Session Overview

Introduction to ARRC

Introduction to Regional Public Universities (RPUs)

Unpacking myths and truths about RPUs

Closing
Introduction to ARRC
About ARRC

Established in 2020 with seed funding from the Joyce Foundation

ARRC is a research collaborative and resource hub with the mission of increasing appreciation for and understanding of regional colleges and their contributions to opportunity and community wellbeing.
Our Team

Directors:
- Dr. Andrew Koricich, Executive Director, Appalachian State University
- Dr. Alisa Hicklin Fryar, Director of Data, University of Oklahoma
- Dr. Kevin McClure, Director of Communications, University of North Carolina Wilmington
- Dr. Cecilia Orphan, Director of Partnerships, University of Denver
- Dr. Vanessa Sansone, Director of Policy, University of Texas at San Antonio

Other team members:
- Dr. Patti Levine Brown, Assistant Director for Professional Development, Appalachian State University
- Ms. Amanda Rogers, Administrative Support Specialist, Appalachian State University
Our Values and Goals

We believe in the transformational nature of higher education and high-quality, usable research to promote systemic change. To that end, our research about regional colleges seeks to:

- Close educational equity gaps of all kinds, with special focus on racial, spatial, and income equity gaps
- Promote college success, diversity, equity, and inclusion
- Generate community thriving, workforce development and public health
- Collaborate with a variety of stakeholders to leverage higher education’s transformative power
- Examine how geography shapes opportunity and equity
- Inform policy and public conversations with accessible, usable data
- Advance evidence-based public policy and campus practice
Introducing Regional Public Universities
Regional Public Universities (RPUs)

RPUs are geographically distributed bachelor’s degree granting public colleges and universities with a tripartite mission to

- Facilitate postsecondary access and success for all students, but in particular for diverse students
- Foster student-centeredness and excellence in teaching
- Provide regional service to improve community wellbeing
Poll

Based on what we’ve shared, did you attend a regional college as a student?

https://fast-poll.com/poll/d10e2a3e
Poll: Results

Based on what we’ve shared, did you attend a regional college as a student?

https://fast-poll.com/poll/results/d10e2a3e
Poll

Are you currently employed at a regional college?

https://fast-poll.com/poll/fe20b249
Poll: Results

Are you currently employed at a regional college?

https://fast-poll.com/poll/results/fe20b249
Myths and Truths about RPUs
• Regionals are poor quality colleges and universities
• Teaching and mentoring are often better at regionals than other types of institutions
• Generate more upward mobility than other types of colleges and universities
• Are vital resources for many communities
• Regionals are all struggling and at the brink of collapse

• Resilient and adaptive

• Continually evolving to meet students’ and regional needs.

• Performing despite underfunding & prevailing deficit views of the sector
• People at regionals want their institution to be something that it’s not ... i.e., more prestigious, exclusionary, and research-focused

• While some regionals strive for prestige, many more are highly-mission centered despite navigating resource constraints

• Regionals engage in community-based research to fulfill their missions

• Regionals have become more accessible over time, not less
• Regionals are institutions of last resort for students, faculty, and administrators

• Many people choose regionals for a variety of reasons:
  • Belief in mission
  • Desire to serve diverse students
  • Want to have teaching as a major part of their job
  • Attended a regional themselves
  • Affordability
  • Regionally relevant programs
Why is it important to disrupt deficit-based myths about RPU[s]? Because these myths affect everything for RPU[s] and their students to enrollments, funding, and general public perception.
References, Cont’d.


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## Rural-Serving Institutions Project

### RSI Counts by Institutional Sector

<table>
<thead>
<tr>
<th>SECTOR</th>
<th>RSIs (%)</th>
<th>HIGH RSIs (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year, public</td>
<td>444 / 841</td>
<td>238 / 841</td>
</tr>
<tr>
<td></td>
<td>(52.8%)</td>
<td>(28.3%)</td>
</tr>
<tr>
<td>2-year, private</td>
<td>8 / 22</td>
<td>4 / 22</td>
</tr>
<tr>
<td></td>
<td>(36.4%)</td>
<td>(18.2%)</td>
</tr>
<tr>
<td>4-year, public</td>
<td>325 / 711</td>
<td>129 / 711</td>
</tr>
<tr>
<td></td>
<td>(45.7%)</td>
<td>(18.1%)</td>
</tr>
<tr>
<td>4-year, private</td>
<td>310 / 951</td>
<td>134 / 951</td>
</tr>
<tr>
<td></td>
<td>(32.6%)</td>
<td>(14.1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,087 / 2,525</strong></td>
<td><strong>504 / 2,525</strong></td>
</tr>
<tr>
<td></td>
<td><strong>(43.0%)</strong></td>
<td><strong>(20.0%)</strong></td>
</tr>
</tbody>
</table>

### RSI Counts by Institutional Designation

<table>
<thead>
<tr>
<th>DESIGNATION</th>
<th>RSIs (%)</th>
<th>HIGH RSIs (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land-grant institution</td>
<td>70 / 113</td>
<td>33 / 113</td>
</tr>
<tr>
<td></td>
<td>(61.9%)</td>
<td>(29.2%)</td>
</tr>
<tr>
<td>Historically Black Colleges &amp; Universities</td>
<td>30 / 93</td>
<td>11 / 93</td>
</tr>
<tr>
<td></td>
<td>(32.3%)</td>
<td>(11.8%)</td>
</tr>
<tr>
<td>Tribal Colleges &amp; Universities</td>
<td>32 / 34</td>
<td>26 / 34</td>
</tr>
<tr>
<td></td>
<td>(94.1%)</td>
<td>(76.5%)</td>
</tr>
<tr>
<td>High Native-enrolling (non-TCU)</td>
<td>28 / 30</td>
<td>18 / 30</td>
</tr>
<tr>
<td></td>
<td>(93.3%)</td>
<td>(60.0%)</td>
</tr>
<tr>
<td>High Hispanic-enrolling</td>
<td>83 / 466</td>
<td>41 / 466</td>
</tr>
<tr>
<td></td>
<td>(17.8%)</td>
<td>(8.8%)</td>
</tr>
<tr>
<td>High Black-enrolling (non-HBCU)</td>
<td>32 / 87</td>
<td>22 / 87</td>
</tr>
<tr>
<td></td>
<td>(36.8%)</td>
<td>(25.3%)</td>
</tr>
<tr>
<td>High Asian / Pacific Islander-enrolling</td>
<td>24 / 306</td>
<td>3 / 306</td>
</tr>
<tr>
<td></td>
<td>(7.8%)</td>
<td>(1.0%)</td>
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