BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
180C Upham Hall
April 26, 2012

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on April 26, 2012 in Room 180C of Upham Hall on the Oxford campus. The meeting was called to order at 8:30 a.m. by Committee Chair Sue Henry. Also in attendance were Trustees David Budig, Dennis Lieberman, and Sharon Mitchell.

In addition to the Trustees, several others were present, including Mr. Ted Pickerill, Secretary to the Board of Trustees, and the following individuals who were scheduled to assist in presentations or briefings to the Committee: Dr. Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs; Dr. Barbara Jones, Vice President for Student Affairs; Ms. Robin Parker, General Counsel; Dr. Phyllis Callahan, Dean, College of Arts and Science; Dr, Judith Sessions, Dean, University Libraries; Dr. Jim Lentini, Dean, School of Fine Arts; Dr. Susan Mosley-Howard, Associate Vice President, Student Affairs and Dean of Students; Dr. Raymond Gorman, Associate Provost and Associate Vice President, Academic Affairs; Mr. Michael Kabbaz, Associate Vice President, Enrollment Management; Dr. Steve DeLue, Chair University Senate Executive Committee; Dr. Carolyn Haynes, Director, Honors and Scholars Program; Dr. Scott Walter, Assistant Vice President, Student Affairs; Ms. Gail Walenga, Assistant Vice President, Student Affairs; Ms. Rebecca Young, Director, Student Wellness; Ms. Jenny Levering, Director, Fraternity and Sorority Life; Mr. Tyler Sinclair, Associated Student Government, Secretary for Academic Affairs.

Executive Session

On a motion duly made, seconded, and voted upon by roll call vote, the Academic and Student Affairs Committee adjourned to Executive Session in accordance with the Ohio Open Meetings Act, Revised Code Section 121.22 to discuss personnel matters and consult with General Counsel. At 9:00 a.m. the Committee adjourned the Executive Session and convened into the Public Business Session.

Public Business Session

Announcements

Sue Henry, Chair, opened the public session and welcomed everyone to the meeting.

Student Trustees

Trustee Kwarteng was not in attendance, but filed a written report describing Miami's support of National Employment Week; 40 students' participation in Alternative Spring Break; the success of the Miami Forensics Team; and offering congratulations to John Stefanski for his election as the next student body president.

The Student Trustee report is included as attachment A.

Associated Student Government

Secretary Tyler Sinclair reported that ASG passed an Advising Act to present recommendations to address student concerns; a resolution in support of the Regional Campus Proposal; and a resolution calling for mid-term grade reporting.

Mr. Sinclair's report is included as Attachment B.

University Senate

Professor Steve DeLue, Chair of the University Senate Executive Committee, reported that the Senate passed a resolution to create a new degree in Interactive Media Studies; a resolution to rename the School of Fine Arts as the School of Creative Arts; a study of Clinical Faculty and Lecturers was completed; the election of next year's officers (Dr. Jim Kiper will serve as Chair of the Senate Executive Committee next year (FY2013) and Dr. Steve Wyatt will serve the following year (FY2014)); and the results of several sense of the Senate votes concerning the Regional Campus Proposal.

Dr. DeLue's report and the resolutions associated with Senate action are included as Attachment C.

<u>Academic Affairs Reports</u>

Provost

Provost Gempesaw presented four proposed resolutions. The committee considered each and moved, seconded and voted to recommend approval by the full Board of Trustees. In each case, the vote was four in favor and none opposed. The four resolutions are:

A resolution to administratively address the elimination of the position of University Secretary by removing references to "University Secretary" in the Senate Enabling act and other documents, replacing it, where appropriate, with "Secretary to the University Senate".

A resolution to create a new Bachelor of Arts degree in Interactive Media Studies.

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A resolution to include Clinical Faculty and Lecturers as members of Faculty Assembly for the purpose of qualifying them to serve on University Senate.

A resolution to change the name of the School of Fine Arts to the School of Creative Arts.

The proposed resolutions are included in Attachment C.

Accreditation

Dr. Carolyn Haynes presented information on the new model for university accreditation. The model includes two main components; an Improvement Process and an Assurance Process.

Dr. Haynes' report is included as Attachment D.

Enrollment Management

Associate Vice President for Enrollment Management Michael Kabbaz reported on applications and the expected profile of the Fall 2012 entering class. Mr. Kabbaz reported that, although the full effect of changing Business School entry to direct admission is not yet known, the entering Miami, Oxford campus class should meet the goal of 3,600 entering freshmen, without a reduction in the quality of the profile.

Mr. Kabbaz's presentation is included as Attachment E.

International Education and Study Abroad

Associate Provost Ray Gorman and Michael Kabbaz reported on international education and study abroad. Mr. Kabbaz reported on international competition for exceptional students and the expanded recruiting efforts of the Admissions Office. Dr. Gorman briefed the Committee on study abroad opportunities and participation. Participation by Oxford campus students is 47%, with the majority of those students studying abroad during the summer session. Dr. Gorman also updated the Committee on Miami's agreements with numerous international universities.

Mr. Kabbaz's and Dr. Gorman's reports are included as Attachment F.

Reports

A report of recent academic leadership appointments is included as attachment G.

An update from the Calendar Committee is included as Attachment H.

Provost Gempesaw's highlight of recent Academic Affairs news is included as Attachment I.

Student Affairs Reports

Retention Committee

Vice President for Student Affairs, Barb Jones, updated the Committee on the recommendations of the Retention Committee. Dr. Jones explained that a Repeat Course Policy had been approved by the University Senate. The policy allows a student, under certain conditions, to repeat up to eight hours of credit, with the new grade replacing the prior grade, for original grades of C- or below.

The Senate resolution approving the Repeat Course Policy is included as Attachment J.

Fraternity and Sorority Life

Assistant Vice President for Student Affairs, Scott Walters, and Ms. Jenny Levering, Director, Fraternity and Sorority Life, briefed the Committee on Fraternity and Sorority Life. In addition to the mission and goals, Ms. Levering described anti-hazing efforts and campaigns to raise hazing awareness and to encourage the reporting of inappropriate behavior.

The report on Fraternity and Sorority Life is included as Attachment K.

Student Wellness

Assistant Vice President Gail Walenga and Ms. Becky Young, Director, Student Wellness updated the Committee on student social wellness, student drinking behavior, AlcoholEdu, and community efforts to promote responsible behavior.

The report on Student Wellness is included as Attachment L.

Reports

Vice President Jones' highlight of recent Student Affairs news is included as Attachment M.

Dean's Reports

University Libraries

Dean Judith Sessions provided an update on the University Library System. The Library system is currently comprised of six locations, to include the Southwest Ohio Regional Depository on the Middletown campus. The Library also now serves as the main source for temporary use of audio/visual items. However, Dean Session explained there is an ongoing shift from the storage of items for checkout and use, to becoming a

provider of information and services, in many cases without the need to physically visit a library. The Library has a long history of embracing new technologies, and is now developing mobile phone applications and uses social media, such as twitter and Facebook to reach students.

Dean Sessions' report in included as Attachment N.

College of Arts and Science

Dean Phyllis Callahan provided an update on the College of Arts and Science. The College is the largest academic division on campus, with over 20 departments with over 50 majors. She discussed the new University Studies program and the efforts to ensure those students receive consistent, tailored advising to meet their needs. She outlined the areas of academic emphasis, which include: curriculum emphasizing breadth as well as depth; written and oral communication skills; analytics; global, cultural and language studies; a diversity of offerings; and outstanding opportunities for research.

Dean Callahan also discussed other areas, such as, the status of grants and external funding, the success of College of Arts and Science graduates in the work force and in graduate school, and outreach efforts to connect with College of Arts and Science alumni.

Dean Callahan's report in included as Attachment O.

Tour of Academic Spaces

Due to time constraints, tours of the Business, Engineering, Science and Technology (BEST) Library and the renovated spaces within Upham Hall were postponed. However, with the meeting being held in the newly renovated Anthropology classroom and laboratory area, the Committee was able to experience that space first hand.

Miscellaneous Reports

Mr. Bob Keller, Associate Vice President for Facilities Planning and Operations submitted a construction activity report, which is included as Attachment P.

Adjournment

With no other business coming before the Committee, the Chair adjourned the meeting at 12:00 p.m.

Theodore O. Pickerill II
Secretary to the Board of Trustees

Lot Kwarteng, Student Trustee
Report to the Student & Academic Affairs Committee

Greetings from Washington DC,

National Student Employment Week
This week Miami University joined colleges and universities nationally in celebrating National Student Employment Week. The weeklong event recognizes our students in the Miami workforce. Currently, there are 5,000 students employed in nearly 150 academic, administrative and support services. In a ceremony held on April 3rd, Miami University formally recognized 870 students with the Employee Student Service Award. These students demonstrated exceptional commitment to their work and were nominated for the award by their supervisors. I can personally attest to the importance of providing students with valuable employment opportunities while attending Miami University. Student employment helps develop the professional skills that remain pertinent after graduation and helps supplement academics through the practiced application of knowledge.

Alternative Spring Break
I would like to recognize a group of 40 students who participated in this year's Alternative Spring Break. This program, administered by the Government Relations Network, allows students to spend their spring breaks exploring state and federal government. Students start the week in Columbus, Ohio before traveling to Washington DC. While on the trip students participate in seminars with various speakers, including many Miami alumni who share their insight of government, politics, media and business. The program has also recently expanded to incorporate undergraduate researchers. These students presented their work on Capitol Hill, before members of Congress and their respective staff. Finally, students went to the offices of various members of Congress to advocate for Miami University, in which the students gave personal accounts from their own Miami experiences.

Miami University Forensics
I want to congratulate the students and faculty members of the Miami University Forensics team for winning multiple awards at two national competitions they attended this year. The team participated in the Novice National Tournament at Lafayette College, Pennsylvania and the Comprehensive Nationals held in Overland Park, Kansas. At the Novice National Tournament, the team took three national championships including several individual awards. In the Comprehensive Nationals, Miami forensics won four awards in different categories and had several students place highly in every category. The team will be traveling to Ohio University on April 19th to compete in the NFA National Tournament. This is the final and largest tournament of the year. Please join me in recognizing the Miami forensic team and supporting them as they head into their final tournament.

Congratulations John Stefanski
Finally I congratulate John Stefanski for being elected the next student body president. John is my fraternity brother in Beta Theta Pi and a close friend. I have the upmost confidence in his abilities to lead and offer credible solutions that will benefit the student body. I would also like to thank current student body president, Nick Huber, for the service he has given to Miami and I wish him luck in his future endeavors.

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Academic Advising— Associated Student Government (ASG) passed the Academic Advising Act of 2012, a series of student supported recommendations to address student concerns related to academic advising at Miami University. The recommendations are attached.

Regional Campus Proposal— ASG passed "A Resolution to Support the Restructuring of the Miami Regional Campuses", outlining broad support for the strategy proposed to create a new academic division for the Miami Hamilton and Middletown Campuses. This was followed by near unanimous support by the students serving on University Senate during the "sense of the Senate vote" on April 9th, 2012. ASG recognizes the need to create a more sustainable and competitive Regional Campus system and supports efforts to do so, which is in the interest of all Miami students.

Midterm Grades and Student Assessment— ASG passed "A Resolution to Remind Instructors to Return Assessment in an Appropriate Timeframe", reversing earlier policy of requesting that professors be required to submit midterm grades for all students. After conversations and feedback from University Senate ASG felt an open letter from the Provost and Vice President for Academic Affairs to faculty members would be a more appropriate and practical compromise from mandatory midterms. The intent of the letter would be to remind faculty of the provisions in the Miami University Policy and Information Manual that requires professors to provide feedback to all students in a timely manner. Additionally, ASG has requested the Student Body President draft an open letter to the student body informing them of their right to anonymously file grievances against professors that have violated said provisions in MUPIM.

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Recommendations on Academic Advising
Associated Student Government

1. **"What if" DAR**—All Miami University students have access to their Degree Audit Report (DAR) to view requirements needed and completed for graduation. Certain advisors have access to what has been referred to as a "What if?" DARs. This DAR allows advisors to select a major or minor and overlay it with a student's fulfilled and registered courses to produce a hypothetical "what if" DAR to determine the exact courses and number of hours said student would need in order to add a major or minor.

   Students should have access to a "What if" DAR capability at all times. This tool could be very useful to students that are considering adding a major or minor but do not know or understand this capability is available through some advisors. Additionally, many students do not see an advisor regularly and choose to self advise. This would ease the burden of trying to select a new major or minor for students that would not normally consult an advisor anyways.

   Additionally, the "What if" DAR should be given the ability to plug in individual courses or mock schedules to assist students in academic course planning and registration. This feature would allow students to plan in advance for courses they wish to take but are unsure of. It can potentially resolve many questions about "related hours" required by many majors. Most importantly, it can show a semester ahead of potential courses for a student enroll in that would indicate if it is possible to add certain majors or minors without difficulty contingency planning methods on students' behalves.

2. **Plain Language DAR**—One of the most consistent complaints and frustrations students have with the current DAR is that it, at first, is entirely unreadable. It takes time to be taught how to read a DAR but it takes more than one short instructional session to fully understand how to properly read a DAR. Even after instruction the knowledge grows stale in a student's mind since it is used so little. Instead of focusing on creating a resource intensive system where all students can be taught, but only to an extent, how to interpret a DAR, a system to fit the needs of a 21st century Miami University student must be made.

A type of Plain Language DAR should be created in a manner that any person outside of Miami University could easily interpret and understand where any given student stand in regards to academic course requirements. This new format does not need to replace the old format, but could potentially rather complement it. The DAR needs to be produced in a manner that is easily readable and understood so it is not a semesterly source of angst and stress for the vast majority of Miami University students.

3. **Online Resource Center—**Many students will always prefer, to some extent, a method of self-advising. This sense of independence and responsibility for academic futures is positively and intimately tied to the culture of the Miami University student body. A method that works for many students should not be changed to compel them to do something they otherwise would not have previously done. Rather, the focus should be on making it easier for students to do what works best for them.

   An online advising resource center should be created containing all relevant information students would need to assist in a self-advising atmosphere. This website should include documents in student friendly language about registering for courses, force adds or drops, registration dates, an explanation of the DAR, the General Bulletin and FAQs written by our current advisors. The FAQs would contain questions commonly asked of advisors. Additionally, much like the University Library system, this website should contain a type of instant messaging feature where students can send a short question to an advisor to have it answered near instantly. If the question is unanswerable then the advisor should suggest a phone call or in person meeting. The website should contain a scheduling tool for making appointments with an advisor.

4. **Mandatory advisor sign off up to the end of sophomore year—** A potential remedy for taking unneeded courses and for clarifying Miami Plan, divisional, and major requirements would be to require all students to have an advisor sign off on courses a student has selected that would fall within their academic plan.

   All students should see an advisor until the end of their sophomore year for registration sign off. This alleviates the burden on advisors from facing an overwhelming crush of students at certain times of the semester by only requiring certain segments of the student body to have a sign off. It would also allow time for advisors to track student progress in their academic career and assist them in

learning how to interpret their DAR report. This also provides an opportunity for students to begin creating a personal relationship with an advisor that they will be comfortable relying on during their final years at Miami when the occasion arises that they need further assistance in selecting courses. With proper planning this can be used to identify students that might be considered at risk for academic reasons.

5. **Unified vision of "advising"—**The definition of what advising is and is not currently is not clearly defined. A unified definition and vision of what advising is and should be is crucial to solving many of the ambiguities surrounding advising and the role of the many parties involved in the advising system.

   The University should clearly define what consists of advising and create a unified vision in regards to academic advising.

6. **Advisor Trac—**This program is available and recommended for the use of all advisors to track recommendations and general notes of advising meetings.

   The University should strengthen the policy on the use of the Advisor Trac software. Use of the tracking system can help prevent misadvising and smooth the appeals process for students that feel they have been misadvised. Additionally, it can provide a greater level of consistency if students are seeing multiple advisors over time.

7. **Communication Pathways—**Communicating with a new generation of students poses its own challenges, but utilizing existing technologies is crucial in disseminating information to a 21st century Miami University student..

   The University must communicate clearly and effectively, using and enhancing existing technologies. Things such as Twitter and Facebook need to be taken advantage of to reach out to students. Advising documents should be recreated in student friendly language, not the language of advisors. Additionally, more frequent and targeted ad campaigns should take place across campus to encourage students to visit their advisor or seek out online resources in planning for courses.

8. **Post Secondary Enrollment Option (PSEO) Catalogue Year Assignment—**
Currently, high school students may enroll in Miami Oxford or one of Miami's
regional campuses and take courses subsidized through state funding. These
classes count for high school course credit and as Miami credit and may be
applied towards fulfilling graduation and degree requirements. PSEO students are
not matriculated students, meaning they are unable to declare a major and are not
assigned a permanent catalogue year.

*PSEO students should be assigned a permanent catalogue year upon enrolling in
PSEO for advising consistency.* A PSEO student that takes two years of PSEO
courses and upon officially matriculating after high school graduation can be
assigned to a General Bulletin containing different requirements than what they
had originally been advised on during their time as a PSEO student. This creates
confusion, inconsistency and potentially cause them to take additional courses
they had not originally planned on taking. Two examples of inconsistencies faced
by PSEO students that matriculate at Miami University are shown in Appendix A.

9. **Expanding the role of First Year Advisors (FYAs)—**FYAs reside in the
residence halls and have to potential to interact with many students on a regular
basis. This puts them in the ideal situation to identify "at risk" students and begin
interacting with them by making a personal connection. Many students leave
Miami University for non-academic reasons, such as personal or financial.

FYA job duties should be expanded to include a type of "Life Advisor" role.
FYAs should engage "at risk" students to reduce the potential for them to transfer
for non-academic reasons. This could include helping students identify student
organizations they might be interested in, working within their interests and
personality to select a major that is more suitable to their needs, identifying
professional advising solutions and assisting the student in arranging them,
referring students to proper financial aid counselors and other such duties. This
also provides the FYAs an opportunity to expand their reach and impact on the
lives of the students they work with.

10. **Centralized Advising System--** Miami University prides itself on a decentralized
advising system with multiple access points for students seeking assistance. Due
to the many layers of advising students can have as few as 3 and up to 5 advisors,

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creating many opportunities for confusion or misadvising. In fact, the system is so decentralized that we have created an advising resource center in the name of helping students navigate the system.

The University should explore moving to a more centralized system with less layers of advising. This could create a one-stop shop center for most advising needs. This ease of access would encourage more students to see and advisor on a regular basis. This will also prevent students from needing to set up multiple appointments with several different advisors to schedule for one semester. Additionally, there can be cost savings for the university if a streamlined and centralized system is adopted. This type of advising structure is used by many universities and should be explored for implementation at Miami University.

Report to the BOT Academic and Student Affairs Committee about Activities in the Senate, April 26, 2012

A brief report about activities in the University Senate since the last meeting with this committee.

1. A proposal passed to change the name of the "Distinguished Professor" to "University Distinguished Professor." The word "distinguished" is affixed to several awards and the new approach seeks to reduce the confusion. Also, this proposal clarified criteria for the University Distinguished Professor award, and it proposed a revision to the bylaws with respect to the committee that makes recommendations on who is named.
2. A new degree in Interactive Media studies was passed in the Senate and this degree will be housed in the School of Fine Arts.
3. The School of Fine Arts is now named the School of Creative Arts.
4. An interesting study of the work conditions of Lecturers and Clinical Studies was undertaken and completed by the Faculty Welfare Committee. This report was presented to Senate and it indicates that whereas many people in these ranks enjoy their jobs there are a variety of factors which are undermining job satisfaction, including low pay levels, differentials in pay between people doing the same work, and other factors which the Senate and the administration should investigate.
5. We had elections for next year's officers and we elected the following individuals Professor Steven Wyatt, Chair and Professor of the Department of Finance, to a two year membership on the Executive Council and Professor Mary Cayton, Professor of History, to a one year term. This means that Dr. Wyatt will be Chair of the Executive Council in 2013-2014.
6. On April 9, the Senate discussed the proposal from the Provost to create a new division for the Regional campuses. After a discussion which was based on a thorough and professional joint committee report from the Senate's Academic Policy Committee and an Ad Hoc Regional Campus Committee, the Senate voted on a sense of Senate resolution for each of seven propositions in the proposal. The results of the vote are included here.

