instruction that fosters critical thinking.

2. Restructure course content and delivery methods to meet the needs of 21st century students, including self-directed learning, alternate pathways to degree completion, community building, and relationship building.

3. Expand the number of profession-based degree or certificate programs and increase students’ opportunities to be engaged in model work experiences through them.

4. Expand interdisciplinary programs and courses.

5. Recognize and promote innovative teaching methods and strategies.

6. Promote the development of strategic and effective distance learning options.

7. Fulfill diversity hiring goals developed by the Division of Diversity, Equity, and Inclusion.

Enhancing Academic Excellence and Innovation

1. Support and enhance a more comprehensive culture of scholarship in the University.

2. Require continual research and creative achievement for reappointment, tenure, and promotion as relevant to faculty members’ collective bargaining status and campus expectations.

3. Promote, recognize, and reward outstanding peer-reviewed research and creative activity and the scholarship of teaching.

4. Redistribute internal resources to better support faculty members who are engaged in research and creative activities.

5. Enhance engagement with social agencies, industry, and economic development organizations in order to create research relationships leading to technology development and products.

6. Develop a culture of undergraduate research and creative activity in the university.

Expanding Breakthrough Research and Creative Endeavors
1. Develop and support an overall campus plan for increasing international experiences for students.
2. Expand opportunities for cross-cultural and multicultural competencies among students, faculty, and staff members.
3. Encourage activities in which our faculty members engage beyond our campuses.
4. Promote the awareness and benefits of study-away programs and courses that give students opportunities to engage with the world.
5. Expand the methods, venues, and activities in which our students, faculty, and administration engage with the world beyond our campuses.

1. Evaluate colleges’ ability to operate at a break-even or better level financially, while allowing high-quality programs to flourish even if they carry negative balances.
2. Create and encourage non-traditional revenue streams.
3. Develop cost reduction strategies and budget efficiencies.
4. Evaluate academic programs and identify special programs for enrollment growth and resource allocation.
5. Encourage more strategic hiring and assignment of faculty and staff.

1. Improve communication about existing and new opportunities for professional development, incentives, and awards.
2. Enhance professional development opportunities for faculty, students, and staff.
3. Require all areas of Academic Affairs to participate in succession planning.
4. Find ways to recognize the individual human element of our employees within an increasingly automated system.
5. Enhance collaboration, collegiality, and climate to create a better understanding of each other.
6. Increase the number, meaning, and visibility of internal and external awards our people receive.

Plan at a Glance
Implementation Plans Year One Strategies

The tactics proposed in the strategic plan will be implemented over the next 3–5 years. As shown in the following pages, the tactics have been divided into 1 year, 2–3 year, 3–5 year and ongoing implementation phases. It is assumed that once implemented, tactics will be ongoing. Some tactics are seen as being complex and requiring significant planning, consultation, and development time, and therefore, they may need longer implementation time. The goal of this categorization is simply to provide the university community a sense of how these tactics are prioritized. These implementation phases provide a starting point for the plan development and may be modified during the life of this strategic plan.

*Original numbering is retained to facilitate cross-referencing with the full plan.

Ensuring Student Success

Strategies and Tactics (see pages 12 and 13)

1. Create and enhance a high touch graduation-oriented academic and service culture so students feel fully integrated into the Kent State community, are comfortable seeking out resources and opportunities available to them, and believe that all members of the university community care about them individually and about their unique routes to success.
   a. Define elements of a graduation-oriented academic culture.

2. Continue to create an academic environment that helps students learn how to succeed in their classes and degree programs, as well as their careers or professions.
   a. Review First Year Experience curriculum university-wide to ensure that students are receiving early, accurate, and helpful information about success and timely graduation.

3. Partner with the Division of Enrollment Management and Student Affairs to increase the diversity of our student body.
   b. Provide professional development on strategies that promote student success for a diverse student body to faculty and advising staff.

Enhancing Academic Excellence and Innovation

Strategies and Tactics (see pages 18 and 19)

1. Ensure a robust culture of instruction that fosters critical thinking.
   b. Provide professional development for faculty teaching first-year programs and Kent Core classes.