<u>Results of the University Senate Vote on</u>
<u>Proposal for New Division for Regional Campuses April 9, 2012</u>
P<small>ROVISION</small> 1
SR 12-28
<u>Sense-of-the-Senate Resolution</u>
BE IT HEREBY RESOLVED that University Senate supports Provision 1 of the "Proposal to Establish a New Academic Division for the Regional Campuses" as set forth below:

A new [academic] division will be created on the regional campuses that will be given the authority to develop new degrees and programs following the same procedure used by other academic divisions. New programs are proposed by the faculty, approved by the chair/program coordinator and division dean, COAD, University Senate, Provost, President and Board of Trustees. Consultation with

other academic divisions is strongly encouraged where appropriate. The new division cannot offer the same degrees offered by other academic divisions.
Vote: Yes: 22; No: 26; Abstain: 6.

PROVISION 2
SR 12-29
Sense-of-the-Senate Resolution

BE IT HEREBY RESOLVED that University Senate supports Provision 2 of the "Proposal to Establish a New Academic Division for the Regional Campuses" as set forth below:

New faculty will be hired through the new academic division. Search committees may, but not necessarily, consist entirely of regional campus faculty. Partnerships with corresponding Oxford departments are strongly encouraged and Oxford faculty may serve on regional campus search committees although the final decision on hiring will rest on the new division with the approval of the Provost.
Vote: Yes: 5; No: 35; Abstain: 8.

PROVISION 3
SR 12-30
Sense-of-the-Senate Resolution

BE IT HEREBY RESOLVED that University Senate supports Provision 3 of the "Proposal to Establish a New Academic Division for the Regional Campuses" as set forth below:

Given the existence of joint faculty appointments among Oxford divisions and programs, there can also be joint appointments between Oxford divisions and the new academic division. In consultation with appropriate faculty committees and department chairs/program coordinators, a written agreement will be reached among the respective division deans on the promotion and tenure process for newly-hired regional campus faculty with joint appointments, as is currently done for faculty hired on interdisciplinary lines. Newly hired faculty without joint appointments will follow the promotion and tenure process of the new division. All other university P&T policies remain the same.
Vote: Yes: 7; No: 29; Abstain: 10.

PROVISION 4
SR 12-31
Sense-of-the-Senate Resolution

BE IT HEREBY RESOLVED that University Senate supports Provision 4 of the "Proposal to Establish a New Academic Division for the Regional Campuses" as set forth below:

Current faculty members on the regional campuses would continue to be tenured and promoted within their current departments.
Vote: Yes: 40; No: 0; Abstain: 4

PROVISION 5
SR 12-32
Sense-of-the-Senate Resolution

BE IT HEREBY RESOLVED that University Senate supports Provision 5 of the "Proposal to Establish a New Academic Division for the Regional Campuses" as set forth below:

The new division will continue to collaborate with Oxford divisions in enhancing teaching, research and outreach partnerships. In particular, it is expected that the new division will continue to partner with interested Oxford divisions for professional accreditation purposes, where applicable.

Vote: Yes: 29; No: 0; Abstain: 21.

PROVISION 6
SR 12-33
Sense-of-the-Senate Resolution

BE IT HEREBY RESOLVED that University Senate supports Provision 6 of the "Proposal to Establish a New Academic Division for the Regional Campuses" as set forth below:

If the new division is established by the Board of Trustees, the name of the new academic division will be determined after appropriate consultation with stakeholders.

Vote: Yes: 33; No: 0; Abstain: 12.

PROVISION 7
SR 12-34
Sense-of-the-Senate Resolution

BE IT HEREBY RESOLVED that University Senate supports Provision 7 of the "Proposal to Establish a New Academic Division for the Regional Campuses" as set forth below:

The name of the academic division from which the degree is received will be specified on the diploma of all Miami students.

Vote: Yes: 12; No: 35; Abstain: 6.

RESOLUTION R2012-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the amendment of the Enabling Act of the University Senate and Faculty Assembly, Article One, (University Senate Membership) Section 3, Paragraph C, as recommended by the Senate in Senate Resolution 12-17, and as set forth in proposed Section 3, Paragraph C, as follows:

Section 3. C. The Chair of University Senate shall designate a person to serve a three-year term without vote as Secretary of University Senate. The appointment shall be confirmed by University Senate.

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the amendments the Enabling Act of the University Senate and Faculty Assembly, Article Two (University Senate Committee Structure), Section 1, as recommended by the Senate in Senate Resolution 12-17, and as set forth in proposed Section 1, as follows:

Section 1.   Executive Committee of University Senate shall manage the business of Senate. Membership shall include the Provost, three (3) faculty members of Senate elected as specified in the *Bylaws of University Senate,* one (1) undergraduate student who shall be the President of Associated Student Government, and one graduate student who is a member of University Senate. The Secretary of University Senate shall serve as an *ex officio*, non-voting member of the Executive Committee.

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the amendments the Enabling Act of the University Senate and Faculty Assembly, Article Three (University Senate Legislative Procedures), Section 5, as recommended by the Senate in Senate Resolution 12-17, and as set forth in proposed Section 5, as follows:

Section 5.   During the ten class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the Secretary of University Senate, an action of University Senate shall be considered challenged and its implementation suspended (see Article 6).

BE IT FURTHER RESOLVED: that the Board of Trustees hereby directs the Secretary to the Board of Trustees to make such conforming amendments to the Regulations of the Board of Trustees, Enabling Act of the University Senate and Faculty

Assembly, policies and procedures of Miami University as may be necessary to effectuate these revisions.

SR 12-17

BE IT HEREBY RESOLVED that University Senate adopt revisions to University Senate documents as set forth in Attachment E, *Enabling Act of University Senate and Faculty Assembly,* Attachment F, *Bylaws of University Senate, and* Attachment G, *Standing Rules of University Senate*.

SR 12-17 carried by voice vote.

A motion was received, seconded, and carried to adjourn the meeting of University Senate at 4:45 p.m.

ENABLING ACT

OF

UNIVERSITY SENATE

AND

FACULTY ASSEMBLY

Prepared by the
~~Office of the Secretary of the University~~**Secretary of University Senate**
Miami University

(Last Approved by the Board of Trustees, June 25, 2004)

THE ENABLING ACT

OF

UNIVERSITY SENATE AND FACULTY ASSEMBLY

INTRODUCTORY ARTICLE

University Senate is the primary University governance body where students, faculty, staff, and administrators debate University issues and reach conclusions on the policies and actions to be taken by the institution. It is the legislative body of the University in matters involving educational programs, requirements, and standards; faculty welfare; and student conduct. The Board of Trustees delegates to Senate primary responsibility for curriculum, programs, and course offerings and advisory responsibility on all matters related to Miami University.

Faculty Assembly is composed of all members of the faculty who hold tenure or a tenure-track position and all librarians who hold the rank of Principal Librarian, Associate Librarian, or Assistant Librarian. Faculty Assembly hears reports from its committees and from the President, the Chair of University Senate, and Vice Presidents. It may propose, debate, and recommend matters for University Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back to Senate any Senate action. Faculty Assembly has the right of initiative and referendum.

The Board of Trustees reserves the right to consider, approve, modify, or reject actions taken by the University Senate or Faculty Assembly.

ARTICLE ONE — UNIVERSITY SENATE MEMBERSHIP

Section 3.   University Senate Leadership.

A. The Provost shall serve as the Chair of University Senate. The Chair of the Executive Committee shall serve as the Vice Chair of University Senate.

B. The University Senate Executive Committee shall call Senate meetings as needed, set Senate agendas, and generally manage the business of Senate.

C. The Chair of University Senate shall designate a person to serve **a three-year term** without vote as Secretary of University Senate. **The appointment shall be confirmed by University Senate.**

ARTICLE TWO — UNIVERSITY SENATE COMMITTEE STRUCTURE

Section 1. Executive Committee of University Senate shall manage the business of Senate. Membership shall include the Provost, three (3) faculty members of Senate elected as specified in the *Bylaws of University Senate,* one (1) undergraduate student who shall be the President of Associated Student Government, and one graduate student who is a member of University Senate. The ~~Secretary of the University~~ **Secretary of University Senate** shall serve as an *ex officio*, non-voting member of the Executive Committee

Section 2. University Senate shall create such standing and advisory committees as it deems necessary to carry out its responsibilities as outlined in the Introductory Article.

Section 3. Ad hoc committees shall be created by University Senate as needed for particular purposes if there is not an appropriate standing committee for that issue or purpose.

Section 4. So far as is possible, all University-wide matters upon which the advice and/or action of faculty, administrators, and students are to be sought should be referred to the committees of University Senate.

Section 5. All actions of the committees of University Senate shall be reported to Senate.

Section 6. Operating rules and procedures of committees may be formulated by University Senate and promulgated in its *Standing Rules of University Senate*, subject to the limitations in the descriptions of the committees in the *Bylaws of University Senate*.

ARTICLE THREE — UNIVERSITY SENATE LEGISLATIVE PROCEDURES

Section 1. A quorum for conducting business of University Senate is forty-six (46). A main motion is considered to have passed or failed upon the affirmative or negative vote of a simple majority of the members present.

Section 2.   Meetings are ordinarily called by the Executive Committee of University Senate. Additional meetings shall be called by the Chair of University Senate upon the written request of any ten (10) members of Senate.

Section 3.   The actions of University Senate become final with the approval of the minutes at the next meeting of Senate or by mail or electronic ballot.

All passed final actions of University Senate upon a main motion and roll-call votes on these final actions upon a main motion shall be included in the summary of each Senate meeting which is reported in the *e-Report* (i.e., the daily electronic newsletter of Miami University) or any such regular University publication distributed to the Miami University community as approved by Senate, which will reach all members of Faculty Assembly and other interested members of the University community.

Section 4.   The effective date of any final action of University Senate upon a main motion which alters the status quo shall be no earlier than the tenth class day following the distribution of the summary of Senate action indicated in Article 3, Section 3. In extraordinary cases where an action must be put into effect before the elapse of ten (10) class days, as attested by an affirmative vote of at least two-thirds of the members of Senate, the action becomes effective immediately.

Section 5.   During the ten class days after distribution of an action, if at least twenty-five (25) members of Faculty Assembly file a petition so stating with the ~~Secretary of the University~~ **Secretary of University Senate**, an action of University Senate shall be considered challenged and its implementation suspended (see Article 6).

Section 6.   After a final action of University Senate is effective, the Chair of University Senate or, at the request of the Chair, the Vice Chair, shall represent the position of the action to other bodies, including the Board of Trustees.

BYLAWS

OF

UNIVERSITY SENATE

(Original Bylaws effective date February 13, 1987)

Prepared by:

~~Office of the Secretary of the University~~**Secretary of University Senate**

Miami University

Oxford, Ohio

BYLAWS OF UNIVERSITY SENATE

SECTION 1. ELECTION OF THIRTY-FOUR (34) DIVISIONAL FACULTY MEMBERS OF
UNIVERSITY SENATE

1.G.   The names of those elected shall be reported to the Governance Committee and the
~~Secretary of the University~~**Secretary of University Senate** by the date specified by the
Committee. The Committee shall then see that these names, along with the names of
continuing divisional members of University Senate, are printed in the *e-Report* (i.e., the
daily electronic newsletter of Miami University) or other suitable medium as approved by
University Senate.

SECTION 2. ELECTION OF TEN (10) AT-LARGE FACULTY MEMBERS OF UNIVERSITY
SENATE

2.F.   The names of those elected as at-large representatives to University Senate shall be
reported to the ~~Secretary of the University~~**Secretary of University Senate** and announced
in the *e-Report* (i.e., the daily electronic newsletter of Miami University) or other suitable
medium as approved by University Senate.

SECTION 3. ADMINISTRATIVE AND STAFF APPOINTMENTS OF UNIVERSITY SENATE

3.E.   The names of University Senate members so appointed shall be reported to the ~~Secretary of
the University~~**Secretary of University Senate** and announced in the *e-Report* (i.e., the daily
electronic newsletter of Miami University) or other suitable medium as approved by
University Senate.

SECTION 4. ELECTION OF STUDENT MEMBERS OF UNIVERSITY SENATE

4.C   The names of those selected as student representatives to University Senate shall be
reported to the ~~Secretary of the University~~**Secretary of University Senate** and announced
in the *e-Report* (i.e., the daily electronic newsletter of Miami University) or other suitable
medium as approved by University Senate.

6.B. *STANDING COMMITTEES OF UNIVERSITY SENATE*

The standing committees have broad responsibilities and will conduct the continuing and regular business of University Senate.

6.B.1. THE EXECUTIVE COMMITTEE OF UNIVERSITY SENATE

6.B.1.a. The Executive Committee of University Senate shall be composed of the Provost; three (3) faculty members of Senate elected by Senate, one (1) of whom shall be elected Chair-elect and one (1) of whom shall be Chair (having served as Chair-elect the previous year); one (1) undergraduate student who shall be the President of Associated Student Government; and one (1) graduate student who is a member of University Senate. The ~~Secretary of the University~~**Secretary of University Senate** shall serve as an *ex officio* nonvoting member of the Executive Committee.

6.B.5. CODIFICATION COMMITTEE

6.B.5.a. The Codification Committee shall be composed of:
- Two (2) faculty members.
- One (1) undergraduate student.
- One (1) graduate student.
- One (1) *ex officio* member: ~~Secretary of the University~~**Secretary of University Senate**.

All Committee members shall be members of University Senate.

6.C.2. AWARDS AND RECOGNITION COMMITTEE

Advisory to the President.

6.C.2.a. The Awards and Recognition Committee shall be composed of:
- Six (6) tenured faculty members, at least one (1) of whom shall be a member of University Senate.
- One (1) or more *ex officio* nonvoting member(s).
  The ~~Secretary of the University~~**Secretary of University Senate or his or her designee**, who shall serve as Committee secretary. Additional administrators or staff members shall serve *ex officio* during consideration of any particular award as the terms of that specific award mandate.

6.C.6. INFORMATION TECHNOLOGY POLICY COMMITTEE

Advisory to the Vice President for Information Technology.

6.C.6.a. The Information Technology Policy Committee shall be composed of:

- Five (5) faculty members, no more than two (2) of whom shall be selected from any one academic division.
- Two (2) staff members, representing different administrative divisions (i.e., serving under different vice presidents).
- One (1) representative (dean, librarian, or staff member) of the University Libraries.
- One (1) undergraduate student.
- One (1) graduate student.
- ~~Two (2)~~**One (1)** *ex officio* nonvoting ~~members~~**member:**
  - ○ Vice President for Information Technology.
  - ~~○ Secretary of the University.~~

At least one (1) member of the Committee shall be a member of University Senate, and at least one (1) member of the Committee shall represent the regional campuses.

SECTION 7.   AMENDMENT

7.A.   A proposal to amend the *Bylaws of University Senate* may be presented at any regular meeting of University Senate by any member of University Senate.

7.B.   The proposal and procedure from Section 7.C shall be announced in the summary of the meeting prepared by the ~~Secretary of the University~~ **Secretary of University Senate** for distribution.

7.C.   At the meeting of University Senate following the distribution of the proposal, an agenda item shall be the discussion of the proposal with time allowed for comment from any student, staff, faculty, or administrator of Miami University.

7.D.   Approval of the proposal shall require the vote of an absolute majority of the membership of University Senate.

STANDING RULES

OF

UNIVERSITY SENATE

Prepared by the
~~Office of the Secretary of the University~~**Secretary of University Senate**
Miami University
July 2012

RESOLUTION R2012-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new undergraduate degree program, the Bachelor of Arts in Interactive Media Studies, beginning in the 2012-2013 academic year.

MIAMI UNIVERSITY

OFFICE OF THE UNIVERSITY SECRETARY
Roudebush Hall, Room 208
Oxford, Ohio 45056
(513) 529-3610

April 11, 2012

To: David C. Hodge, President
From: Raymond Gorman, Secretary of the University Senate
Re: Degree Program Approval – Bachelor of Arts in Interactive Media
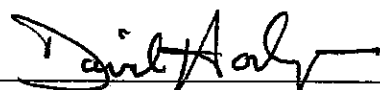
The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to an undergraduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents for approval following approval by the department or program, the academic division, Council of Academic Deans, and University Senate.

On March 26, 2012, University Senate adopted SR 12-24: BE IT HEREBY RESOLVED that University Senate adopt the proposed Bachelor of Arts in Interactive Media.

Approval of the President

I, David C. Hodge, President of Miami University, <u>approve/do not approve</u> the Bachelor of Arts in Interactive Media.

✔	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
	Do Not Approve

_____   _4/11/12_____
David C. Hodge, President   Date

cc: Steve DeLue, Chair, Executive Committee of University Senate
     Bobby Gempesaw, Provost, Chair University Senate
     Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

MIAMI UNIVERSITY

Propose a NEW Degree, Major, Minor, Certificate, Concentration, Emphasis or Focus

Today's Date: **3/7/2011**   Date revised form submitted (if applicable): **10/1/11**

NEW: ☒ degree   ☐ major   ☐ minor   ☐ certificate   ☐ emphasis   ☐ concentration   ☐ focus

Proposed name of major/minor/certificate/emphasis/concentration/focus: **BA in Interactive Media Studies**

Name of person submitting this proposal: **Peg Faimon**   email: **peg.faimon@muohio.edu**

Name of Department/Program Chair(s):   **Peg Faimon**   email: **peg.faimon@muohio.edu**

          Glenn Platt   email: **glenn.platt@muohio.edu**

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1. New program to be effective in the following term: Fall 2012

2. Rationale for adding this new program:

   The Armstrong Institute for Interactive Media Studies currently offers a thematic sequence, two minors (one general and one in digital game studies), and a co-major. In the past year we have hired several new faculty and have admitted an increasing number of students into the program. We are at a critical point in the development of the program that having a stand-alone major, complementing the co-major and minors, is the next logical step in our evolution. We have had many students requesting a stand-alone major and the faculty are eager to have a major cohort to engage with on a deeper level than the minors or co-major allows, especially when it comes to undergraduate research.

3.

4. Description of the new program to add to the *General Bulletin* (150 words maximum):
   The BA in Interactive Media Studies is an interdisciplinary major that is designed to complement traditional disciplinary-focused liberal education content. This major includes courses that span across the breadth of Miami University's offerings. From art to the humanities to computer science, the IMS major brings the inherently interdisciplinary world of technology to the traditionally disciplined student. There are two foundation tracks to give students a breadth of understanding from two key foci - making and analyzing. Advanced track "concentrations" within the major allow students to focus their experience on a particular area of interactive media. "Pre-approved" tracks include: Game Design, Game Development, Game Studies, Interactive Business, Art and Interaction, Web Development and Design, Animation and Comparative Media Studies.

5.
6. **An application, "portfolio" and interview are required for admittance. There is a minimum 2.50 g.p.a. requirement and a limited number of students are admitted each year.**

7.

8. List the proposed curriculum.
   BA in Interactive Media Studies (new degree program to go through OBOR)

9.
10. **54 hours total within the Major**
11. **36 MPF hours (3 required hours overlap = 33 hours)**
12. **9 Thematic Hours**
13. **Capstone Requirement (4 required hours overlap)**
14. **32 Elective Hours**
15.
16. **Entrance requirements:**
17. **2.5 GPA minimum**
18. **Portfolio submission**
19. **Interview**
20.
21. **Second Year:**
22. **Foundation: (12 hours total)**
23. **ENG/IMS 224 Digital Rhetoric (3)**
24. **IMS 201 Information Studies: Digital Age (3)**
25. **IMS 257 Web Interaction Programming (3) (new course)**
26. **IMS 254 Design Principles Applied (3) (new course)**
27.
28. **Second and Third Year:**
29. **Foundation Tracks: (18 hours total)**
30. **Take 3 courses in each list**
31.
32. **Making:**
33. **IMS 222 Web and Interaction Design (3) (required)**
34. **IMS 212 The Design of Play (3)**
35. **IMS 253 Building Interactive Objects (3)**
36. **ART/IMS 259 Art and Digital Tools 1 (3) (new title and new prereq)**
37. **IMS 356 Flash Animation (3)**
38. **IMS 461 Advanced 3D Visualization and Simulation (3) (new course)**
39.
40. **Analyzing:**
41. **IMS 413/513 Usability and Digital Media (4) (required) (new course)**
42. **IMS 211 The Analysis of Play (3) (name change)**
43. **ENG/IMS 238 Narrative and Digital Technology (3)**
44. **IMS 261 Information and Data Visualization (3) (new course)**
45. **IMS/MKT 419 Digital Branding (4) (new cross-list and title change)**
46. **IMS 414/514 Web and Social Media Analytics (3) (new course)**
47. **COM 143 Introduction to Mass Communication (3) (MP)**
48.
49. **Third and Fourth Year:**
50. **Design your Own Advanced Track: (12 hours total)**
51. **If a track is pre-approved (below) the student can begin the track without advisor approval. If a student would like to design their own track from the list of track courses (and/or other courses that might be available throughout the university) they are required to meet with their assigned advisor and get "sign-off" on the track no later than immediately following completion of the first course in the track. All/any modifications to pre-approved tracks**

and/or self-designed tracks need to be approved by the Chief Departmental Advisor/Co-Director of AIMS. IMS 390 Special Topics and IMS 490/590 Advanced Topics can be used with CDA approval.

52. **(Courses from the Making and Analyzing foundation tracks can also be used in the advanced track, but they must be in addition to those hours - no double-dipping)**

53.

54. **Pre-Approved Tracks:**

55. **Game Design: IMS 212, IMS 319, IMS 487, IMS 445**

56. **Game Development: IMS 259, CSE 251, IMS 487, IMS 445**

57. **Game Studies: IMS 211, IMS 225, IMS 238, IMS 487**

58. **Interactive Business: IMS/MKT 419, IMS 407, IMS 418, IMS 414**

59. **Art and Interaction: ART 259, IMS 319, IMS/MUS 303 or IMS/MUS 221, ARC 404**

60. **Web Development and Design: IMS 222, IMS 413, IMS/ART 359, IMS 356**

61. **Animation: IMS/ART 259, IMS/ART 359, IMS 356, IMS 319**

62. **Comparative Media Studies: COM 211, CMS 201, CMS 301, COM 354 or 355**

63.

64. **List of Track Courses:**

65. **IMS 211 The Analysis of Play (3)**

66. **IMS 212 The Design of Play (3)**

67. **IMS/MUS 221 Music Technologies (3)**

68. **EDP/IMS 225 Games and Learning (3)**

69. **ENG/IMS 224 Digital Rhetoric (3)**

70. **ENG/IMS 238 Narrative and Digital Technology (3)**

71. **IMS 253 Building Interactive Objects (3) (new course)**

72. **ART/IMS 259 Art and Digital Tools (3) (new title and new prereq)**

73. **IMS 261 Information and Data Visualization (3) (new course)**

74. **JRN/IMS 303 Online Journalism (3)**

75. **MUS 303/IMS 304 Electronic Music (3)**

76. **IMS 319 3D and Animation (3)**

77. **IMS 333 Digital Innovation and Entrepreneurship (3) (new title)**

78. **IMS 351 Introduction to Mobile App Development (3) (new course)**

79. **IMS 356 Flash Animation (3)**

80. **ART/IMS 359 Art and Digital Tools 2 (3) (new title and new prereq)**

81. **any IMS 390 Special Topics in IMS (3)**

82. **any IMS 490/590 Advanced Topics in IMS (3)**

83. **IMS 404.Y/ARC 404.Y Mind and Medium (3)**

84. **IMS 407/507 Interactive Business Communication (3) (new course)**

85. **IMS 410/510 Digital Development Methods (4)**

86. **IMS/ENG 411 Visual Rhetoric (3)**

87. **IMS 413/513 Usability and Digital Media (4) (new course)**

88. **IMS 414/514 Web and Social Media Analytics (3) (new course)**

89. **IMS 418/518 Social Media Marketing (3) (new course)**

90. **IMS/MKT 419 Digital Branding (4) (new cross-list and title change)**

91. **IMS 422/522 Advanced Web Design (3) (new course)**

92. **IMS 445 Game Design (3) (add grad number)**

93. **IMS 461/561 Advanced 3D Visualization and Simulation (3) (new course)**

94. **IMS 487/587 Game Prototyping, Pipeline and Production (3) (add grad number)**

95. **COM 143 Introduction to Mass Communication (3)**

96. **COM 211 Electronic Media (3)**

97. **COM 354 Media and Society (3)**

98. **COM 355 (3) Media Technology (3)**

99. **CMS 201 Introduction to Comparative Media Studies (3)**

100.   **CMS 301 Comparative Approaches to Media Studies (3)**

101.   **CSE 251 Introduction to Game Programming (3)**

102.   **CSE 252 Web Application Programming (3)**

103.   **MIS 245 Database Systems and Data Warehousing (3)**

104.

105.   **Third/Fourth Year:**

106.   **Upper-level Requirements: (12 hours total)**

107.   **ART/IMS 340 Internship (2)**

108.   **IMS 355 Principles and Practices of Managing Interactive Projects (3)**

109.   **IMS 452 Senior Degree Project (3)**

110.   **IMS 440/540 Armstrong Interactive Capstone (4) (MP Capstone)**

111.

112.   **Specifically Suggested Electives:**

113.   **ART256 Design, Perception & Audience (3)**

114.   **CFA111 Innovation, Creativity and Design Thinking (3)**

115.   **IMS/ENG 171 Humanities and Technology (3)**

116.

117.   Student learning outcomes:

List the specific outcomes that students are to achieve by the time they complete this program. For help see CELTUA (www.muohio.edu/registrar/referencelinks/).

IMS Program Learning Outcomes

• Articulate a critical understanding of the historical and contemporary contexts for new media technologies and their impacts.

• Demonstate knowledge of the work of significant practitioners and theorists within the interactive media field.

• Apply strategic understanding of interactive media touchpoints beyond the computer (i.e., PDAs, cell phones, interactive television, etc.).

• Connect interactive media with traditional disciplinary knowledge and develop synergies between the two.

• Demonstrate fluency in at least 1 major programming language and/or 1 major scripting language.

• Demonstrate applied and theoretical knowledge of computer graphics (2D, 3D and motion).

• Demonstrate the ability to discuss and apply aesthetic principles as applied to interactive media.

• Apply knowledge of visual communication theories and skills.

• Demonstrate applied and theoretical understanding of written communication and rhetoric within the context of digital technologies.

- Demonstrate a general knowledge of information architecture and theory.

- Apply knowledge of human-computer interaction and relevant ergonomic principles, including usability and accessibility.

- Articulate the analysis of interactive media artifacts, as well as the creation of them.

- Demonstrate knowledge of the interactive development process and project management skills.

- Create a personal research agenda, apply research methodologies appropriate for the given discipline and develop an independent project for public exhibition/distribution.

- Demonstrate collaboration and complex problem-solving skills through team-based projects.

- Develop a track within the program tailor to unique needs/interests of the student (game design, game development, game studies, interactive business, art and interaction, web development and design, animation, comparitive media studies, self-designed track).

5a. Implementing Student learning outcomes:

Provide examples of how you expect the specified student learning outcomes to be promoted via activities in courses in this program. Please be clear how these course activities relate to your student learning outcomes for the program. (e.g. "oral communication skills will be developed in course X, course Y and course Z in this program by student presentations and/or class participation."

Articulate a critical understanding of the historical and contemporary contexts for new media technologies and their impacts: written or oral presentations in required courses IMS 201, IMS 224, IMS 254; pick list courses will include projects (IMS 238, IMS 259, IMS 359, IMS 261); game analysis (specifically) in IMS 211.

Demonstate knowledge of the work of significant practitioners and theorists within the interactive media field: written and oral presentations and projects/case studies in required courses IMS 201, IMS 257, IMS 254, IMS 224, IMS 222, IMS 413; knowledge will also be imbedded in many of the track courses, and will be specific to that narrower perspective.

Apply strategic understanding of interactive media touchpoints beyond the computer (i.e., PDAs, cell phones, interactive television, etc.): research presentations and interactive media projects in required courses IMS 257, IMS 222, IMS 413; broader/higher level skills developed in various courses (IMS 253, IMS 461).

Demonstrate fluency in at least 1 major programming language and/or 1 major scripting language: projects in required course IMS 257; additional skills in elective courses IMS 259, 359, and various track courses.

Demonstrate applied and theoretical knowledge of computer graphics (2D, 3D and motion): projects in required courses IMS 254, IMS 222; additional knowledge from pick-list courses IMS 212, IMS 259, IMS 359, IMS 356, IMS 261, IMS 461, and various track courses.

Demonstrate the ability to discuss and apply aesthetic principles as applied to interactive media: presentations and projects in required courses IMS 254, IMS 222; pick-list classes of IMS 259, IMS 261, IMS 212; and various track courses.

Apply knowledge of visual communication theories and skills: projects in required courses IMS 254, IMS 224.

Demonstrate applied and theoretical understanding of written communication and rhetoric within the context of digital technologies: projects and written assignments in required courses IMS 224, IMS 238, IMS 407.

Demonstrate a general knowledge of information architecture and theory: projects in required course IMS 222; various track courses (web development and design); projects in pick-list classes IMS 413, IMS 422.

Apply knowledge of human-computer interaction and relevant ergonomic principles, including usability and accessibility: research presentations and case studies in required courses IMS 222, IMS 413; advanced knowledge in IMS 422.

Articulate the analysis of interactive media artifacts, as well as the creation of them: written and oral presentations in required course IMS 413, and pick-list courses IMS 211, IMS 238, IMS 261, IMS 419, IMS 414.

Demonstrate knowledge of the interactive development process and project management skills: research presentations, case studies, and projects in required courses IMS 355, IMS 440, and IMS 340 (internship). Additional presentation work in pick-list classes IMS 419.

Create a personal research agenda, apply research methodologies appropriate for the given discipline and develop an independent project for public exhibition/distribution: research and personal project implementation in required course IMS 452.

Demonstrate collaboration and complex problem-solving skills through team-based projects: client-based project implementation in IMS 440.

Develop a track within the program tailor to unique needs/interests of the student (game design, game development, game studies, interactive business, art and interaction, web development and design, animation, comparitive media studies, self-designed track): unique track courses that include both project and analysis work.

5b. Assessment Plan:

During the next program review for the department/program, following the approval of the new program, an assessment of the program must be submitted. Please provide here a plan for how this assessment will be conducted. For guidelines on how to conduct assessment of majors, please see the Outcomes in the Major page on the CELTUA site: http://www.units.muohio.edu/celt/assessment/outcomes/.

For assessment of outcomes in the major, approximately three learning outcomes (above) will be chosen based on their breadth of impact thoughout the program. Projects in appropriate courses will be chosen for collection of data. Using an ePortfolio system, students enrolled in the course will submit this project work into a final course portfolio. Using a rubric to assess key learning outcomes, portfolios from systematically selected students (e.g., every fifth student on the roster) will be assessed. Each student's portfolio will be reviewed by two critics. The critics will be faculty who have not taught the course and who are not familiar with the students. The AIMS Director will analyze and summarize the results in a report shared with the faculty and program.

118.   List the names of current faculty who will be involved in this new program. Describe the need, if any, for additional faculty.
   Current Faculty: Glenn Platt, Jim Coyle, Sean Duncan, Lindsay Grace, Jacob Tonski, Jim Porter, Michael Bailey-Van Kuren, Braxton Soderman, Eric Hodgson, Peg Faimon, Lisa Santucci, Artie Kuhn, Heidi McKee, various adjunct faculty, library staff members
119.   **No additional faculty needed**

120.

121.   Describe how the existing library system will or will not support this new program in regards to print and non-print materials, equipment and personnel. Describe any additional <u>necessary</u> resources.
No additional library support needed.

122.   Describe the enrollment you anticipate for this new program: number of students, full or part-time, graduate or undergraduate, new or current students, etc.
Entrance at the end of the first year, or beginning of the second year, with an enrollment restriction of 20 undergraduate full-time students per year. Many of these students will be current, as they will move from the minor or co-major into the new major.

123.   Describe the administrative arrangements for the program (department/program, college, and/or school involved) including any cooperative arrangements with other departments/programs, divisions, institutions or organizations. Any formal statements of agreement (e.g. Memorandums of Understanding) should be emailed to: courseapproval@muohio.edu
Administration of the program will be handled by the Armstrong Institute for Interactive Media Studies. The vast majority of the courses are IMS, but there are several that are offered in partnership with the following departments: CSE, COM, MIS, ARC, ART, JRN, MKT, and ENG

124.

125.   **Approval emails:**

126.

127.   **Peg, That would be fine. Thanks, Jeff**

128.   **H. Jeff Smith**

129.   **Professor and Chair, Department of Decision Sciences and Management Information Systems**

130.

131.   **Sounds like it won't have a big impact on the course beyond what it has already. Mind and Medium is an elective seminar for us and is linked to Murali. But assuming that he continues to have interest in teaching the course on a somewhat regular basis, and assuming minimal impact on enrollments, this should likely work. Murali, feel free to weigh in...**

132.   **John**

133.   **This sounds good to me.**

134.   **Murali**

135.   **John Weigand**

136.   **Professor and Chair, Department of Architecture and Interior Design**

137.

138.   **Peg, We approve. Jim**

139.   **Jim Stearns**

140.   **Professor and Chair, Department of Marketing**

141.

142.   **Peg,**

143.   **I think it is a useful model as we try to establish our CMS tracks. It also mirrors what we do in JRN with our "conceptual" and "creative" categories. Of course, we are in with our 303 class.**

144.   **You can include CMS 201, 301, COM 354, COM 211 and JRN 303.**

145.   **Richard**

146.   **Richard Campbell**

147.   **Director, Journalism and Interim Chair, Communications**

148.

149. **Hi Peg,**
150. **CSE supports inclusion of our courses in the proposed BA in IMS.**
151. **Best regards,**
152. **Doug**
153. **Doug Troy, Chair, Computer Science**
154.
155. **Peg, these courses – ENG/IMS 224, ENG/IMS 238, and ENG 411 – seem fine to me for inclusion in the new BA in IMS. Glad to be partnering with you on these classes.**
156. **Kerry**
157. **Kerry Powell, Chair, Department of English**
158.
159. **To Whom It May Concern:**
160. **Please accept my approval of the inclusion of cross listed courses in Art for the proposed new major of BA with a Concentration in Interactive Media Studies. Thanks.**
161. **Tom Effler**
162. **Chair | Department of ART**
163.
164.
165. **From Judith Delzell, regarding the cross-listiing with Music:**
166. **With our other crosslisted courses (AMS, BWS, etc) Music typically gives a few seats to the other area and then keeps the rest for MUS. So for a 30-60 seat course we give 4-5 seats to IMS. That way Music gets most of the productivity, but IMS also get some. Is that how you anticipate this will work? Just wanted to check, Judy**
167.
168. **That sounds great Judy.**
169. **Thanks for partnering with us!**
170. **Peg**
171.
172. **My pleasure completely.**
173. **Judy**
174.

175. Estimate total costs, over and above current levels of operation, associated with this new program.
   No new costs associated with this program, as the support structure is already in place for the IMS minors and co-major.

NEW DEGREES ONLY:

176. Indicate availability of other such degree within a 50 mile radius. Explain how these degrees differ from the one proposed here.
   There are a few programs within a 50 mile radius that focus on Digital Design within the context of a communications or art/design degree. This program is unique in the state, and the nation for that matter, because it is broad in it's offerings and perspectives. It brings together faculty from throughout the university including the College, all the Schools, and the Libraries. There is no other program like it, especially given the track configuration that allow unique/individualized focus of the degree.

177. List the facilities/equipment currently available for this degree. Describe the need, if any, for additional facilities/equipment.
   All equipment needed is already available is various facilities: 2040 FSB, 9 Benton, 200 Hiestand, 27 King, Laws Hall.

Please add any additional comments related to this new program:
The courses in the major serve multiple constituencies in multiple programs (in IMS the courses will serve the thematic, minors, and co-major in addition to the major). We are also partnering with other programs, such as ENG, ART and CMS. In addition many of the courses are being taught by faculty from other departments. Please refer to the staffing plan that was provided to the curriculum committee for review. Also, the majority of the classes are only offered once per year/one section, not multiple times per year.

Department Chair/Program Director Approval and Forwarding:

Name: Peg Faimon & Glenn Platt   **Email:** peg.faimon@muohio.edu & glenn.platt@muohio.edu
Phone: 529-1637   **Date:** 10/1/11

Department Chair/Program Director approval indicates that the major and its student learning outcomes will be assessed in accordance with the department's/program's overall assessment plan.

Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight responsibility for ensuring that the new program meets divisional standards for rigor, (B) indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved.

When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

Please submit completed approved forms via e-mail to: courseapproval@muohio.edu

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NOTE: New Degrees: This form requires approval by the department/program, division, CUC or Graduate Council, COAD, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Board of Regents (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.

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NOTE: New Major: This form requires approval by the department/program, division, CUC or Graduate Council, COAD and a vote by University Senate plus ten (10) class days for review (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.

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NOTE: New Minor, Certificate, Concentration, Emphasis, or Focus: This form requires approval by the department/program, division, Graduate Council, COAD and University Senate Consent Calendar (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.

Revised- 07/2011

<u>4/27/2012 Agenda Item</u>

Academic Affairs
Resolution #3

RESOLUTION R2012-xx

WHEREAS, the Regulations of the Board of Trustees and the Enabling Act of University Senate and Faculty Assembly permit only those faculty who are members of Faculty Assembly to serve on University Senate; and

WHEREAS, University Senate is the primary University governance body where students, faculty, staff and administrators debate issues; and

WHEREAS, University Senate, is the legislative body of the University in matters involving educational programs, requirements, and standards; faculty welfare; and student conduct; and

WHEREAS, it is the recommendation of both University Senate and Faculty Assembly that the membership of Faculty Assembly be amended to include lecturers and clinical faculty for the purpose of qualifying them to serve on University Senate;

NOW THEREFORE BE IT RESOLVED: members of the faculty holding the title of lecturer or clinical faculty shall be deemed to be members of Faculty Assembly for the purpose of qualifying them to serve on University Senate and its committees; and

BE IT FURTHER RESOLVED: membership in Faculty Assembly does not qualify lecturers or clinical faculty to serve on committees whose membership is restricted to tenured or tenure–track members of the faculty or to vote in matters involving hiring, promotion and tenure of tenure track faculty; and

BE IT FURTHER RESOLVED: the Regulations of the Board of Trustees and the Enabling Act of University Senate and Faculty Assembly are hereby amended to include lecturers and clinical faculty in the membership of Faculty Assembly for the purpose of qualifying them to serve on University Senate and its committees, and the Secretary to the Board of Trustees is hereby directed to incorporate these amendments into the Regulations of the Board of Trustees, the Enabling Act of the University Senate and Faculty Assembly, policies and procedures of Miami University as may be necessary to effectuate these revisions.