2. Restructure course content and delivery methods to meet the needs of 21st century students, including self-directed learning, alternate pathways to degree completion, community building, and relationship building.
   d. Increase student opportunities for and meaningfulness of advising and faculty/peer mentorship.
   e. Make effective use of learning communities and undergraduate linked courses to help build relationships

3. Expand interdisciplinary programs and courses.
   c. Promote interdisciplinary faculty partnerships in identified priority areas through coordinated hire discussions.

4. Recognize and promote innovative teaching methods and strategies.
   a. Develop and support faculty awareness about innovative teaching methods and promote creative ideas to improve and enhance teaching strategies.

5. Promote the development of strategic and effective distance learning options.
   c. Incorporate best distance learning practices in hybrid course delivery.
   d. Apply the Quality Matters metric to assure excellence in all Kent State University distance learning offerings.

6. Fulfill diversity hiring goals developed by the Division of Diversity, Equity, and Inclusion.
   a. Pursue target of opportunity hires vigorously.
   b. Establish strong AALANA faculty mentoring programs within Kent State and among colleagues across institutions.

Securing Our Financial Future

Strategies and Tactics (see pages 36 and 37)

2. Create and encourage non-traditional revenue streams.
   b. Strengthen online programs and offerings in areas with clear marketability.

3. Develop cost reduction strategies and budget efficiencies.
   d. Evaluate the funding model for developmental and remedial courses throughout the university.

4. Evaluate academic programs and identify special programs for enrollment growth and resource allocation.
   c. Evaluate low enrollment courses and sections to find and implement greater efficiencies.

5. Encourage more strategic hiring and assignment of faculty and staff.
   c. Encourage units to review current staffing and duties assigned and, where needed, develop a more cost-effective approach to the division and assignment of work.
   d. Ensure faculty and staff stay current in their fields. Implement professional development programs geared to help with building skills, understanding higher education strategies, and increasing knowledge of university resources.
Expanding Breakthrough Research and Creative Endeavors

**Strategies and Tactics (see pages 24 and 25)**

1. Support and enhance a more comprehensive culture of scholarship in the university.
   a. Track the impact of research and creative activities at the college level and communicate their impact to the university and the general public.
   b. Support growing the university’s post-doctoral culture.
   c. Encourage colleges to collaborate on coordinated hires and to support promising scholarly activities through seed or startup funding.
   d. Publicize and celebrate accomplishments and expertise through events such as receptions, symposia, and media releases.

2. Require continual research and creative achievement for reappointment, tenure, and promotion as relevant to faculty members’ collective bargaining status and campus expectations.
   a. Ensure that the necessary time is allocated to faculty as they pursue important research and creative activities.
   b. Provide mentorship and support for newly hired faculty so they can be successful.

3. Redistribute internal resources to better support faculty members who are engaged in research and creative activities.
   a. Consider the distribution of student assistants to ensure support for faculty who are engaged in research and creative activities.
   b. Investigate the programmatic costs and revenue to colleges when they recruit and attract international students.
   c. Investigate the costs to colleges when they hire and to support promising scholarly activity in the University.

4. Enhance engagement with social agencies, industry, and economic development organizations in order to create research relationships leading to technology development and products.
   a. Establish an external advisory board to help guide our focus, gauge future trends, and connect us with external groups to enhance our research efforts and outcomes.

5. Develop a culture of undergraduate research and creative activity in the University.
   a. Pilot a senior thesis program designed to involve undergraduates in research and creative activities earlier in their academic careers.

Engaging the World Beyond Our Campuses

**Strategies and Tactics (see pages 30 and 31)**

1. Develop and support an overall campus plan for increasing international experiences for students.
   a. Investigate the costs to colleges when they encourage domestic students to study abroad and build in RCM incentives for such study experiences.
   b. Encourage deployment of small-group student cohorts in international exchanges.
   c. Investigate the programmatic costs and revenue to colleges when they recruit and attract international students.
   d. Develop a campus-wide plan for the expansion of student services and resources for our international student populations.
   e. Provide faculty with information to explain and promote the value of study-away and the various opportunities for short-term and semester-long study-away.
   f. Develop methods and venues for domestic students to engage with international students while on a Kent State campus (for example, social networking, extra-curricular programs, co-curricular activities).