Report to Senate

Survey of Clinical and Lecturer Faculty

Faculty Welfare Committee[1]

February 2012

Synopsis

The Faculty Welfare Committee surveyed all clinical/lecturer faculty members with one year of employment or greater. Less than half are satisfied with the procedures used to evaluate them and only half say that the procedures have been clearly explained. While most say that they are encouraged to participate on departmental committees, less than half are encouraged to participate on divisional and university committees. Their willingness to participate on all three types of committees far exceeds the rate at which they are being asked. Half say that they are not treated as equals to other faculty members. They do considerable service, particularly advising. Less than half are satisfied with the levels of research support received while two-thirds are satisfied with support for developing their teaching skills. But only one-third are satisfied with the mentoring they have received. However, they are overwhelmingly satisfied with their jobs as well as with their teaching role, over half state that their career expectations are being met, and relatively few will be looking for new jobs in the coming year. Slightly more than half are satisfied with the level of collaboration with departmental colleagues and slightly less than half are satisfied with the level of collaboration with outside departmental colleagues.

Open-ended and in-person comments reflect a sharp divide between a substantial proportion that feel appreciated and as equals and a substantial proportion that feel unappreciated and treated as less than equals. Other comments centered on low pay, lack of clarity in defining the position, inconsistent applications of policy, lack of mentoring, inadequate promotion guidelines, and inconsistent policies regarding voting privileges.

The Faculty Welfare Committee makes these policy suggestions:

1. Clarify the nature of the position.
2. Expand mentoring opportunities.
3. Provide consistent quality orientation opportunities.
4. Provide structured opportunities for interactions among faculty in this position.
5. Improve the treatment of faculty in this position.
6. Develop greater opportunities for service.

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[1] Theodore C. Wagenaar (Chair and author), Dorothy Donahue, Nicholas Miller (student), Sherrill Sellers, Gokhan Sahin, Gerald Granderson

7. Address salary levels and inequities.
8. Develop clearly articulated procedures for evaluation.
9. Establish university-wide voting privileges.
10. Provide greater public recognition.
11. Expand collaboration opportunities.
12. Senate should distribute this report widely.

Background

Full-time contingent faculty members now make up 20 percent of the professoriate nationwide (Miller 2011) and constitute 60 percent of new full-time faculty hires (Levin and Shaker 2011). They represent 8 percent of faculty at Miami. Although research on this category of faculty is still thin, the topic has drawn more interest as the percentage of such faculty has increased. For example, Levin and Shaker (2011) examined how faculty members in this position feel about their jobs and conclude that they describe themselves as foreigners, detached observers, and members of a counterculture. A more extensive literature review by Alexander Vincent is attached.

Faculty Assembly voted in January 2012 by a 78% vote to extend Faculty Assembly membership to lecturer/clinical faculty members. In response to a query from FWC regarding the status of such faculty members in Senate, the Executive Committee responded on February 15, 2012: "Should the Board of Trustees endorse Senate resolution SR 11-13 (i.e., that all members of the faculty who hold the rank of lecturer [including the Senior rank] or clinical/professionally licensed faculty [including the Senior rank] be members of Faculty Assembly) then lecturer or clinical/professionally licensed faculty will be eligible for election to serve on University Senate representing the 10 at-large Faculty Assembly seats or the 34 seats filled by members of Faculty Assembly who are elected by their divisions or quasi-departmental units. There will be no seats specifically designated for lecturer or clinical/professionally licensed faculty." In short, clinical/lecturer faculty will have equal opportunities for representation and involvement.

When FWC met with him on September 26, 2011, Provost Gempesaw suggested that FWC examine how integrated those in the new clinical/lecturer faculty positions feel in their departments and in the university. This report summarizes the results of our survey. We surveyed the 53 faculty members who have been in clinical/lecturer positions at least one year by the start of the 2011-2012 academic year. We received an astounding 91 percent response rate. Clearly, the Committee struck a nerve with the faculty members in this role. We invited all respondents to attend a meeting of the Faculty Welfare Committee on February 15, 2012 to discuss the results, and 11 accepted our invitation (again, far more than we expected). This report summarizes both the responses on the survey as well as comments made at the meeting. A copy of the survey along with statistical results is appended to this report; the responses to the open – ended questions are also appended.

About 10% of the respondents identified themselves as minority status, 69% selected non-minority status, and 21% preferred not to say. About 63% are women, 25% men, and 13% indicated "other" or preferred not to say. The total number of students taught during the 2011 – 2012 academic year ranged from 46 to 680, with a mean of 265. The total number of classes taught during the academic year ranged

from 4 to 11, with a mean of 6.8. The total number of credit hours taught during the academic year ranged from 9 to 33, with a mean of 21.2.

Review Procedures

In response to the item asking if they are evaluated on an annual basis, 89% indicated that they are. About 47% strongly agree or agree that they are satisfied with the procedures used to evaluate them. About 48% of them strongly agree or agree that the procedures used to evaluate them have been clearly explained to them. In short, the results suggest that chairs could do a better job of explaining the evaluation process and to solicit feedback from faculty on how the evaluation process could be improved.

Departmental and University Engagement/Support

Regarding participation on departmental committees, 70% strongly agree or agree that they are encouraged to participate although 98% strongly agree or agree that they are willing to participate on such committees. Regarding participation on divisional and University committees, about 48% strongly agree or agree that they are encouraged to participate but 83% strongly agree or agree that they are willing to participate on such committees. In short, the results suggest that respondents' willingness to participate exceeds the level of encouragement they receive to participate on departmental as well as divisional and University committees.

Two items asked how they are treated relative to those faculty who are tenured or tenure-track. Almost half indicated that their input on departmental committees and at departmental meetings is treated the same while almost half indicated that their input is treated with either much less or somewhat less regard. When asked, overall, if they are treated as equals to other faculty members in their department, about 38% strongly agree or agree and 50% disagree or strongly disagree. The results for both items clearly show that clinical and lecturer faculty members experience differing levels of acceptance. About half seem fully accepted into departmental functioning while the other half seems to receive second-class status. However, when they were asked if their input on which courses they will teach and times to teach is taken into account, over 90% strongly agree or agree that their input is taken into account. So at least in terms of their direct teaching assignments, their input is taken seriously.

Turning next to service, about 86% rate their service overall at the departmental, college, and university levels as either fair or great. When asked how much advising they do, about 73% indicate that they do a fair amount or a great deal of advising, with the bulk of those responses indicating a great deal. Clearly, faculty members in this position do a considerable amount of service.

We assessed their satisfaction with research support, teaching support, and mentoring support. About 41% strongly agree or agree that they are satisfied with the level of support for their research. About 65% strongly agree or agree that they are satisfied with the departmental and university support for developing their teaching skills. Finally, only 34% strongly agree or agree that they are satisfied with their opportunities to be mentored. The results show modest support for research, strong support for teaching, and minimal support via mentoring.

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Job Satisfaction

We asked respondents to rate their overall job satisfaction. About 6% indicated very low or low, 15% average, and 79% either high or very high. About 52% strongly agree or agree that their career expectations are being met. About 19% strongly agree or agree that they are likely to look at positions at other institutions in the coming 12 months. When asked to rate their satisfaction with their teaching role at Miami University, about 11% indicate very or somewhat unsatisfied, 4% neutral, and 85% somewhat or very satisfied. In short, the results show very high satisfaction with their jobs and strong satisfaction with their careers. Very few expect to be looking at other positions in the near future. The vast majority seem satisfied with their teaching role at Miami.

We asked respondents about their level of satisfaction with the level of collaboration with faculty in and outside their department. About 54% strongly agree or agree that they are satisfied with the level of collaboration they have with faculty in their departments while about 41% strongly agree or agree that they are satisfied with the level of collaboration they have with faculty outside their department but at Miami University. The results suggest that clinical and lecturer faculty members would welcome greater collaboration both within and outside their departments.

Responses to Open-ended Questions

We also asked three open – ended questions. We report here only those comments made by more than one respondent.

How do you see yourself in relation to the tenured faculty members in your department? Seventeen respondents indicated that they were treated as equal to other faculty and that they received respect. For example, one noted that "I have a very supportive department, and am treated as a differentially loaded equal." Twelve indicated that they were treated as lower status faculty and excluded from things. Five respondents talked about the bad treatment they received from tenured faculty. For example, one noted that "I have also been bullied by a tenured faculty member in ways that infringe on academic freedom and I cannot respond to it or report it because I am probationary." Five responses centered on feeling unappreciated, receiving less recognition, or being excluded. For example, one noted that "there is a feeling of being unwanted at certain faculty meetings and I am afraid to state my opinion during faculty meetings when tenured faculty are present." Or to quote someone else, "we have many tenured and tenure-track faculty in my department who make the instructors feel insignificant on a daily basis." And finally, "I increasingly get the sense that my job is to ease the workload of the tenured or tenure-track professors and ease their distraction efforts for promotion."

Five responses centered on the high levels of service that clinical and lecturer faculty provide for their departments. Four comments pertained to the excellent levels of support they receive. Another four comments noted the substantially lower salaries such faculty members receive. To quote one respondent, "I advise twice as much, teach twice as much, do twice as much service, and get half the pay." Four comments pertained to the higher workload and four comments pertained to the high level of advising. Receiving three comments each were that they felt the freedom to focus on their teaching, that they hold the less desirable jobs, that they make important contributions to the University, and that

they are part of a differentiated role. Mentioned twice was the idea that tenured faculty do not understand the role of a lecturer or clinical faculty member, that they feel afraid to speak up at faculty meetings, that they actively collaborate with colleagues, and that although they feel appreciated by the department they do not feel appreciated by the University.

What would you most like to change in your department and in the University? The main response here was a strong desire for greater respect and recognition, with seven respondents noting this. Five respondents indicated their desire for higher salaries. Four suggested better mentoring and another four suggested less hierarchical distinction between the ranks. Three suggested greater support for their professional activities. Two comments each were made suggesting greater opportunities for advancement, making the route for promotion more flexible, and greater research support.

How might clinical/lecturer faculty members and tenured faculty members work together more closely in your department and in the University? The dominant response was that they were happy with their positions at this time, with nine responses. Four respondents indicated that they desired more respect with less status differentiation. Three requested greater clarification of their roles, two suggested more collaboration, and two suggested more opportunities to serve in University committees.

What suggestions do you have to improve the work lives of clinical/lecturer faculty? The dominant response here centered on salaries, with nine respondents suggesting higher salaries. Three respondents suggested the availability of professional development funds and leaves, three suggested greater clarification of promotion procedures, three suggested an organized group for clinical/lecturer faculty members to communicate, two suggested better mentoring, and two suggested greater public recognition.

Discussion with Respondents

Our discussion with the 11 clinical/lecturer faculty members who attended our meeting centered on interpreting the results of the survey. It is difficult to know how representative the participants are of the total pool of clinical/lecturer faculty. Those visiting were given copies of the results prior to our meeting.

Several themes emerged in our discussion. Most of these issues closely resemble those noted in the comments summarized above. We again see the bifurcated nature of the clinical/lecturer position. Many faculty in this position are very satisfied with their role and many others are very dissatisfied. It seems that satisfaction may be related to the actions and climate fostered by departmental chairs. Satisfaction may also be related to the prior positions held. For example, someone with a PhD who held an academic position elsewhere may be less satisfied than someone without a PhD who migrated from a professional position to a teaching position. Nonetheless, it is very clear that faculty in the lecturer/clinical position have widely differing experiences.

There does seem to be some lack of clarity about the position. Tenured faculty frequently do not fully understand their colleagues in this position, and this may be true of some chairs as well. There also seems to be some lack of clarity and consistency in procedures for evaluating faculty in this position. For example, some departments use the standard annual activity report, which asks about research and service contributions that sometimes factor into the evaluations. One person quoted his/her chair as

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saying "I don't know how to evaluate you." Promotion opportunities and procedures seem fuzzy. One person noted that "we wrote the guidelines on how to get promoted to senior lecturer in our department." Even with multiple lecturers in one department, the procedures for load assignment and differential assessment seem inconsistent.

Across campus, there seems to be widely varying understandings of what constitutes the appropriate teaching load for faculty in this position. For example, some respondents talked about people with a 2/2 teaching load and others with a 24 hours a year load. Expectations also vary about graduate teaching. Some faculty in this position teach graduate classes while others do not, which raises the issue of prerequisites for graduate standing for faculty who have no research expectations. Voting privileges also vary; five of the people in attendance indicated that they do not have a vote in their departments. Service expectations also vary widely, with some faculty members serving as chief departmental advisors and doing much advising and other service work and others doing little. Regarding salary, we heard several stories about specific salaries relative to those in other faculty positions. Some of those salaries did seem inordinately low. We also heard about notable disparities across campus and within departments for faculty in this rank.

Several commented on the absence of appropriate mentoring and orientation. One observed that "maybe administrators think that we don't need mentoring because we were hired to teach." That person went on to observe that "so maybe tenured faculty feel like they can't mentor me." Several noted that they were not invited to new faculty orientation sessions, although another noted that all the new hires last fall were invited to the session. Many seemed especially desirous of effective mentoring as well as organized opportunities for faculty in this position to communicate and get together.

Recommendations

The results from the survey, the open-ended comments, and the discussion suggest several policy recommendations.

1. Clarify the nature of the position. While FWC discourages identical treatment across campus due to departmental variations, we do think that administrators should pay more attention to the consistency of policy.
2. Expand mentoring opportunities, particularly with mentors outside the department.
3. Provide consistent quality orientation opportunities.
4. Provide structured opportunities for interactions among faculty in this position, such as a list serv or blog, a Faculty Learning Community, and a yearly meeting with the Provost.
5. Improve the treatment of faculty in this position, perhaps through sharing and discussing this report at chairs meetings.
6. Develop greater opportunities for service at the university and divisional levels.
7. Address salary levels and inequities. Both the salary amounts and the discrepancies across and within departments need attention.
8. Develop clearly articulated procedures for evaluation and explain them to the faculty.
9. Establish university-wide voting privileges. FWC supports voting rights (except for personnel issues).

10. Provide greater public recognition, perhaps through an annual reception with the president and provost and greater eligibility for various awards and opportunities on campus.
11. Expand collaboration opportunities both within and outside departments.
12. Senate should distribute this report widely.

Many of these recommendations, as well as the survey and discussion results, parallel those found in the literature (e.g., Levin and Shaker 2011). Clearly, the situation at Miami closely resembles the experiences of clinical/lecturer faculty nationwide.

References

Levin, J.S. and G.G. Shaker. 2011. "The Hybrid and Dualistic Identity of Full-Time Non-Tenure-Track Faculty." American Behavioral Scientist Vol 55 no 11: 1461-1484.

Miller, M.A. 2010. "More Pressure on Faculty Members, From Every Direction." Chronicle of Higher Education: August 22.

Faculty Welfare Committee Survey of Clinical/Lecturer Faculty, February 2012 (with results)

Review

1. I am evaluated on an annual basis.
   Yes 89% No 11% (47 responses)
2. I am satisfied with the procedures used to evaluate me.
   SA 20% A 27% N 30% D 20% SD 2% (44)
3. The procedures used to evaluate me have been clearly explained to me.
   SA 13% A 35% N 24% D 17% SD 11% (46)

Departmental and university engagement/support

1. I am encouraged to participate on departmental committees.
   SA 40% A 30% N 13% D 17% (47)
2. I am willing to participate on departmental committees
   SA 66% A 32% N 2% (47)
3. I am encouraged to participate on divisional and university committees.
   SA 17% A 31% N 25% D 21% SD 6% (48)
4. I am willing to participate on divisional and university committees.
   SA 35% A 48% N 13% D 4% (48)
5. How is your input on departmental committees and at departmental meetings treated relative to that of tenured/tenure track faculty?
   Much less 17% Somewhat less 33% Same 48% Much more 2% (48)
6. How would you rate the level of your service overall at the departmental, college, and university levels?
   Negligible 2% Modest 13% Fair amount 46% Great deal 40% (48)
7. How much advising do you do?
   None 6% Negligible 2% Modest 19% Fair amount 19% Great deal 54% (48)
8. My input on which courses I will teach and times to teach them is taken into account.
   SA 44% A 50% N 4% D 2% (48)
9. I am satisfied with the level of support for my research (computers, data, travel, funding, assistants, etc.)
   SA 15% A 26% N 21% D 23% SD 15% (47)
10. I am satisfied with departmental and university support for developing my teaching skills.
    SA 19% A 46% N 15% D 19% SD 2% (48)
11. I am satisfied with my opportunities to be mentored.
    SA 13% A 21% N 27% D 31% SD 8% (48)

Job satisfaction

1. Please rate your overall job satisfaction.
   Very low 2% Low 4% Average 15% High 60% Very high 19% (48)

2. My career expectations are being met.
   SA 17% A 35% N 31% D 13% SD 4% (48)
3. I am likely to look at positions at other institutions in the coming 12 months.
   SA 6% A 13% N 21% D 23% SD 36% (47)
4. Overall, how satisfied are you with your teaching role at Miami University?
   Very unsatisfied 4% Somewhat unsatisfied 7% Neutral 4% Somewhat satisfied 33% Very satisfied 52% (48)
5. I am satisfied with the level of collaboration I have with faculty in my department.
   SA 31% A 23% N 15% D 23% SD 8% (48)
6. I am satisfied with the level of collaboration I have with faculty outside my department but at Miami University.
   SA 6% A 35% N 33% D 19% SD 6% (48)
7. Overall, I feel that I am treated as equal to other faculty members in my department.
   SA 15% A 23% N 13% D 31% SD 19% (48)

Demographics

1. What is your minority status?
   Minority 10% Non-minority 69% Prefer not to say 21% (48)
2. What is your gender?
   Woman 63% Man 25% Other/Prefer not to say 13% (48)
3. What is the approximate total number of students in all your classes during the 2011-2012 academic year?
   Range 46-680 Mean 265 (45)
4. What is the total number of classes you taught in the 2011-2012 academic year?
   Range 4-11 Mean 6.8 (44)
5. What is the total number of credit hours that you taught in the 2011-2012 academic year?
   Range 9-33 Mean 21.2 (45)

Open ended:

1. How do you see yourself in relation to the tenured faculty members in your department?

	I don't think anyone really understands my role. They are kind people and many treat me as an equal in some respects. There are some things they have no control over. For example, tenure track make a great deal more although I think I work just as many or more hours. They have leave opportunities to build their research. Why aren't there leave opportunities to build service (and related service based grants and applied community research)? Ther
	The lecturers in my department are treated well by some and as staff by others. I have also been bullied by a tenured faculty member in ways that infringe on academic freedom and cannot respond to or report it because I am probationary.
	I am seen as reliable resource which can undertake disproportionate amount of service work (committee's, advising, etc) which a few tenured faculty see as beneath them.
	Some members of the tenured faculty seem to ignore me, but most of the tenured faculty treat me as an equal an even ask my opinion on teaching issues.
	Ideally, I see myself serving a complimentary role as our department's various faculty bring a variety of important and distinct abilities to the university. I see my primary role as teacher and while I do not have research responsibilities, I do appreciate how the two together can enhance the overall student experience. My overall relationship to tenured faculty largely depends on the individual tenured faculty in question. Some tenured faculty respect and appreciate my role/contribution while others seem to view the clinical position as a cheaper, more disposable line that somehow less relevant.
	The only time that I am reminded that I am viewed as having less value is when we ask for new positions. No one ever wants to add another lecturer. The first choice is always a tenured line.

	The only time that I am reminded that I am viewed as having less value is when we ask for new positions. No one ever wants to add another lecturer. The first choice is always a tenured line.
	I enjoy great support of my program, director and colleagues. I began teaching PT at Miami in fall of 1997, became a FT visiting instructor in spring 2000, a lecturer (among the first) in the fall of 2005 and a senior lecturer (very first, I believe) last fall. Because of my seniority and my performance (both in the classroom and with a myriad of other duties), I am generally treated with the same level of respect as tenured folks. I have only two gripes: 1.) I am paid far less than some of my tenured colleagues, some of whom, in my opinion, put far less work into their classes and on the service side, than I do. I strongly believe the salary structure for faculty in my unique position should be reviewed and revised. There is no reason I should make $20K or more less than colleagues who are often MIA on campus. 2.) I am, from time to time, excluded from certain decisions or activities because of my rank. This is of much less to concern to me, as I am fully occupied with relevant, meaningful assignments.
	I see my role as offering me more freedom to focus on teaching than on research. I appreciate that I have opportunities to engage in research, and I get involved in some of these opportunities. In contrast, I feel that my colleagues have more pressure to be involved in such research. I look for opportunities to get involved in service and research opportunities, advising, and so on, without needing to worry about the impact this will have on tenure...something my tenure-track colleagues can't say.
	We are not perceived as equals, in spite of the department Chair's efforts to include us. There is a feeling of being unwanted in certain faculty meetings. I am afraid to state my opinion during faculty meetings where tenured faculty are present. There is a definite hiearchy in my department. There is still the feeling that Lecturers need supervision and any changes proposed by us (even if the changes would not affect the courses that tenured faculty teach) need approval of the tenured faculty. I also feel that the Lecturers are given the jobs/projects that tenured faculty will not do. If certain projects need to be done, we are assigned to them because administration knows we move work forward. Our reward in my department for doing a good job is more work. At times, this is very discouraging.
	a stronger teacher and team player...also in many cases more productive scholar
	Even though my workload is double that of tenured faculty, I feel that I have contributed a lot to the development of our educational program in our department. The students need opportunities to put theory into practice and I believe I offer those opportunities in my service learning assignments. I offer the professional qaulifications to lead the students in the current trends and informaiton in the field. This has been an advantage to our graduates, as they have related to me the importance of their undergraduate work in their current professional positions.
	Very valuable to the department as teacher, advisor, and other duties. FULL contributor to the dept. Always says yes when need arises for teaching a new course, a new time, and integrating the latest changes mandated. Moving fast with tech integration. High on collegiality. Dedicated to MU and keeping it a 1st class university for undergrad educ. Research writin - NOT my goals
	I have been here for 25 years plus I worked in the business world before that. I have a lot of experience both teaching and as a practitioner. Depending on my department chair, I have felt that I am an integral part of the department or I am someone who doesn't have the knowledge to be taken seriously. If this survey had been delivered last year, my answers may have been less positive. I have experienced 10 years of a department chair who did not value my contribution or if he did, never let me know. We have a new department chair so I have hope for the future. We have many tenured and tenure track faculty in my department who make the instructors feel insignificant on a daily basis. Being a lecturer and having been here for so long, I feel that less, but it is still there.
	I am treated with respect and my opinions and contributions are highly regarded by my colleagues. My colleagues work very hard and I work just as hard. I make approximately 65% of the salary my colleagues make for the same number of years of service to Miami.
	I am never offered opportunities to collaborate on research and I am seen as a non-research faculty, although I would like to change that. Until this year I believe I have been seen as the person who does most of the things (including classes) that no one else wants to do (a clean up person - the work horse) with the exception of my chair. I advise every student, track progress, keep data, run meetings, accept and reject majors, see nearly all prospective visitors to the program, attend every Make it Miami etc. I am left no time to do anything beyond this work, no doubt why I am seen as a non-researcher. My department is largely collegial and we are all friendly but I am often omitted from discussions of the tenure-line faculty. I am given an equal travel budget and my dept chair is extremely supportive and available.
	I am never offered opportunities to collaborate on research and I am seen as a non-research faculty, although I would like to change that. Until this year I believe I have been seen as the person who does most of the things (including classes) that no one else wants to do (a clean up person - the work horse) with the exception of my chair. I advise every student, track progress, keep data, run meetings, accept and reject majors, see nearly all prospective visitors to the program, attend every Make it Miami etc. I am left no time to do anything beyond this work, no doubt why I am seen as a non-researcher. My department is largely collegial and we are all friendly but I am often omitted from discussions of the tenure-line faculty. I am given an equal travel budget and my dept chair is extremely supportive and available.
	First, I understand that my position could be eliminated any year. With the current condition of Miami's finances, I suspect leaders both in my division and in the university have looked at how could be saved by eliminating positions like mine. And non-tenure contracts make it easy. For this reason, I cultivate reciprocal loyalty—I'm ready to leave anytime a better offer comes along. Second, I am like an alien worker willing to work for lower pay, driving down salaries and payroll costs. I feel some remorse for undermining the economic standing of the profession. Third, I am able and willing to perform service tasks that most tenure faculty simply do not have time to do because of the demands of their scholarship. My advantage is that my superiors are helped by my service more than by their scholarship. In summary, I provide managers more flexibility, I am cheaper, and I provide more practical help than my tenure-line colleagues. I am also a contributing factor in the commercialization of the university.
	I see myself as being respected for my contributions to the department from the tenured faculty. I feel that they do a good job making me feel like a valued member of the department.
	I feel as if I put in just as many hours, spend just as much time preparing for class, and participate in various campus committees. While I do not expect to have a salary comparable to tenured faculty members I do expect to have a salary that is comparable with other lecturers, not just in the department but university wide.
	There was early concern that the lecturers would become "second class citizens." I suspect that is what they have become. I increasingly get the sense that my job is to ease the workload of the tenured or tenure track professors; ease their distraction efforts for promotion. . Right now, without real possibility of advancement beyond senior lecturer, the position is essentially a job, not a career or a professional post. One wonders if having such a position,, without significant promotional possibilities, is in the best interest of the academy. The Canadian and British systems seem to have effectively dealt with the issue by having parallel tenure eligible lines; professor and lecturer with administrative positions filled by either of these lines.
	I have a very supportive department, and am treated as a differentially-loaded equal. I serve on graduate-student committees, I'm given some support to do research, and I collaborate with my peers on research and departmental service.

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	Fantastic. I teach and collaborate on several projects with multiple faculty members. There are no negative issues associated with my being a lecturer and working with anyone in the department.
	The heirarchy of "importance" is clear at Miami and it is based on title, not the amount of work one does. I advise twice as much, teach twice as much, do twice as much service and get half the pay, I think that clearly states who is "important"
	I see myself as a very productive member of the department, providing a great deal of advising and administrative services to both students and the department. In some regards, I feel like the lecturers in our department provide more productive service to the department than many of the faculty members. In fact, the former Dean indicated that this was the case. I should also add that I see myself and other lecturers as working in a vacuum of sorts where our work goes unnoticed and unappreciated by both faculty members and administrators in our department. The Chair often refer to us as "a well-oiled machine" but the comment is always directed at us lecturers when we're in a closed door meeting. Our work is never publicly recognized and we are often called upon to perform tasks that we believe should be completed by either an administrator and/or a faculty member. It seems that several faculty members in our department do not have many or any significant service assignments at all and this is the case year after year. I know that faculty members have a lot more room for financial growth than lecturers do. While I understand that there is an important distinction in our degrees and work we do, I feel that the current cap on lecturers salaries is rather low compared to the work we are expected to do. It is difficult to imagine retiring on $44,000 (Sr. Lecturer) plus any raises (none greater than 2%) I might get over the next 20 years.
	Lecturers are second-class citizens within our department. I work well with some individually, but as a whole, we are not treated the same, nor respected as much, in spite of the fact that "our level" teaches many more courses and comes into contact with many more students.
	I have been in my department for seven years and still feel no connection to the department. I hear comments about people in my position being "glorified high school teachers." My role as an educator is not valued. I'm expected to attend faculty meetings but have no vote in any matters, then get critiqued for not offering feedback. I recieve no guidence or mentoring from the university that I see happened very quickly for the tenured faculty who started at the same time as me. I basically feel like an outsider and have more connection with my students than my fellow faculty.
	I feel like I am not as valued in my department as the tenured faculty member. I have actually heard them discuss that there are TOO MANY lecturers in my department and that may affect how we can contribute to the university.
	I believe that I make a unique contribution to the dept and would like to be recognized for that contribution. I would hope that others recognize that while my contributions may be different that those of tenure track faculty, that they are just as important.
	I accidentally submitted the survey after answering this question, so I will just answer the last few questions here.
	On par and respected.
	I personally see myself as an equal to them because I am a highly effective teacher. Tenured and tenure-track faculty members in my department are treated
	On the Oxford campus the attitudes relating to interaction and respect with departmental colleagues is mixed. From the chair I receive communication and invitations to participate. From faculty I may or may not be notified of committee meetings. I feel that much if this is due to the lack of coordination and collaboration between Oxford and the regional campus programs. Decisions and changes are made in Oxford without regard or input from the regional faculty. I have seen improvement, but in my opinion it has a long way to go.
	I understand that the tenured faculty are uniquely able to address certain aspects of education in our department and discipline. I believe that through my extensive teaching, I can contribute to the edpartment by assuming more of the teaching duties, freeing many of the tenured faculty to do more mentoring and teaching of our graduate students. Also I believe that I bring to the department certain areas of expertise that contribute in other ways. I feel respected and appreciated in my department for the aspects of MU education that I can contribute.
	I see myself as their colleague, and they see me as their colleague. I also see myself performing nearly the exact same job with the following exceptions: 1. I am paid significantly less 2. I teach more 3. I have no research support even though I am expected to conduct research insofar as the courses I teach clearly require serious research that goes above keeping up with advancements in my field.
	I am grateful that those of us on the journalism faculty have been brought together in our program. Each of us brings many unique and valuable perspectives and abilities, and I feel we have a lot of mutual respect and support for one another. In a discipline like journalism, those of us who have a great deal of experience as professional journalists bring essential knowledge and journalism skills, while the tenured faculty bring equally essential knowledge and research skills. That said, there has been some resentment (not unexpected) among some of our clinical faculty/instructors because of the salary differences between ranks. I view my role in that discussion as a mediator of sorts, because I have had the good fortune to encounter mentors who have articulated to me the otherwise unspoken rules of the academy (colleagues at my former institution, Earlham College, and Journalism Program Director Richard Campbell here at Miami). From my own observations and perspective, I believe that earning a Ph.D. causes a person to think differently — with a greater understanding of theory and its implications within the discipline — and is an achievement worth rewarding. I also know that some opportunities and considerations are afforded to our tenured faculty because they have Ph.D.s and tenure, but having tenure also means the expectations of them are different as well — primarily that of doing research. I should say that I also am very grateful to be in the process of earning a Ph.D. in history at Miami; something I could not do if I had a higher rank — and something for which the opportunity costs would be too great without my being able to slowly work toward that degree, a course at a time.
	My department treats lecturers with the same regard as tenure-track faculty, for example, I have full voting rights in faculty meetings and have level B graduate status so I serve on graduate student disseration committees. Our Chair always discusses my teaching assignments with me and I feel my input is valued. I feel the tenure-track faculty members appreciate what my work in teaching many large service courses, in serving on departmental committees and advising our majors. I have NEVER felt like a "second class citizen."
	My department has several service courses that serve a large population of students, while most tenured or tenure-track faculty members have very active research programs. As a lecturer, I see myself support the research active faculty by teaching large enrollment service courses, ranging from 100-400 levels. I am also one of the department academic advisor as well as departmental rep for pre-med advisory committee. I communicate with a large number of students about variety of topics (career decisions, academic issues, scheduling issues, in addition to the course contents and grades of the courses that I teach). These tasks take a lot of time and efforts outside my teaching - yet, I don't think many of my colleagues realize my function.
	As an equal. I have the terminal degree in my profession. The degree is from a top 10 national law school. I have 35 years of professional experience in a major Midwestern, regional law firm and I have been responsible for well over $1 billion worth of commercial litigation. My fellow Department members are very approachable and we support each other in our teaching. When I first started to teach, I selected two then junior tenure track faculty in my Department to serve as my "mentors" because they had acquired the most recent substantive experience as the newest teaching faculty and could serve as my teaching resource and "coach" when needed.

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	I do feel appreciated by the faculty in my department. I have an excellent working relationship with my colleagues. I don't feel as appreciated by the University, however. There is still quite a vocal opposition to lecturers/clinical faculty from certain departments - my home department does not fall under that category, fortunately.
	The tenured faculty in my department treat me very well. I am included in faculty meetings and serve on departmental committees.
	I believe I receive respect and am generally valued at the departmental and divisional levels. My contributions are often valued. I do feel some tenured or tenure track individuals perceive a hierarchy of roles. I feel this way because I am often excluded from departmental committee meetings (to which I am assigned) that are mostly scheduled to convene at the request of specific individuals. I advise graduate and undergraduate students, but rarely am I able to attend the graduate committee meetings where decisions are made. Some colleagues treat me as equal, some appear to reinforce that faculty in my position (not only me) are not.

## 2. What would you most like to change in your department and the university?

	I would like to have a mentor! I would like the opportunity for administrative roles in the future as well but it is likely not possible as a clinical faculty member. Would tenure track faculty work under an administrator who is not tenure track? I don't think so and that makes it clear that I have limitations related to my career goals. Nonetheless, I love teaching, community service, and would like to build more of an applied research into my clinical position.
	I would like it if we could think about the lecturer and tenure roles more as two tracks instead of a hierarchy and though I'm not focused on salary, if the salary discrepancy was smaller, I think it would send a clear signal about the value lecturers bring to the department.
	Committee assignments and other service activities need to be assigned on an equitable basis both in department and college. Large departments have greater number majors and more service work in areas like advising, Top 25, etc. Faculty in small departments(or departments with lots of class hours but not many majors) need to do their fair share. Also, it is common for the same few people to always be asked to serve since they are reasonable, competent people. The more objectionable your personality is, the less you are asked to do. Chairs, Deans, etc. who make assignments need to equally dole out work. Many tenured faculty think they are too good to do service work and have "nothing you can do to me attitude". It is very convenient during compensation discussions that "you do not have terminal degree" but when it comes to something like committee assignment "your a very capable guy". This two faced, elitist approach is issue.
	I would like for all of the members of my department to be respectful of each other and the role each one plays. I would like to see the university reward excellence in teaching as much as research.
	I have been a faculty member at Miami since 2011 (five years as adjunct, three years as full time visitor and two years in clinical line). In that time I have never had a review by my department chair(s). In my former profession (prior to teaching at Miami) I had a formal annual review and found it valuable. The only assessment/feedback I receive at Miami is my course evaluations, which, while valuable, is a bit incomplete as a review procedure. I would also like to see clinical salaries at Miami improve to become more competitive nationally.
	I would like a 12 month contract. I end up working during the summers on research, class prep, advising, orientation activities, but am not paid to do so. There is clearly an expectation of such activities.
	Pay!! See above.
	Tools for advising...particularly the technology tools that help us (DAR, BannerWeb, MINE, AdvisorTrac) are in dire need of improvement. These systems ought to make it easier to find and help student most in need of advising, but the tools do very little to help. As my department's CDA, The most difficult part of my job is getting useful access to the resources I need. This is a university issue that affects all advisors...not just lecturers.
	-Clear guidelines of what our work load should be. As of now our work load is defined by our Chairs. This can change anytime the administration does. -Visiting Assistant Professors (VAP) in my department earn more money than Lecturers and their contribution to the department and to the university is significantly less than ours. They teach 9 credit hours with no additional reponsibilites. Whereas some Lecturers in my departmentand who also do not have additional responsibilites (other than teaching) must teach 12 credit hours.
	recognition that non-Ph.D s have as much to offer to educational and scholarly work in departments and a stronger institutional focus on student achievement as opposed to faculty interests and pleasure...the only profession I know where the goal of many is to do less (teaching)of what they are really here to do...
	During the first year of teaching there were opportunities at the orientation to learn about campus resources. We also had a discussion group in our division to converse with other new faculty. After the first year the group was not continued and at least half of the new faculty had moved on to other universities. I would like to see a networking group of clinical faculty so we can contiune to utilize campus resources. when my title changed to clinicla Faculty, I was supposed to get a certain amount of monies to enchance my teaching. It was not explained to me how to utilize these funds, so the monies were not utilized. because of budget issues, I do not know if these funds are still available to purchase teaching resources. I would like to be able to utilize these funds, now that I know what resources I would need to engage the students.
	Recognition of the valuable role described above. Do feel a "pecking" order (i.e assignment of office/rooms) Do not have enough $ allocated to gain needed prof development! Yet this is a factor (see MUPIM) for our evaluation.
	I would like to see clinical faculty/instructors/lecturers made to feel as if they belong and are important in this university. When I look at the faculty at other state universities, I am amazed at how many lecturers and senior lecturers there are. I have never been encouraged to become a senior lecturer and I am sure there are faculty in my department who wouldn't support me in doing so.
	Help to raise funds to improve and/or grow programs. Help to raise funds to grow scholarships pools in order to recruit better students.
	1. It would be wonderful to have been mentored in university procedure, policy and protocol that the tenure track faculty seem to learn. (May be a bit late for that now) 2. I would especially like program advising to be shared. The drawback to one person doing all this is a lack of investment in the day to day issues that need to be resolved. Faculty who are disengaged from the students as people tend to want to make expeditious decisions without an awareness of their real impact on real people. 3. It would be nice to have research mentoring, but i believe I could find this if I had the time.
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📄	I would like to reduce the commercialism that is making financial considerations the first priority in decision-making. As an educational institution our choices should be based primarily on educational and psychological values, not political and economic ones.
📄	Improved communications, more clarification and support regarding opportunity to advance to a senior lecturer position
📄	There needs to be clarification of Lecturer and Clinical faculty roles. No two people/departments seem to have the same definition. There should also be an additional promotion point beyond "Senior." Academic freedom needs to be addressed and protected.
📄	I absolutely love what I'm doing, but also feel I am being taken advantage of by the university-this creates an awkward problem. I have been teaching full-time as a VAP and now Lecturer for over 10 years on main campus, have a PhD, and yet make several thousand LESS dollars per year than the average STARTING salary, happily trumpeted by the university, of a new graduate. This leads to the problem of spending more time on college or university level committees and advising. We are horribly underpaid for what we currently do and have the university expect more duties would only increase this disparity.
📄	Support for conference attendance, tech support, even a voice in decision making would all be great.
📄	In our department, I would like to see more collaboration, teamwork and dialogue in earnest. The environment in which we have been working for the past several years does not lend itself to teamwork and no efforts have been made to address the elephant in the room. I am pleased with the changes the university has made regarding lecturers thus far. It seems fair to me that the university is addressing voting rights and how it has developed a system for promotions for lecturers.
📄	I would like our department to be more cohesive and to be more respectful of all teaching staff.
📄	I was happy to see that this year the new lecturers were listed and acknowledged as new faculty this year. When I started I was not recognized and was told by the deans office that I was not welcome to attend the first breakfast meeting of the year where new faculty are introduced. This has casued a lasting networking problem for me. I would love to see the tenure track faculty and the administration change the language they use to discuss lecturer positions. I hear it often spoke of as an erosion of the faculty, scab labor, or people in lecturer positions are just lazy! Tenured faculty seem to feel threatend. I have never seen my position as a replacement for tenured faculty. I want to see the conversation shift in directions on how lecturers and tenured faculty have complementary roles not competing roles.
📄	I would like to see lecturers more respected.
📄	I was quite disappointed in the format for promotion of lectures/clinical faculty was developed in such a rigid way. My role and contribution in my dept does not map on to the promotion guidelines. Lectures and clinical faculty are used in very different ways across the University and the format for review and promotion should be more flexible to accurately reflect the contributions of people in these positions.
📄	Develop a more parallel process for promoting lectures/clinical faculty similar to tenure track. The opportunity to be promoted to Senior Lecturer/Clinical Faculty is encouraging, but there should be a step after that. Our salaries are significantly lower than tenure track, so we need more opportunity for promotion and bigger bumps in salary.
📄	Greater "in load" flexibility to move my teaching assignments between campuses, including the main campus, without incurring budgetary complexities.
📄	The only thing that I would like to change would be to increase the salaries of the lecturers at least a little bit. However, I am thankful for this position and am obviously not doing this "for the money" and so it is not a determining factor for me. It just would be nice to see that increased. Of course we all know that the money is in very short supply and that everyone at every level of the university could probably be considered to be underpaid.
📄	Nothing in my department but the following with respect to the university: 1. I would like to see the university recognize the radical differences, in a significant way (leaves, pay, etc), among the lecturers. Education levels range from PhDs to bachelor degrees. Some lecturers repeatedly teach the same lower level course and other lecturers regularly teach capstone courses, graduate seminars, 300 level courses, etc. Often these courses are not repetitions of past courses. This difference needs to be recognized in a meaningful way. 2. I would like the administration to address the fact that instructors with MA / MS degrees that have become lecturers have received a large salary increase ($8000) and VAPs that have become lecturers have received no pay increase but have received a large increase in service. 3. I would like to see the university increase the salary of lecturers.
📄	Even though research is not expected of clinical faculty/instructors, I wish there were support for it. I realize I am an unusual case, in that I am working toward my Ph.D. HOWEVER ... I have often thought it would be a really cool thing -- especially for younger clinicals/instructors -- if Miami had some sort of formalized program for encouraging us to earn Ph.D.s in related disciplines, possibly through some sort of consortium of Ohio universities. It might go something like this ... Miami is very strong in the humanities, has many fine master's programs in the humanities, and has a cool new Humanities Center, right? But most of our Ph.D. programs in the humanities went kaput. So ... create a new Ph.D. program The Humanities, which incorporates some sort of exchange program or cooperative with other universities, so that candidates in this new program get the benefit of working with faculty from another university in Ohio or elsewhere. This would address the concern reflected by MUPIM rules that say you have to teach somewhere else for three years before being hired at Miami with a Miami Ph.D. (like me, existing clinicals/instructors are already hired, which makes that a non-issue, along with the clause that says Ph.D.s can't be granted to people with ranks of assistant professor or higher). I suspect that the reasons behind the three-year rule have to do with avoiding intellectual inbreeding, and that's an important consideration. Since coming to Miami, I have been very impressed by the caliber of professional experience my clinical/instructor colleagues bring to the students -- and it seems dumb that so many of them feel they would have to give up the job they love, at the institution they love, to get a degree that would make them feel more like a full participant IF they were ever able to get hired here again. A new Ph.D. program for clinicals/instructors would allow us to retain that great body of professional AND teaching experience while providing incentives for clinicals/instructors to do research AND eventually would increase our Ph.D. ratio, which I believe would be the best possible scenario for our students. I also know that, for me personally, taking classes has been a joy, and the fact that I can earn this degree without having to give up my current position or amassing tremendous debt offsets any concern I might have about the salary differential between my salary and those of the tenured folks (although I've always thought the combination of my current salary and the flexibility afforded by breaks in the teaching schedule are pretty fabulous).
📄	I would like University to consider developing an independent pay-structures for lecturers -or allow each departmental chair to determine the pay-scale for each lecturer according to their activity/qualification. For example, my department is hiring a new lecturer who has not quite completed her Ph.D. and has no full-time teaching experience. They are offering the same salary as my current salary - I have a Ph.D, and had an extensive research experience with publications, and have been teaching here for 9 years with favorable teaching evaluation, in addtion to serving as a departmental advisor and pre-med advisor. I am also only lecturer who teachs 300 and 400 level classes, in addition to 100 level courses in the department. Yet, as far as the pay goes, I am treated at the same scale as someone who has master's degree and teachs 100-level classes, without any service function.