2. Expand opportunities for cross-cultural and multicultural competencies among students, faculty, and staff members.
   a. Further integrate cross-cultural and multicultural activities and community engagement as part of the Kent Core diversity requirements.
   b. Encourage cross-cultural awareness through service learning and experiential learning.
   c. Ensure that appreciation, service, and caring for our international students extends in all our teaching, learning, and support areas.

3. Encourage activities in which our faculty members engage beyond our campuses.
   a. Develop ongoing campus/community partnerships and civic engagement.
   b. Encourage academic units to investigate service learning opportunities that expose students to diverse cultures.

4. Promote the awareness and benefits of study-away programs and courses that give students opportunities to engage with the world.
   a. Provide faculty members and advisors with information to explain and promote the value of study-away programs (short-term and semester-long programs, such as National Student Exchange).

Developing and Recognizing Our People

**Strategies and Tactics (see pages 42 and 43)**

1. Improve communication about existing and new opportunities for professional development, incentives and awards.
   a. Determine, in consultation with faculty and staff, what channels of communication are most effective for reaching them with information about employee recognition and development.

2. Enhance professional development opportunities for faculty, students, and staff.
   a. Provide more leadership training opportunities with a particular emphasis on underrepresented groups such as AALANA, adjunct faculty, and women.

3. Enhance collaboration, collegiality, and climate to create a better understanding of each other.
   a. Explore opportunities for individuals to interact together in multiple ways (for example, campus events, socialization activities, affinity groups).

4. Increase the number, meaning, and visibility of internal and external awards our people receive.
   a. Evaluate internal awards programs to ensure that they are meaningful to candidates and recipients.
   b. Develop university-wide awards programs recognizing excellence in meaningful ways.
   c. Determine and use effective channels of communication to make the university community aware of internal and external awards received and of the impact these awards have on their recipients and on the university community.
Implementation Plans

Years Two and Three Strategies

*Original numbering is retained to facilitate cross-referencing with the full plan.

Ensuring Student Success

Strategies and Tactics (see pages 12 and 13)

1. Create and enhance a high-touch, graduation-oriented academic and service culture so students feel fully integrated into the Kent State community, are comfortable seeking out resources and opportunities available to them, and believe that all members of the university community care about them individually and about their unique routes to success.
   - b. Offer professional development opportunities for faculty and staff to help them understand best practices and roles in a graduation-oriented academic culture.
   - c. Conduct a review of student success services at Kent State University to determine what services are working well, what services need to be added or changed.
   - d. Review evidence-based literature to identify strategies that may be adopted at Kent State.
   - e. Conduct focus groups of students to identify the unique needs of our critical student sub-groups including, but not limited to, non-traditional, dually-enrolled, Post-Secondary Enrollment Options Program (PSEOP), international, adult learner, AALANA (African American, Latino American, Native American), commuter, academically at-risk, evening-only, military, online, and part-time students.
   - f. Support the Equity Committee to foster an inclusive environment at all our campuses.

2. Continue to create an academic environment that helps students learn how to succeed in their classes and degree programs, as well as their careers or professions.
   - a. Create online versions of high-enrollment general education courses.
   - b. Expand alternate pathways to degree completion (for example, advanced placement, dual enrollment).
   - c. Provide increased assistance with difficult classes (in essence, those with large numbers of D, F, and W grades).
   - d. Review and update curricula to further align professional course offerings to student needs and contemporary knowledge and skill requirements.
   - e. Create a major-based peer support system to provide assistance when students are in academic difficulty.
   - f. Create a degree completion program for students who left the university with 90 or more credits.

3. Implement effective communication strategies with students to ensure they receive important information in a timely and useful manner.
   - a. Promote the development of strategic and effective distance learning options.
   - b. Use effective 21st century methods for connecting faculty and advisors to their students.
   - c. Ensure clear procedures and messaging, particularly with students attending more than one campus.

4. Raise all undergraduate and graduate students’ retention and graduation rates.
   - a. Assess retention and graduation strategies, disaggregated by special groups of students, to measure the effectiveness of our efforts.
   - b. Develop and market high-demand, high-quality online programs that meet the needs of non-traditional graduate and undergraduate students.
   - c. Use retention and time-to-degree data to identify where resources should be targeted.

Enhancing Academic Excellence and Innovation

Strategies and Tactics (see pages 18 and 19)

1. Ensure a robust culture of instruction that fosters critical thinking.
   - a. Review and update curricula to further stress critical thinking.
   - b. Provide faculty development to encourage effective use of strategies for facilitating self-directed learning.
   - c. Expand practical experiential learning opportunities.
   - d. Work with colleges and departments to create and deliver programs that address their communities’ needs.
   - e. Assess retention and graduation strategies, disaggregated by special groups of students.

2. Restructure course content and delivery methods to meet the needs of 21st century students, including self-directed learning, alternate pathways to degree completion, community building, and relationship building.
   - a. Improve faculty awareness of and promote the use of strategies for facilitating self-directed learning.
   - b. Further align professional course offerings to ensure applicability to current and projected job opportunities and contemporary knowledge and skill requirements.

3. Expand the number of profession-based degree or certificate programs and increase students’ opportunities to be engaged in model work experiences through them.
   - a. Increase the visibility of them.
   - b. Use the RCM model to help develop transparent and equitable methods that foster interdisciplinary collaboration.

4. Expand interdisciplinary programs and courses.
   - a. Create online versions of high-enrollment general education courses.
   - b. Expand the number of fully online graduate programs.
Expanding Breakthrough Research and Creative Endeavors

**Strategies and Tactics (see pages 24 and 25)**

1. Support and enhance a more comprehensive culture of scholarship in the University.
   *c. Target our investments toward the most research-intensive fields based on historical successes or the promise of success.

2. Require continual research and creative achievement for reappointment, tenure, and promotion as relevant to faculty members’ collective bargaining status and campus expectations.
   *d. Provide support to mid-career faculty to enhance or begin new lines of research and creative activities.

3. Promote, recognize, and reward outstanding peer reviewed research and creative activity and the scholarship of teaching.
   *a. Verify that outstanding peer-reviewed teaching and research/creative activities are recognized in the reappointment, tenure, and promotion standards of the departments.
   *b. Explore additional ways to reward and recognize scholarly successes of teaching and research/creative activity at the university, college, and campus levels.

4. Enhance engagement with social agencies, industry, and economic development organizations in order to create research relationships leading to technology development and products.
   *c. Evaluate the appropriateness of departments adding licensing and commercialization successes to their tenure and promotion standards.

5. Develop a culture of undergraduate research and creative activity in the University.
   *b. Recognize and celebrate faculty who include undergraduates in their research and creative activity programs.
   *c. Increase the number of research and creative activity internships available to undergraduates.

Engaging the World Beyond Our Campuses

**Strategies and Tactics (see pages 30 and 31)**

1. Develop and support an overall campus plan for increasing international experiences for students.
   *g. Promote curricula that encourage the systematic understanding of cultural and other forms of international diversity.
   *h. Explore ways to make study abroad possible regardless of the student’s family income.
   *i. Take steps to diversify the population of students studying abroad.

2. Expand opportunities for cross-cultural and multicultural competencies among students, faculty, and staff members.
   *c. Expand course offerings for project-based learning in cross-cultural settings.

3. Encourage activities in which our faculty members engage beyond our campuses.
   *c. Create courses, certificates, and adult programs (on campus and online) that engage the community by broadening cultural awareness and promoting individual enrichment (for example, Center for Corporate and Professional Development).