|	I think my Department is very well managed and has a leader who is focused on undergraduate education. He is also focused on the recruitment, development and retention of top tier newer faculty. As someone who had 25+ years in the very competitive private sector before I started to teach, I do wish that we had a more nimble and responsive process for the allocation of resources in support of our primary mission of undergraduate education. The two areas which are of greatest concern to me are the two which are the most complicated to address and probably the most intractable: (1) the absence of focused mentoring for new clinical/lecturer faculty for the development and continued refinement of effective classroom "craftsmanship" for the art of teaching. By analogy, at seminary, one is taught how to "preach"—at Miami, how is a new clinical faculty member taught how to teach and continuously improve in this craft (recognizing that this primary "interface" is with undergraduates). I appreciate the contribution which CELT makes to the improvement of teaching, but participation is voluntary and ad hoc and therefore self-selecting. (2) The other concern relates to the many and complicated challenges associated with the tenure system. I celebrate the power and value of academic freedom. I believe that this freedom can and must be preserved in the academy. However, the tenure system and the associated long-term legacy effect from the allocation of resources by "tenure lines" presents a direct and significant obstacle to achieving the degree of flexibility which the new university environment requires. I understand the favorable "stabilizing" effect which tenure also creates for the benefit of Miami, but we should continue to explore and develop "hybrid" models to the extent allowed by accreditation requirements.
	I teach multiple sections of the same course each semester and would like to have the opportunity to be involved in other courses.
	I have been at Miami for a few years, and I have a Ph.D. I am not likely to leave Miami for personal reasons, which is why I accepted a lectureship rather than attempt to locate a tenure track position at another university. This is the first time that I recall being asked about how I feel as a non-tenured faculty member, which is refreshing. As I see more non-tenure track faculty positions being created, it would be good to offer advantages to such positions. How could such positions be more attractive? I earned a doctorate because I love scholarship, but of course it suffers with heavy course loads, no possibility of a research leave, and little expectation in this area. Mentoring non-tenured faculty members to bring out their strengths, and offering supports and advantages for doing so, can only benefit the University. I had difficulty responding to most of the questions in the survey, and wish I could have qualified all of my responses. In general I love Miami, because many people have helped me develop strengths, but this is not something usually facilitated overtly by the University.

3. How might clinical/lecturer faculty members and tenured faculty members work together more closely in your department and in the university?

|	First, there needs to be clarification about what clinical faculty do at the university and departmental level.
	For many, quit treating us as second class citizens.
	They need to actively participate in issues that pertain to their courses, like the Top 25 initiative. It is also helpful to attend university events so they get to know the students and faculty outside of the classroom.
	I think this survey is a good start. I would like to know how my clinical colleagues across the campus feel about these issues as well and perhaps would suggest the creation of a campus-wide committee comprised of non-tenured, continuing faculty that could meet regularly during the academic year to discuss matters pertinent to our rank and responsibilities.
	This is not an issue for me.
	I can only speak for myself, but I feel that I have an integral role in my department and division, because of the committees on which I serve or have served (I just finished three years on the ID committee, for example), I spend a lot of time advising our majors, and helping other faculty with advising, helping during summer orientation, and so on. I think my current balance of teaching, advising, service, and research is exactly where I want it to be, and exactly where my department wants it to be. I have offered to help out my department by doing more teaching in exchange for a release from other responsibilities. However, my department values my non-teaching contributions and prefers that I continue making such contributions. I am happy that it remains as is.
	have more visibility for thesde continuing positions
	I would love to be able to do some actual grant writing and work with a mentor on research. I participated in the grant writing workshop offered by the University and then worked on a grant with Talawanda Schools, but because Miami did not get the money, I was not credited with the $1000.00 for attending the research workshop. I have worked more with representatives from Talawanda Schools on grants that the University. I would love to learn more about the process and how to conduct research and publish on a larger scale.
	Already are working closely in my dept. I believe
	I'm not sure but there has to be a change in attitude at the top.
	See below.
	My department and division make it possible for us to work together very closely. I don't perceive obstacles to working as closely as we want.
	Possibly create a committee or listserv for clinical/lecturer faculty members that could provide relevant information
	Capping the proportion of Lecturers is an arbitrary way to reduce the threat to tenure-faculty lines. These are positions that generally generate more FTEs than tenure lines but get paid significantly less. There is too much incentive for administrators to choose Lecturers over tenure-track lines when only the bottom line is considered. A better model is for Lecturers to be viewed as differentially-loaded faculty, evaluated with similar criteria, but with more weight on teaching and service.
	In our department we are included as equals so I don't see this as a concern.
	equitable pay.
	Tenured faculty members could consider pairing with lecturers to conduct certain departmental projects related to common service assignments and/or research or teaching interests. In our department, we've had all three of these situations, even one with a large grant that allowed lecturers to work very closely with one tenure-track faculty member. These relationships are very valuable and rewarding for both individuals and quite productive and beneficial for students too. However, there are other faculty members in our department whose lack of respect

	towards lecturers has been made quite plain. It seems there is a need for sensitivity training for professorial faculty who will need to learn to work with lecturers if the university's plan for their presence to grow continues. In our department we have had cases of faculty members intimidating lecturers in public work spaces and also in front of administrators. In at least two different instances like this, our Dept. Chair told the lecturer that nothing could be done about this and that the lecturer should just let the issue drop. It seems to me that these are really cases of discrimination, but it is based on rank rather than race. In any case, it does makes for an unpleasant work atmosphere especially for lecturers who must interact with such individuals regularly due to their service or teaching assignments.
	We need a way to network and find each other. No easy mechanism that I am aware of currently exists.
	Class schedules could be coordinated to allow for time to collaborate.
	We should be solicited to have representation on different University committees.
	I really cannot think of a way in which we need to work together more closely. We work together frequently, almost daily, and get along very well together.
	In my department, we could not work any closer than we already do. I also work somewhat closely with other tenured / tenure track faculty members in other departments.
	Can't think of any way for me personally. I know some of my colleagues have experienced obstacles when collaborating with other departments that don't have clinical faculty, so don't know what to do with them (we proposed a joint appointment that pointed up that disparity).
	I think the title "lecturer/clinical faculty" need to be better defined. I believe that the changes in the position desciption (for example, it used to require Ph.D, but not any more) have made the position more obscure. Once the position is well defined, recognition/award/propmotion system for better fuctioning can be put. Also better definition of the position (hopefully) can resolve some of the misunderstandings among faculty across the university. I remember reading a letter from a faculty member (English department?) a year or two ago, claiming that our university is doing a dis-service to students by having lecturers (not real professors) teach the classes -for this individual, we are clearly less-qualified to teach/advise. I was very disheartened by the letter. If there is some kind of standard for the position - that shows that lecturers are the ones who decided to teach full time because we love teaching, not who had to teach because we are less qualified than the tenure-track faculty members - maybe that will help us work together better.
	It is difficult to make a broad statement in response to this question. In my specific field of commercial law, it is apparent to me that some tenured faculty would benefit from more frequent and substantive interaction with those clinical faculty who have been engaged and continue to be active "in the trenches" in the private sector. These individuals are readily available to offer and are interested in offering their experiences to better inform research and enhance its practical application and potential value both inside and outside of the academy.
	I have had many positive experiences working with tenured faculty members. I have been engaged in projects where tenured faculty members have offered to help-- just because they knew the project was important. Most of the is on the personal level, however. Because most people I work with know I'm not leaving Oxford, I am given opportunities to engage as "equal." Making less distinction between opportunities at the university for "tenure track faculty only" would be helpful-- and it is my feeling that this is lessening. I was unsure how to respond to some of the items in the survey, because, for example, including more clinical/lecturer faculty on university committees would be good to integrate such individuals into the university climate as a whole rather than just being a part of one aspect, but adding more to an already heavy load is not desirable. One specific way to encourage more collaboration between clinical/lecturer faculty and tenured faculty would be to increase travel money for clinical/lecturer faculty. For example, how can we co-present if we cannot afford to go to the conference?

4. What suggestions do you have to improve the work lives of clinical/lecturer faculty?

	When I was a lecturer there was no evaluation. As a clinical faculty member there is an annual evaluation although it appears to be based on a tenure track evaluation requirements instead of a clinical faculty evaluation (teach, serve, scholarship). And for those who are lecturers - I believe there is a five year rule. What is someone is an exceptional teacher. It kind of sends a message to lecturers that their skills are not valued.
	Provide someone that we can choose to confidentially talk to who is outside of the department when we have an issue involving a tenured faculty member.
	See above.
	Get to know your colleagues. Don't assume you are a second class citizen in your department.
	See above
	An organized group representing clinical/lecturers.
	It might be useful to create a vehicle for those of us with those titles to share information or meet occasionally. I would be happy, for example, to walk folks through the promotion process for "senior" clinician or lecturer.
	Please more clearly define and explain the process by which lecturers may be promoted to senior lecturers.
	One of the most relevant and usefull workshops that I have attended is the writing workshop sponsered form the Howe Writing Center, with Dr. Anderson. I have utililized KING, BEST, Special colections and Middletwon Libraries for myself and my students. I have also reqiured my students to use the Hoyt career mock interviewing experiences.
	Strong mentoring when each begins (I've been here 10 years: visitng, part time, now Clin Fac.) Three of us now in these new roles began logether then and we had to "Figure it out." --- on our own. Adjuncts REALLY need a mentoring process
	We need to be included and made to feel as if we matter. When you look at how many students we teach each year, we are integral to the functioning of this university. However, given our workload our pay is sub par to say the least. It is extremely demoralizing that most of us are not earning as much as our graduating seniors. That is enough to indicate how valued we are not. There is also the ridiculous five year rule. It is totally counter-productive to bring in new instructors every five years. For most instructors it takes a couple of years to learn how to do this job. Therefore, we only have another three years to do it well before we are out of a job or cut back to 3/4 time and our benefits are affected. Again, how valuable does this make us feel? I have been fortunate that my department has found ways to keep me here. I have been cut to 3/4 time and I have been given administrative

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	positions to take up the 1/4 time. When you look at my FTEs in any given year, the fact that I average 3.8 or better in student evaluations, my Honors classes and evaluations and then take my salary into account, I am a bargain for this university. I love my job and my students, so I ignore most of the rest of it. However, it is not empowering to feel that you are a bargain. I should feel valued by Miami and to be honest, I don't most of the time.
	Better orientation to the ins and outs of research related protocols, and in grant writing. Meetings in which the clinical faculty have an opportunity to have their unique concerns and positions heard for development purposes.
	Better orientation to the ins and outs of research related protocols, and in grant writing. Meetings in which the clinical faculty have an opportunity to have their unique concerns and positions heard for development purposes.
	Pay more. I believe my contributions are worth as much as my tenure-track colleagues, and if my salary becomes a burden or my contributions diminish, I can be fired.
	More opportunities to participate in policy creation about our own positions.
	Dramatically improve salaries. The mechanism for promotion to Senior Lecturer is very poor defined and is unfair compared with other designations. Lecturers must submit their packet (not defined) after 5 years; Instructors can be tenured after 3 years with a Masters and other faculty can be considered for tenure after 3 years, but Lecturers with a PhD must wait at least 5 years?
	Equitable pay would be a great start!
	I suggest: 1.) Forming a group for lecturers to discuss common issues and/or concerns. Perhaps it could have offerings similar to CELTUA but perhaps focusing on broader teaching issues and on administrative duties as well. 2.) Allowing us to access funding to attend conferences related to our teaching and/or service duties WITHOUT having to present a "paper" at those conferences. To further develop professionally and provide up-to-date information, teaching techniques and other services (such as advising), we need to attend professional conferences to learn about these many topics. However, currently, the only way to access enough funding to attend an out-of-state conference is to make a presentation there. This is an oxymoron for lecturers for whom research is not part of their job description. For example, I am the primary study abroad advisor for our department and I have always wanted to attend a study abroad conference to learn about effective ways to manage advisee's needs and to learn about available programs. However, making a presentation at such a conference is unrealistic for someone who only spends a fracture of her work time devoted to this issue and for someone who never received any formal training on the matter. I believe I would be eligible to receive $175 towards the costs of attending a conference where I do not present a paper. It is unrealistic to think that a lecturer who makes $40,000 will cover the remaining costs with her personal finances to attend a conference in order to provide better service to the students at this university. If the university wants to prioritize the professional development of lecturers, one simple step would be allowing them to access enough funds to attend national conferences without requiring them to present a paper. 3.) Formalizing annual evaluations and raise determination on the work performance of lecturers. Currently this does not happen in our department. Although we fill out annual reports and specialized reports for determining raises, our Chair does not meet with us to discuss these forms nor does he differentiate the work we have produced when assigning raises. It seems we are asked to submit forms and paperwork for no reason. The money available for raises is simply split equally among all the lecturers in our department despite the fact that we have been assured that our individual work accomplishments will determine more or less of a raise than our peers, based on our annual achievements. 4.) Recognizing the extra work done by outstanding or very productive lecturers. Many administrators claim that they cannot pay us enough and if it were up to them, we'd earn a lot more. As long as that is not a reality, administrators should make efforts to recognize the contributions of lecturers in front of the entire group of faculty. We provide a great deal of service for the department and this saves time for faculty to work on research when before those same faculty members may have been providing such service. It is time to recognize our contributions, if not financially, then at least publicly.
	Treat us like faculty.
	Lecturer pay should be higher.
	The opportunity for open discussions with Chairs and Deans about the role of lectures/clinical faculty and collaboration in the development of a career path and professional development.
	We're on the right track. Keep up the good work!
	There are some subtle things occurring that at first sight do not seem to concern us, but actually do. The continuing efforts to redesign courses and incorporate an inverted style of learning have merit. However, this requires efforts on the part of the students outside of class, such as online learning and quizzing, etc. The students are constantly complaining about the internet in the dorms. I was shocked to read last Nov. or Dec. in the sutdent paper that students were being invited to purchase an upgraded version of internet access so they would have better internet connections. One student told me that he had purchased thius for the prorated price for the remainder of the semester and that for Spring semester (current semester) it would cost over $100. I am not sure who or what committee initiated this process, but I find it repugnant. I could understand (reluctantly) pricing this access on a prorated basis for the reminader of the semester after it was installed and available. But from Spinrg semester forward I felt that this access shoudl have been availabel to everyone and should have just been made part foi the student fees. It is SO annoying to parents to pay so much for the whole cost of college and then to have an additional bill in order for their students to not constantly have trouble accessing the internet. This becomes a problem for us as lecturers because these same students are taking online quizzes, losing their connections in the middle of quizzes, contacting us in a frantic state, knowing that they have "used up" their quiz attempt, and creaitng a dilemma for us of tryign to decide which student truly had this happen or which one just didn't cvomplete their quiz, etc. Also it just seems to be a justice issue - if good internet service is truly avaliable and necessary to do many of these new assingemnts and to have everythiign run smoothly for both the students and the facultym, then why isn't it available for everyone? If we cannot provide good internet for all the students, then we need to quit requiring all these online quizzes and assignments. Another thing that would help us is to stop this initiative to have online evaluations. I do not know who initiated this processd either. I have heard that it was a priority of the former provist, but I am not sure about that. This "ad hoc committee" who has been deciding this and evaluating this is a mystery to me. I have not spoken with a SINGLE faculty member who is in favor of this. We all know that it is not rreally fair for us to be evaluated by sludernts who do not even attend class, who say absolutely untrue things, who are not even aware of the course assignemtns or test dates because they do not even read the syllabus or come to class. However, with the online evaluations these are the very students- the disgruntled ones - who are going to make sure to submit these. I think that we are given wuite a bit of direction about what and how we should be teaching. It seems to me that, as these evaluations are used to help determine our futures, this should be one aspect in which we have a "say." I much prefer to do my evaluations on a typical class day toward the end of the semester, when the students who are in class are the ones who typically come to class. I value the evaluations of those students very much and I do not went their opinions to be lost among the ones of students who have really not earned the right to evaluate their instructor.
	1. I would like to see periodic leaves or course reductions that allow lecturers to conduct the research necessary to properly design new courses. 2. Pay / Salary. This is an improvement in the "work lives" insofar as feeling that one is exploited does not make one feel so good about working. It is important to note that not one person (high administrators, chairs, tenured faculty, new faculty, VAPs, etc.) has ever once tried to justify my pay. I recognize that there are salary problems across ranks but the pay of lectures is more pressing, especially since high end