4. Promote the awareness and benefits of study-away programs and courses that give students opportunities to engage with the world.
   *d. Expand opportunities for Alternative Spring Break activities in the midwest and beyond.

Securing Our Financial Future

**Strategies and Tactics (see pages 36 and 37)**

1. Evaluate colleges’ ability to operate at a break-even or better level financially, while allowing high-quality programs to flourish even if they carry negative balances.
   *a. Determine realistic and sustainable enrollment goals for the next five years to aid in the strategies of maintaining or growing enrollments and projecting the resources each college will need to invest to meet its strategic directions.

2. Create and encourage non-traditional revenue streams.
   *a. Explore the possibility of differential tuition rates for targeted academic programs.
   *c. Create incentive plans for increasing creative course offerings with the potential to generate new revenues (for example, offerings geared toward the non-traditional students, workforce development, outreach programs, summer courses).

3. Evaluate academic programs and identify special programs for enrollment growth and resource allocation.
   *a. Encourage program evaluations by recognizing colleges or departments for improvements on self-determined quality measures.

4. Encourage more strategic hiring and assignment of faculty and staff.
   *a. Within our collective bargaining framework, consider other faculty models designed to establish a more organic division of labor (for example, Research Professor, Clinical Professor, Scientist).

Developing and Recognizing Our People

**Strategies and Tactics (see pages 42 and 43)**

1. Improve communication about existing and new opportunities for professional development, incentives, and awards.
   *b. Using the Faculty Professional Development Center and other resources, develop an easy-to-find and easy-to-search resource to provide information about professional development opportunities.

2. Find ways to recognize the individual human element of our employees within an increasingly automated system.
   *a. Recognize and use faculty and student needs for scheduling courses and meetings more effectively (for example, family friendly, research needs of faculty, employment needs of students).
   *b. Develop family-friendly policies for faculty, staff, and student employees.

3. Enhance collaboration, collegiality, and climate to create a better understanding of each other.
   *a. Provide incentives to develop team-taught courses, collaborative grants, and research/creative endeavors.
Implementation Plans

Years Three through Five Strategies

*Original numbering is retained to facilitate cross-referencing with the full plan.

Ensuring Student Success

Strategies and Tactics (see pages 12 and 13)

1. Continue to create an academic environment that helps students learn how to succeed in their classes and degree programs, as well as their careers or professions.
   a. Restructure course content and delivery methods to meet the needs of 21st century students, including self-directed learning, alternate pathways to degree completion, community building, and relationship building.
   b. Encourage flexible scheduling to meet the changing needs of students.
   c. Identify and require critical activities that benefit all students (for example, required advising, peer-mentoring, career-related coursework and activities, experiential and problem-based learning, graduate school guidance and assistance, academic support offerings).
   d. Implement activities that better prepare students for advanced study or careers, such as a senior-year experience in all undergraduate majors or enhanced professional development programs for graduate students.

2. Implement effective communication strategies with students to ensure they receive important information in a timely and useful manner.
   a. Consult with students to determine the most effective ways to provide critical information regarding dates, resources, and opportunities (including traditional communication channels, non-traditional channels such as social media, combinations of channels).

3. Raise all undergraduate and graduate students’ retention and graduation rates.
   a. Expand Kent State’s successful retention and graduation strategies and evaluate the fit of evidence-based best practices that improve retention and graduation.

4. Enhancing Academic Excellence and Innovation

Strategies and Tactics (see pages 18 and 19)

1. Restructure course content and delivery methods to meet the needs of 21st century students, including self-directed learning, alternate pathways to degree completion, community building, and relationship building.
   a. Restructure course content and delivery methods to meet the needs of 21st century students, including self-directed learning, alternate pathways to degree completion, community building, and relationship building.
   b. Encourage flexible scheduling to meet the changing needs of students.
   c. Partner across Kent State campuses and state/regional community colleges to develop new and innovative interdisciplinary courses, degrees, and certificate programs.

2. Expand the number of profession-based degree or certificate programs and increase students’ opportunities to be engaged in model work experiences through them.
   a. Explore opportunities for programmatic collaboration in the development of new and innovative interdisciplinary courses, degrees, and certificate programs.
   b. Expand Kent State’s successful retention and graduation strategies and evaluate the fit of evidence-based best practices that improve retention and graduation.
   c. Implement activities that better prepare students for advanced study or careers, such as a senior-year experience in all undergraduate majors or enhanced professional development programs for graduate students.

Expanding Breakthrough Research and Creative Endeavors

**Strategies and Tactics (see pages 24 and 25)**

1. Require continual research and creative achievement for reappointment, tenure, and promotion as relevant to faculty members’ collective bargaining status and campus expectations.
   - a. Examine departmental tenure and promotion standards as they relate to research and creative achievement to ensure that expectations are clearly articulated.

2. Evaluate academic programs and identify special programs for enrollment growth and resource allocation.
   - b. Assign variable workloads to recognize and support the unique strengths of each faculty member.

3. Encourage development of academic programs leading to combined Bachelor’s/Master’s degrees (5 year programs).

Engaging the World Beyond Our Campuses

**Strategies and Tactics (see pages 30 and 31)**

3. Encourage activities in which our faculty members engage beyond our campuses.
   - a. Highlight the impact of faculty research on our immediate communities.

Securing Our Financial Future

**Strategies and Tactics (see pages 36 and 37)**

1. Evaluate colleges’ ability to operate at a break-even or better level financially, while allowing high-quality programs to flourish even if they carry negative balances.
   - b. Align Strategic Planning, RCM, and Higher Learning Commission Accreditation (AQIP) procedures to utilize the processes of all three to create efficiencies within the institution.

2. Develop cost reduction strategies and budget efficiencies.
   - a. Evaluate current academic processes to identify areas for increased efficiencies (including resource allocation, load assignments, time, and financial savings).
   - b. Encourage collaborations across units that will help reduce costs.

3. Evaluate academic programs and identify special programs for enrollment growth and resource allocation.
   - b. Encourage development of academic programs leading to combined Bachelor’s/Master’s degrees (5 year programs).

Developing and Recognizing Our People

**Strategies and Tactics (see pages 42 and 43)**

1. Require all areas of academic affairs to participate in succession planning.
   - a. Identify and develop individuals who have the potential to move into leadership roles.

2. Redistribute internal resources to better support faculty members who are engaged in research and creative activities.
Implementation Plans  Ongoing Strategies

*Original numbering is retained to facilitate cross-referencing with the full plan.

Ensuring Student Success

**Strategies and Tactics (see pages 12 and 13)**

1. Raise all undergraduate and graduate students’ retention and graduation rates.
   e. Continue to strengthen university, program and course assessment activities.

2. Restructure course content and delivery methods to meet the needs of 21st century students, including self-directed learning, alternate pathways to degree completion, community building, and relationship building.
   f. Increase the number of interdisciplinary (coordinated) faculty and post-doctoral hires.

3. Partner with the Division of Enrollment Management and Student Affairs to increase the diversity of our student body.
   a. Encourage admissions staff, academic deans, faculty, chairs, and directors to work together on recruiting and retaining a diverse student body.

4. Develop certificate programs and major/minor combinations that are strategically designed to provide students with a focused education that enhances their professional skills.

Enhancing Academic Excellence and Innovation

**Strategies and Tactics (see pages 18 and 19)**

1. Ensure a robust culture of instruction that fosters critical thinking.
   e. Continue to strengthen university, program and course assessment activities.

2. Expand the number of profession-based degree or certificate programs and increase students’ opportunities to be engaged in model work experiences through them.
   c. Develop certificate programs and major/minor combinations that are strategically designed to provide students with a focused education that enhances their professional skills.