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	administrators have admitted to several people that they believe that the pay is in fact unjust. Other administrators have told lecturers that they should unionize to address the pay issue.
	Just see my suggestions above.
	The biggest drawback to the lecturer position is the pay scale. I realize that people in many careers may feel underpaid, but lecturer salaries do not reflect well on our level of education and the important work we do teaching large numbers of Miami's undergradutes. Miami is getting a bargain.
	It is a privilege to teach at Miami and I thank you for doing this survey. I am surrounded by dedicated faculty and high quality students. My motivation to teach and my ongoing commitment is largely divorced from the amount of compensation paid to clinical faculty. However, given the high level of in class and course load productivity for clinical faculty (at least the ones I am aware of) and perhaps the direct benefits conveyed by clinical faculty to tenured and tenure track faculty, thereby enabling them to then carry possibly lighter teaching loads and to then permit them to focus on research, service, governance, grant applications and renewals, etc.—perhaps increased compensation levels for clinical faculty can be explored. This is not a specific concern of mine for my own financial needs, but it might very well present an issue for other clinical faculty candidates who otherwise can and would like to contribute to Miami in a substantive manner. I also am aware that there are some external factors relating to satisfying and maintaining accreditation standards, etc. which may effectively place real limitations on efforts for the recruitment of high quality, high value clinical faculty. Nonetheless, the "cost/benefit" analysis for clinical faculty and related compensation should be the subject of ongoing review. One final observation: I have also served as adjunct faculty in the MBA Program at another University in this area. Once a year, the President hosted a reception for all adjunct and non-tenure track faculty from all disciplines. The event was a nice way to recognize the contributions which had been made that year to the University by these faculty and served to effectively remind everyone of their shared teaching mission. Such an event might be too big and expensive for Miami to justify sponsoring, but it had real value in the other teaching community where I also served.
	Frankly, I feel my salary is abysmal. I have a PhD from a top-ranked research university and 9 years of teaching experience. I make less than 70% of what the most recent tenure-track faculty member earned their first year at Miami in our department. I earn less than an assistant manager of a fast food restaurant. It is reaching the point where it is nearly impossible for me to remain at Miami University because it is detrimental to my family's well-being. I can't afford to stay unless something changes.
	In the past approximately 6-8 years or so, I have taught 10 different courses. This is often because a tenure track faculty member is on leave, and I am "filling in." I sometimes feel I have to be able to "do it all" with varied supports, yet success is always expected. I frequently take on "extra" projects in my area because I strive for involvement in the profession— I am currently co-chair of a national committee, and I am engaged in another highly-visible national project at present. While some of this is supported, I have never been encouraged to become involved in such endeavors and there is no such thing as a course release for any of my projects. Recognizing ways that clinical and lecturer faculty can benefit Miami in addition to heavier teaching roles could be an improvement. I realize some individuals are hired to direct special projects and may be considered clinical or lecturer faculty, but it is my belief that often these positions are created for the purpose of teaching, and helping such faculty to create balance between teaching, service, and scholarship, with supports to do so, could be desirable.

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The Full Time Non-Tenure Track Faculty

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Although non-tenure-track faculty are often ignored, an understanding of research on

their experience can contribute to better institutional policymaking. It is important to note that

much of the data on experience are gathered through qualitative research, with relatively small

samples garnered through case studies. Only a handful of national quantitative studies have been

conducted that examine non-tenure track faculty experience (American Federation of Teachers,

2010; Hollenshead and others, 2007; Conley and Leslie, 2002). Most research identifies working

conditions and infers experiences rather than the researchers talking directly to non-tenure-track

faculty.

Unlike the part-time faculty population, the number of full-time non-tenure track faculty

did not increase significantly until the early 1990s. In 1993 a rise in the proportion of full-time

non-tenure-track new appointments made them the majority of the full-time faculty hires.

Tracking every two years thereafter until 2003, Schuster and Finkelstein (2006) found that non-

tenure-track faculty continued to be the majority of new full-time appointments to such an extent

that non-tenure hires were the norm. By 2003, 58.6 percent of new fulltime faculty hires were

non-tenure track (approximately 26,000 faculty hires), compared with the 37.4 percent of hires

who were on the tenure track and the 4 percent who held tenure. The increase in new hires has

changed the representation of full-time non-tenure track faculty as a whole. Of the 630,000 full-

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time faculty in higher education by 2003, 219,000 (34.8 percent) were off the tenure track (Schuster and Finkelstein, 2006).

A variety of studies have identified that working conditions, roles, and experiences of full-time non-tenure-track faculty tend to be better on campuses that have unions and collective bargaining (Gappa and Leslie, 1993; Hollenshead and others, 2007). This trend does not necessarily mean that faculty on these campuses are more satisfied but that their salaries or benefits tend to be higher on campuses with collective bargaining. Additionally, processes such as role definition and recruitment and hiring are generally more intentional and thoughtful on campuses with collective bargaining. Further, the discipline and individual motivation also shape experience. Faculty in liberal arts fields such as composition or math have more negative departmental cultures than professional fields such as law or education, where non-tenure track faculty are often given more respect and better working conditions. The motivation behind taking a non-tenure-track role influences the experience of faculty, particularly their satisfaction; less is known about the impact of motivation because of limited research that looks at differences in the non-tenure-track group. Institutional type and culture also appear to shape experience. For example, institutions that are in more isolated places have to create a more intentional process for hiring and socializing non-tenure track faculty, making the experience of non-tenure-track faculty more positive. Additionally, research universities pay full-time non-tenure-track faculty less than bachelor's and master's institutions. It is hard to make any generalizations about contract type, as discipline, motivation, institutional type, and union status all alter experiences and working conditions. Many of the differences (such as age, background, and academic credentials) have not even been investigated.

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Working conditions like salary, support services, and professional development all affect the experience of non-tenure-track faculty. The most research has been conducted in this area in an effort to document the various facets that make up the experiences of non-tenure-track faculty. Most studies agree that colleges have no formal or systemized process for recruitment or hiring and approach the hiring of non-tenure-track faculty very casually (Cross and Goldenberg, 2009; Gappa and Leslie, 1993). Baldwin and Chronister (2001) noted that institutional policy documents do not set forth the minimum degree qualifications necessary for full-time non-tenure-track faculty appointments. Credentials and qualifications differed markedly by discipline and institution, with professional schools emphasizing work experience, for example. Some institutions seek experienced practitioners for non-tenure-track positions who bring vast experience, while others hold different criteria.

Baldwin and Chronister (2001) and Cross and Goldenberg (2009) found that administrators were not willing to conduct national searches and hiring processes equivalent or at least similar to tenure-track appointments because of the cost. Cross and Goldenberg (2009) and Gappa and Leslie (1993) suggest that local, spur-of-the-moment hiring is common. Yet this pattern may be changing for full-time non-tenure-track faculty over time; a recent study by Hollenshead and others (2007) found that more than half of administrators in a national study said they conduct formal searches for full-time non tenure-track faculty similar to those for tenure-track hires. It appears this process may be formalizing more than in the past. Hollenshead and others (2007) point out the irony that administrators put in so much more effort for tenure-track faculty or even full-time non tenure-track faculty when on average their duration of employment is much the same (seven years for full-time non-tenure-track faculty).

Baldwin and Chronister (2001) did identify a few institutions that treated the hiring of full-time non-tenure-track faculty similar to their tenure-track colleagues. Geography played a role, however, with more isolated campuses having to conduct a more systematic and national or regional search, while urban institutions or institutions located where other colleges are nearby were less likely to conduct systematic hiring processes and extend the process regionally or nationally. Collective bargaining institutions had more detailed hiring processes, with the contract specifying posting requirements for positions and a timetable for hiring. A collective bargaining process may create a more intentional approach to recruitment and hiring. Gappa and Leslie (1993) also found no attention to affirmative action in the recruitment and appointment of non-tenure track faculty.

Various studies have noted that non-tenure track faculty are often excluded from orientation processes (Gappa and Leslie, 1993; Schell and Stock, 2001; Conley and Leslie, 2002). A limited set of institutions provide a handbook to non-tenure-track faculty or leave it up to department chairs to offer some welcome and socialization, which often does not occur (Baldwin and Chronister, 2001; Gappa and Leslie, 1993). Collectively, these studies suggest that non-tenure-track faculty are recruited, hired, and oriented haphazardly, which signals minimal institutional commitment and investment. Many suspect that recruitment, hiring, and orientation differ by discipline and department; future studies may want to further investigate this issue.

In terms of salary, full-time non-tenure-track faculty generally have salaries closer to those of tenure-track faculty, enjoy similar benefits to tenure-track faculty, and are able to take advantage of professional development and other privileges and benefits (Hollenshead and others, 2007). Full-time non-tenure-track faculty are more likely to have regular salary adjustments and are sometimes part of a promotion and evaluation system. In Hollenshead and

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others' study, 71 percent of full-time non-tenure-track faculty received pay raises for good

performance. Despite these trends, however, Curtis (2005) found that in general full-time non

tenure-track faculty make 26 percent less than tenured faculty.

In examining institutional differences for full-time non-tenure-track salary only, Baldwin

and Chronister (2001) found that master's and baccalaureate institutions are likely to pay more

comparable salaries to tenure-track and non-tenure track faculty and to have similar

qualifications, while research and doctoral institutions tend to pay their non-tenure-track faculty

less than their tenure-track faculty. Additionally, public institutions pay lower salaries to fulltime

non-tenure-track faculty; private institutions are closer to comparable salary between tenure and

non-tenure-track faculty. The reasons for the lower salaries varied from an oversupply of

qualified candidates to some non-tenure track faculty's having lesser qualifications.

Full-time non-tenure track faculty are concerned with the issue of job security and

seniority. In various surveys done by different union groups, job security is often named as one

of the top three concerns of full-time non-tenure track faculty (National Education Association,

2002; American Federation of Teachers, 2010). Because appointment types are for a limited

term, full-time non-tenure track faculty worry about their term-to-term or year-to-year

employment. Baldwin and Chronister (2001) found that one year was the most common contract

length across all institutions for full-time non-tenure track faculty. A limited number of

institutions use multiyear contracts for full-time non-tenure-track appointments (Baldwin and

Chronister, 2001). Renewal policies also vary, with 48 percent of the institutions Baldwin and

Chronister (2001) surveyed indicating unlimited renewal for full-time non-tenure track faculty.

Forty-two percent, however, set a limit on the number of years a faculty member may remain

employed on term contract status. The institutions that set limits were trying to prevent non-

tenure-track faculty from obtaining de facto tenure status, or they were trying to ensure an influx of new faculty expertise. It is clear that these types of policies at almost 50 percent of the institutions would lead to concerns about job stability, as eventually they will need to find an alternative place of employment. Given limitations in current survey research, it is unclear the degree to which multiyear contracts are being used, but given percentages in earlier sampling of institutions, it appears to be a relatively uncommon practice.

Although working conditions affect experience, role definition does as well. Various studies suggest that collective bargaining helps non-tenure-track faculty to gain clarity about their role definition (Gappa and Leslie, 1993; Hollenshead and others, 2007; Rhoades and Maitland, 2008). The workload of non-tenure-track faculty is typically defined in terms of teaching, but issues such as office hours, class preparation, and communicating with students are often not made clear to non-tenure-track faculty who do not have collective bargaining agreements. Collective bargaining agreements have been effective in specifying job responsibilities in broad categories and making expectations clear. Studies have also found that non-tenure-track faculty may be asked to conduct administrative tasks, supervise clinical or fieldwork, train or mentor teaching assistants, or participate in service work without clarity about pay. Again, collective bargaining agreements are clear about what administrative or service work a non-tenure-track faculty member can be asked to engage in (Hollenshead and others, 2007).

Institutional type is also important in distinguishing roles for non-tenure track faculty. Baldwin and Chronister (2001) found that full-time non-tenure track faculty are primarily contracted to teach lower-division courses only—at research, doctoral, and master's institutions. At four-year undergraduate institutions, non-tenure-track faculty teach both upper and lower level courses. Four-year undergraduate institutions were also more likely to have fairly similar

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role expectations for non-tenure-track and tenure-eligible positions. The only conclusion that Baldwin and Chronister developed in their study of full-time non-tenure-track role definition is that a consistent definition does not exist. Role definition appears to depend on the mission, culture, and academic personnel needs of the institution.

Hollenshead and others' study (2007) reinforces this finding about inconsistent role definition, as some institutions reported expecting non-tenure track faculty (both full and part time) to advise students, serve on committees, and even conduct research. In fact, full-time non-tenure-track faculty at four year institutions were expected to advise and mentor students (63 percent), engage in committee work (51 percent), and create professional products or research (27 percent). So although role definition tends to focus on teaching, many institutions are sorting out their expectations for non-tenure-track faculty, and it appears they are expanding the range of areas that full-time non-tenure track faculty are expected to work in overtime (Hollenshead and others' 2007).

In terms of teaching load, full-time non-tenure-track faculty tend to have a larger teaching load than tenure-track faculty, but it varied by institution and discipline (Hollenshead and others, 2007). Non-tenure-track faculty at research and doctoral universities were likely to have heavier loads than master's and baccalaureate-level institutions (Baldwin and Chronister, 2001; Hollenshead and others, 2007; Schuster and Finkelstein, 2006). Moreover, the conditions of teaching are different for tenure-track and non-tenure-track faculty. Tenure-track faculty often receive teaching assistants to help with coursework, particularly large courses, but full-time non-tenure-track faculty are expected to take on the burden of a course without any teaching assistants. They often teach courses such as composition or math that have significant amounts of grading or lower-division classes with a higher number of enrollments per class. Faculty in a

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qualitative study of full-time non-tenure-track faculty in English described their teaching loads as extremely high, often brutal, and found they worked significantly more hours than they were compensated for (Shaker, 2008).

This ever-expanding role definition for full-time non-tenure-track faculty leads to unclear expectations or understanding of what a non-tenure-track job might involve, and it may lead to dissatisfaction for the employee. The overall picture appears to be that the role definition is changing over time and that more tension is being created between the definition and expectations, which are often larger than the written contracts.

Studies of non-tenure-track faculty have identified that they often experience a negative climate among colleagues that at best is disrespectful or dismissive and at worst hostile. Furthermore, full-time non-tenure-track faculty often express animosity toward part-time faculty, whom they feel they compete with for courses and job security (Kezar and Sam, 2009). The groups are not only in a class system where certain groups receive a more privileged place in the hierarchy but also actively express tension between subgroups (some of these tensions are addressed in Kezar and Sam, 2010b), making the climate uncomfortable. In a recent interview study of full-time and part-time non-tenure-track faculty leaders, the same animosity was expressed between groups as of 2009, so the hostile climates are not diminishing from studies conducted in the early 1990s, even as their numbers rise precipitously (Kezar and Sam, 2009). People have speculated about why animosity exists, but no national studies have been conducted. Evidence from case studies of campuses suggests that tenure-track faculty perceive non-tenure-track faculty as a threat to the institution of tenure, have lesser qualifications and are worse teachers, affect the collegial environment of departments, and lower the educational quality of the institution (Baldwin and Chronister, 2001; Cross and Goldenberg, 2009; Gappa and Leslie,

1993). One would hypothesize that this hostile climate affects the ability to develop collegial relationships and work effectively with others, yet these hypotheses need to be tested.

This hostile climate is also connected to what non-tenure-track faculty experience as a two-class system: non-tenure track and tenure track faculty. As Baldwin and Chronister (2001) suggest, "Although the experience of full-time non-tenure track faculty varies considerably by disciplinary field and institution of employment, as a general rule these members of the academic profession occupy a disadvantaged status when compared to their tenured and tenure eligible colleagues. Whether the issue is workload, compensation, professional development, or support, full-time faculty on term contracts are usually in a less favorable situation than their tenure class counterpart" (p. 7). However, many studies have noted that a two-class system—full-time non-tenure track, and tenure track or tenured—is emerging in American higher education.

What are the upsides to being a full-time non-tenure track faculty? Studies suggest that although the non-tenure-track faculty role has many negative or difficult aspects (which have received the majority of research attention), some positive aspects also exist (Baldwin and Chronister, 2001; Shaker, 2008). In a qualitative study of eighteen full-time non-tenure-track faculty, Shaker (2008) found that they believed that the position was perfect for them: it allowed them to teach, work with students, and work with their discipline without the pressure of tenure-track demands, particularly publishing for academic venues. These faculty could write for lay audiences or more practical or creative purposes without the pressure to produce academic writing for journals. It is important to add in these positive aspects of the non-tenure-track faculty experience as well. Although there are fewer direct policy-related recommendations, this research does help to understand their motivations and attitudes. We now move on to satisfaction

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and commitment that are typical measures for understanding how their experience shapes their attitudes.

Anderson (2002), Baldwin and Chronister (2001), and Shaker (2008) all found that some full-time non-tenure-track faculty were happy not be expected to participate in governance and were content to leave it to the tenure-track faculty because they perceived it as a waste of time or lacking meaning. Consistently, though, full-time non-tenure-track faculty registered concern about not having input on decisions that directly affect them. Yet this trend appears to be changing. Hollenshead and others (2007) found that 78 percent of full-time non-tenure-track faculty could participate in the academic senate and 95 percent were included in departmental affairs, a substantial increase from Baldwin and Chronister (2001).

Increased participation rights, however, do not necessarily mean voice or power on campus. On campuses where non-tenure-track faculty are allowed to participate, they are often not given voting rights or only given partial voting rights (Kezar and Sam, 2010b). They are also typically given token status. For example, they might be allowed to have two members on the faculty senate that has more than ninety individuals, or they are the single member a twenty-member committee (Kezar and Sam, 2010a). In all these circumstances, non-tenure track faculty recognize they have limited or no voice in the institution to raise concerns about teaching and learning.

Across a variety of studies, a major concern noted by non-tenure-track faculty is the inconsistency in the application of policies. Baldwin and Chronister (2001) describe a situation in which full-time non-tenure track faculty on three and five-year contracts had a new department chair that changed their appointments to one-year contracts. Because no standards or

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set policies exist, policies can be changed at a whim. Baldwin and Chronister use the words of a full-time non-tenure-track faculty member who begged for clarity and consistency in policy and practices to illustrate this concern: "The institution has to clarify the non-tenure-track status for us and treat us fairly. What are the parameters within which we walk?" (p. 47). Presently there is no data to understand how widespread the issue of inconsistent policy implementation is. There needs to be more up-to-date data and systematic research to better understand the scope of this problem.

In conclusion, the data suggest that working conditions are quite poor in many areas, ranging from recruiting practices to lack of promotion. However, the data on working conditions suggest that full-time non-tenure-track faculty have much better working conditions than their part-time counterparts, and the data suggest areas that may need attention on campuses. Yet the data alone cannot tell us whether full-time non-tenure-track faculty are more satisfied with their positions or more committed. Research on the perspective of full time non-tenure track faculty about campus life suggests that they are fairly satisfied and committed in general but that their experience declines when asked about specific working conditions. The general satisfaction and commitment can be explained by the various upsides that full time non-tenure-track faculty note about their experiences. Yet they universally feel like second-class citizens in a "caste" like system. Full time non-tenure-track faculty have a vast array of concerns, but how widespread these concerns are is largely unknown, as no national data exist. All of these areas (working conditions, climate, and concerns) are constantly evolving, making it difficult to pinpoint the experience. The concerns overlap with working conditions but also move beyond them to other areas. The overarching idea is that while full time non-tenure track faculty research is a task that will always be prone to lack of precision, as working conditions vary by discipline, climate

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depends on personal motivation and a desire for a tenure-track position, and concerns differ based on the type of institution. Finally individual campuses and departments need to conduct their own assessments of working conditions, climates, and concerns to better understand their full time non-tenure track faculty.