3. Fulfill diversity hiring goals developed by the Division of Diversity, Equity, and Inclusion.
   c. Develop training and support programs that assist faculty and administrators with recruiting and retaining AALANA faculty.
## Expanding Breakthrough Research and Creative Endeavors

### Strategies and Tactics (see pages 24 and 25)

1. **Support and enhance a more comprehensive culture of scholarship in the university.**
   - a. Value the unique contributions that each faculty member makes in research and teaching.
   - d. Encourage faculty to engage in internal and external collaborative research and creative endeavors.
   - g. Support the culture of scholarship through administrative functions and professional development programs directed by the Division of Research and Sponsored Programs.

2. **Promote, recognize, and reward outstanding peer-reviewed research and creative activity and the scholarship of teaching.**
   - c. Distribute notice of scholarly accomplishments to appropriate media outlets within and outside the university using contemporary means of communication (for example, electronic, print, social media).

3. **Redistribute internal resources to better support faculty members who are engaged in research and creative activities.**
   - a. Evaluate the effectiveness of differentiated time investments related to research/creative activities in regard to outcomes achieved.

4. **Engage in focused research directly related to our local communities.**

### Engaging the World Beyond Our Campuses

### Strategies and Tactics (see pages 30 and 31)

1. **Encourage activities in which our faculty members engage beyond our campuses.**
   - d. Communicate to the public at large the social value of scholarly activity.
   - e. Engage in focused research directly related to our local communities.

2. **Promote, recognize, and reward outstanding peer-reviewed research and creative activity and the scholarship of teaching.**
   - c. Distribute notice of scholarly accomplishments to appropriate media outlets within and outside the university using contemporary means of communication (for example, electronic, print, social media).

3. **Enhance engagement with social agencies, industry, and economic development organizations in order to create research relationships leading to technology development and products.**
   - a. Increase our connections to and engagement with local, state, national, and international social agencies, businesses, industries, and corporations.

4. **Distribute notice of scholarly accomplishments to appropriate media outlets within and outside the university using contemporary means of communication (for example, electronic, print, social media).**

5. **Redistribute internal resources to better support faculty members who are engaged in research and creative activities.**
   - a. Evaluate the effectiveness of differentiated time investments related to research/creative activities in regard to outcomes achieved.

### Securing Our Financial Future

### Strategies and Tactics (see pages 36 and 37)

1. **Develop cost reduction strategies and budget efficiencies.**
   - a. Regularly evaluate cost effectiveness and return on investment of areas that fall outside of RCM Centers, such as (but not limited to) international student recruitment, online programs, sponsored research, university centers, out-of-state recruiters.

2. **Encourage more strategic hiring and assignment of faculty and staff.**
   - a. Make new hires only after a careful analysis of program needs, costs, and benefits and with a clear sense of expected return on investment.

### Developing and Recognizing Our People

### Strategies and Tactics (see pages 42 and 43)

1. **Find ways to recognize the individual human element of our employees within an increasingly automated system.**
   - a. Train those in leadership positions to recognize good work through simple measures.

2. **Increase the number, meaning, and visibility of internal and external awards our people receive.**
   - a. Encourage every unit in Academic Affairs to identify appropriate external awards and to nominate its people for these awards.
Conclusion

Who are we in Academic Affairs at Kent State University? We are students studying life and learning to change the world. We are academic staff greeting students with a friendly hello and assisting them in their programs. We are professors engaged in that most noble enterprise of both creating and disseminating knowledge. We are Academic Affairs at Kent State University and we are here to change the world.

Next Steps

The success of any strategic plan is measured by its ability to focus efforts and actions. The strategies put forth in this document clarify our collective actions for the next three to five years. Colleges and campuses should use this document as a guide for developing their own plans; and, initiatives that cross colleges and campuses should be coordinated through leadership in the Provost’s office.

To keep the momentum of the strategic plan going, the Academic Affairs Strategic Planning Committee recommends that the Academic Affairs Strategic Planning Committee co-chairs and sub-committee chairs meet with the Provost annually about the plan. This group can advise the Provost on areas that have the highest priority as well as give suggestions for successful implementation. Also, progress on the plan for the previous year can be discussed and assessed. These touch point meetings are a critical component to ensure that this plan remains forefront in our thinking and continues to be a living document.
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