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RESOLUTION R2012-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the title change from the School of Fine Arts, to the School of Creative arts, effective July 1, 2012.

SCHOOL OF FINE ARTS TO BECOME SCHOOL OF CREATIVE ARTS

The School of Fine Arts faculty and staff voted on January 25, 2012, to rename the division "School of Creative Arts**."** This vote represents the culmination of a six-month process during which SFA executive committee, departments, faculty and staff engaged in discussions to secure a new name that best reflects our mission and vision. Nationally, there are many variations of names that are used to represent schools or colleges that host disciplines designated as the "fine arts." Being one of the few arts units nationally that also houses a department of architecture and interior design, our division has engaged in conversations in previous years to determine a name that best expresses our alignment and vision. It was not until our recent conversations, however, that strong momentum and support around the word "creativity" has led to a consensus around a name that best reflects the present and future of our division.

Rationale for change

Our strategic plan, entitled "Extending Tradition, Embracing Innovation," is at the center of our mission to expand the fine arts through connections and combinations with other disciplines. Through the tremendous efforts of our faculty and staff, it is clear that our division has transformed over the past several years, with more international and interdisciplinary efforts and opportunities than ever before. A phrase from our mission statement declares the following: "The School of Fine Arts cultivates and sustains a community that is centered on creativity and where the integration of a liberal education and the arts shapes our identity." It is our creativity and integration that has expanded and changed the identity of the SFA, with a stronger focus on cross-disciplinary work that is critical for preparing our students for ever-changing and evolving arts disciplines that include multimedia, technology, and new tools for art making. The driver for our name change is tied to both our mission and vision that are being realized through the developments and implementation of new degrees and areas of emphasis that stretch the boundaries of the fine arts, including the new B.A. in Interactive Media Studies (offered through the SFA), Miami Design Collaborative (led by the SFA), Digital Game Studies Minor (SFA, CAS, SEHS and University Libraries), Arts Management Minor (SFA and FSB), and a growing list of possibilities and initiatives. These initiatives, along with the hiring of tenure-track faculty members holding joint appointments and cross-disciplinary assignments, have allowed us to "Extend Tradition and Embrace Innovation" as we have envisioned. Our plans include the incorporation of additional entities into our divisional structure, resulting in an academic division that represents far more than the title of "Fine Arts" can capture.

Process

Discussions about a potential name change began with the School of Fine Arts Executive Committee in the Spring of 2011. During the Summer of 2011 as the President's Office and I discussed designating 2011-2012 as the "Year of the Arts" at Miami, the SFA Executive Committee suggested that we consider enacting a name change during this time to add an "exclamation point" to the year and to demonstrable express the "transformative power of the arts." I brought this idea and conversation to the faculty and staff in a memo dated August 3, 2011 (see attached). The topic was then discussed in our SFA opening meeting on August 19, 2011. I subsequently met individually with each academic department (Music on 9/28/11, Arc-ID on 10/21/11, Art on 11/11/11, and Theatre on 12/8/11). As a whole, I received a clear message from these meetings that the vast majority would be in favor of the name "School of Creative Arts." This led to a formal vote of the faculty and staff to endorse the name change that was taken in our divisional meeting on January 25, 2012. The name change was approved with resounding support.

Miami University School of Fine Arts

MEMORANDUM

DATE: August 3, 2011

FROM: Dr. James Lentini, Dean

TO: School of Fine Arts Executive Committee

RE: "Year of the Arts" and Divisional Name

With President Hodge designating 2011-2012 as the "Year of the Arts" at Miami University, we have the opportunity to add a special highlight to the "transformative power of the arts" that is present each and every year in the classrooms and events generated by the departments and programs of the School of Fine Arts. In our Vision and Mission Statements, the following phrases capture the important essence of our goals:

From our Vision Statement:
   *Through our mission to educate artists and scholars who expand connections
   across disciplines, it is our goal to bring the voice and imagination of the arts to
   all corners of our global society.*

From our Mission Statement:
   *Through the transformative power of the arts, our departments and programs
   serve as a window to an ever-changing and diverse world, providing the knowledge and
   resources for our constituents to engage in their professions and in society as both artists and
   citizens.*

Through the tremendous efforts of our faculty and staff, it is clear that our division has transformed over the past several years, with more international and interdisciplinary efforts and opportunities than ever before. Another phrase from our mission statement declares the following: "The School of Fine Arts cultivates and sustains a community that is centered on creativity and where the integration of a liberal education and the arts shapes our identity." It is our creativity and integration that has expanded and changed the identity of the SFA, with a stronger focus on cross-disciplinary work that is critical for preparing our students for ever-changing and evolving arts disciplines that include multimedia, technology, and new tools for art making. Developments such as the new Bachelor of Arts in Interactive Media Studies offered through the SFA, which is projected to bring from 50-75 new majors to our division, along with the hiring of tenure-track faculty members holding joint appointments and cross-disciplinary assignments, have allowed us to "Extend Tradition and Embrace Innovation" as we have envisioned. I also see our vision including the possibility of incorporating additional entities into our divisional structure, resulting in an academic division that represents far more than the title of "Fine Arts" can capture.

As the nature of our division has expanded in scope and reach, it appears to be an opportune moment to study who we are and how we may best capture the collaborative and future-thinking core of our efforts and mission. With this in mind and as we have discussed in previous Executive Committee meetings, some faculty and staff have suggested that we consider renaming our division with a title that is more encompassing, with strong enthusiasm emerging around the possibility for a divisional name change from the School of Fine Arts to the *School of Creative Arts.*

I am interested in having all of us think about this further. In a year where the arts and transformation are central themes, we have arrived at a special moment to examine a name that better expresses our creative identity. As the campus prepares for our upcoming "Year of the Arts" celebration, it is exciting to envision the possibility of a key transformational moment taking place with a name change for our division. With this memorandum, I am asking chairs and directors to discuss the name change topic with faculty and staff in department/program meetings at the start of the year, so that we may gauge the possibility and plan accordingly. Please feel free to share this memo with faculty and staff. We will discuss and share the input you receive at our first Executive Committee meeting in September.

Open Pathways

A New Model for University Accreditation

- Melissa Chase
- Mike Curme
- Diane Delisio
- Susan Ewing
- Ann Frymier
- Carolyn Haynes
- Becky Jolly
- Denise Krallman

- Susan Mosley-Howard
- Rob Schorman
- Cecilia Shore
- John Tassoni
- Beverly Thomas
- Keith Tuma
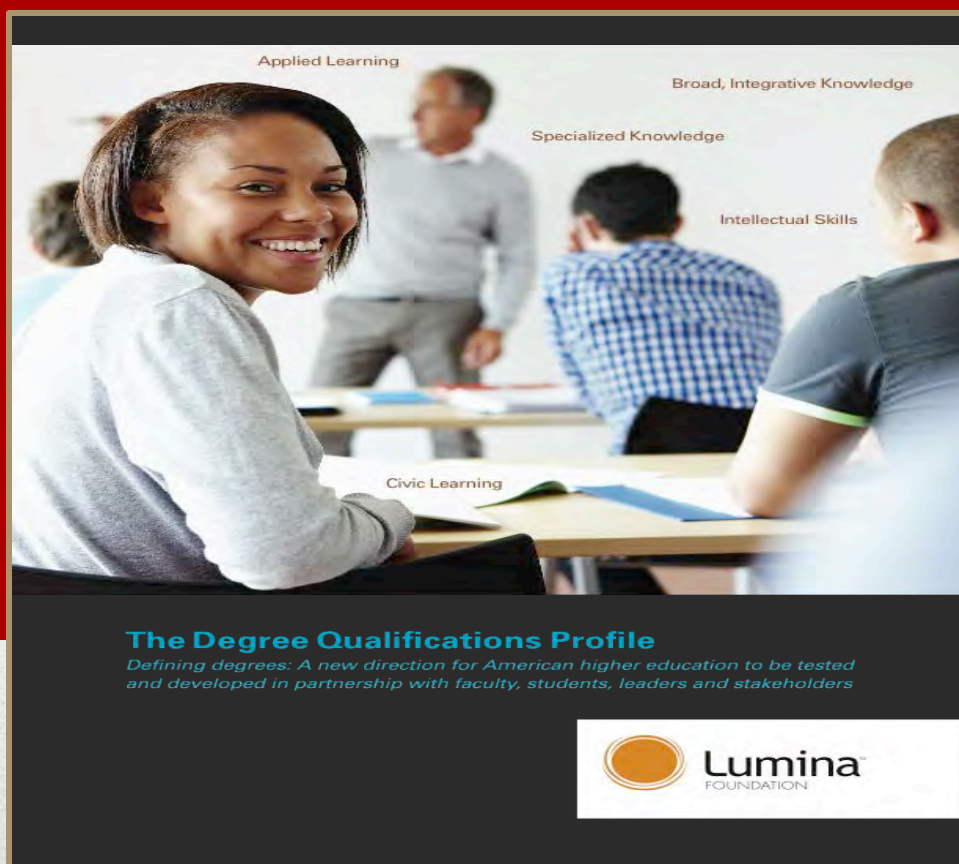- Jen-chien Yu

Accreditation Steering Team

Two Components

Improvement Process

Quality Improvement Project: Testing the DP

Assurance Process

Assurance Argument & Evidence File

OUR QUALITY INITIATIVE:

Testing the Degree Qualifications Profile

What is the Degree Profile?

Describes learning at different degree levels

Is organized into five areas of learning:

- Integrative Knowledge
- Specialized Knowledge
- Intellectual Skills
- Applied Learning
- Civic Learning

Two Activities

- Faculty, students, alumni & parents participate in a 60-minute "focus session" to offer feedback on the DP and its usefulness.

- Programs without an assessment plan may use the DP outcomes as a starting point.

- General Impressions: Conversation is useful; unclear theoretical foundation; outcomes not measurable

- Wording Issues: Overly lengthy outcomes, redundancy, confusing terminology

- Omissions: Intercultural understanding, critical reflection, life/leadership skills

- Surprises: Associate outcomes not rigorous enough but bachelor's and master's outcomes may be too rigorous; differing expectations among constituent groups

Preliminary Focus Group Findings

ASSURANCE ARGUMENT

Process for Development

Assurance: 5 Criteria

1. Mission (aligned mission statements, advancement of diversity, commitment to broad public interests)

2. Integrity (ethical policies & effective governing board, responsible conduct in research and teaching)

3. Academic Programs: Quality, Resources & Support (strong liberal education, teaching support, faculty qualifications, productivity and roles)

4. Academic Programs: Evaluation & Improvement (outcomes for all majors, full-cycle assessment, student persistence and retention)

5. Resources & Planning (financial & strategic planning, effective leadership and governance)

Three Key Steps for Assurance

| *Data Collection*	*Assurance Argument*	*HLC Evidence File*
Accumulate & upload evidence in Compliance Assist	*Write mini-narrative for each criterion & sub-criterion*	*Upload evidence needed to support Assurance Argument claims*

- Target critical areas of concern, and advocate for action and data.

- Streamline and focus assessment efforts.

- Align as many review and evaluation processes as possible for maximum efficiency.
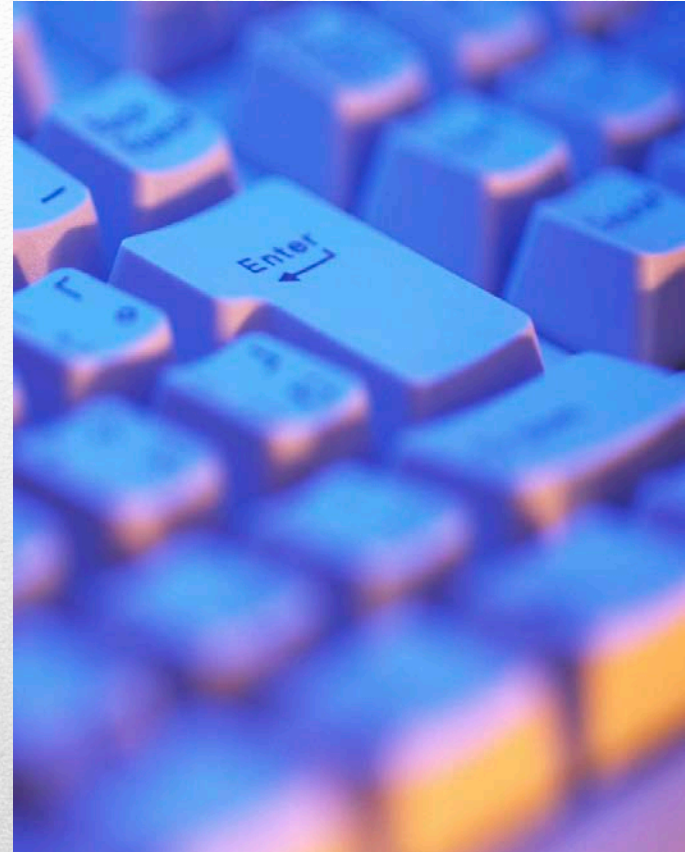
Gathering Evidence Efficiently

INTEGRATED REVIEW SYSTEM

Creating an integrated model for accreditation, program review and annual reporting processes

- *Integrated*: Encompasses all data needs for University accreditation, academic program review, and divisional annual reports
- *Continuous*: Can be used over time to track departmental and divisional progress and changes
- *Flexible*: Can be tailored to suit professional accreditation processes or other internal needs

E-Storage of Evidence in Compliance Assist!

1. Location
2. Mode of Delivery
3. Mission
4. Program/Department Description (enrollment, faculty/staff, facilities, accreditation status)
5. Program/Department Effectiveness (assessment, retention, teaching, research, co-curriculum, advising, outreach, continuous improvement)

Compliance Assist Template

- To be completed when units undergo program review.

- Includes:
  - ❑ Self-Study analysis
  - ❑ Strategic Plan
  - ❑ "Key Issues"
  - ❑ Review team visit

Continuous Improvement

- Aug-Sept 2012   Attend Compliance Assist Workshop
- Oct 31, 2012   Upload Undergrad Assessment Report onto Compliance Assist.

  Submit Grad Assessment Plan to Cecilia Shore, CELTUA.

- May 20, 2013   Complete template, except for Continuous Improvement section and Graduate Assessment Report.

- Oct 31, 2013   Upload Grad Assessment Report into your Compliance Assist folder.

Template to be updated regularly, at least once every two years.

Timeline

OFFICE OF ENROLLMENT MANAGEMENT
301 South Campus Avenue
Oxford, Ohio 45056-3427
(513) 529-2075
(513) 529-1550 FAX

MIAMI UNIVERSITY
OXFORD OHIO

TO: Academic/Student Affairs Board of Trustee Committee Meeting
FROM: Michael S. Kabbaz, Associate Vice President for Enrollment Management
RE: Enrollment Update
DATE: April 11, 2012

The following data are updated through April 11, 2012. First-year applications for fall 2012 reached a record high of 20,291, or 10.1 percent growth over fall 2011. The confirmation deadline is May 1, 2012.

	Applied				Admitted				Confirmed			
Division	**2011**	**2012**	**Diff.**	**%**	**2011**	**2012**	**Diff.**	**%**	**2011**	**2012**	**Diff.**	**%**
University Studies (Undeclared)	1584	1309	-275	-17.4%	1089	853	-236	-21.7%	144	126	-18	-12.5%
School of Engineering & Applied Science	2263	2481	218	9.6%	1710	1812	102	6.0%	163	192	29	17.8%
College of Arts & Science	6555	7546	991	15.1%	4987	5633	646	13.0%	573	685	112	19.5%
Farmer School of Business	5153	5894	741	14.4%	3754	2932	-822	-21.9%	602	491	-111	-18.4%
FSB/University Studies	0	0	0	0.0%	0	1347	1347	0.0%	0	262	262	0.0%
School of Education, Health & Society	2033	2143	110	5.4%	1453	1517	64	4.4%	243	270	27	11.1%
School of Fine Arts	840	918	78	9.3%	618	670	52	8.4%	100	104	4	4.0%
SFA/University Studies	0	0	0	0.0%	0	0	0	0.0%	0	16	16	0.0%
Total	18428	20291	1863	10.1%	13611	14764	1153	8.5%	1825	2146	321	17.6%

	Applied				Admitted				Confirmed			
Residency	**2011**	**2012**	**Diff.**	**%**	**2011**	**2012**	**Diff.**	**%**	**2011**	**2012**	**Diff.**	**%**
Non-resident	9688	10993	1305	13.5%	6934	7785	851	12.3%	686	732	46	6.7%
Domestic non-resident	7848	8800	952	12.1%	6202	6932	730	11.8%	633	698	65	10.3%
International non-resident	1840	2193	353	19.2%	732	853	121	16.5%	53	34	-19	-35.8%
Resident	8647	9154	507	5.9%	6627	6885	258	3.9%	1139	1369	230	20.2%
Residency TBD	93	144	51	54.8%	50	94	44	88.0%	0	13	13	0.0%
Total	18428	20291	1863	10.1%	13611	14764	1153	8.5%	1825	2114	289	15.8%

INTERNATIONAL ENROLLMENT UPDATE

Academic/Student Affairs Committee

Board of Trustees

April 26, 2012

Michael S. Kabbaz
Associate Vice President for Enrollment Management

MIAMI
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OXFORD OHIO

Office of Enrollment Management

Agenda

- External Landscape Overview
- Miami's International Enrollment Overview
  - Historical
  - Fall 2012 Enrollment Overview
- Infrastructure Planning and Strategy

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Office of Enrollment Management

External Landscape Overview

- Increased *international* focus and competition for international student enrollment
  - Increased revenue
  - Diversification of campus enrollments
- Financial support by U.S. institutions is very limited and ultra competitive
- International student mobility continues to be high despite economic challenges
- China application explosion
  - The number of Chinese students enrolled in U.S. undergraduate programs grew 43% last year

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Office of Enrollment Management

International Students by Academic Level in U.S.

Academic Level	2009/10 Int'l Students	2009/10 % of Total	2010/11 Int'l Students	2010/11 % of Total	% Change
Bachelor's	205,869	33%	219,853	34%	6.8%
Freshman	49,166	7.9%	52,111	8.1%	6.0%
Sophomore	37,358	6%	40,364	6.2%	8.0%
Junior	39,679	6.4%	43,124	6.7%	8.7%
Senior	47,804	7.7%	52,914	8.2%	10.7%
Bachelor's, Unspecified	31,862	5.1%	31,340	4.8%	-1.6%
Graduate	293,885	47.2%	296,574	45.8%	0.9%
Non-Degree	54,803	8.8%	59,233	9.2%	8.1%
TOTAL ENROLLED STUDENTS	623,119	100%	647,246	100%	3.9%
Optional Practical Training (OPT)	67,804	-	76,031	-	12.10%
TOTAL INTERNATIONAL STUDENTS	690,923	-	723,277	-	4.70%

Source: Institute of International Education. (2011). "International Students by Academic Level, 2009/10 - 2010/11." *Open Doors Report on International Educational Exchange*. Retrieved from http://www.iie.org/opendoors

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Leading Places of Origin of International Students in U.S.

Rank	Place of Origin	2009/10	2010/11	2010/11 % of Total	% Change	% Undergraduate
1	China	127,822	157,558	21.8%	23.3%	36.2%
2	India	104,897	103,895	14.4%	-1.0%	13.5%
3	South Korea	72,153	73,351	10.1%	1.7%	51.7%
4	Canada	28,145	27,546	3.8%	-2.1%	47.8%
5	Taiwan	26,685	24,818	3.4%	-7.0%	24.2%
6	Saudi Arabia	15,810	22,704	3.1%	43.6%	48.2%
7	Japan	24,842	21,290	2.9%	-14.3%	49.5%
8	Vietnam	13,112	14,888	2.1%	13.5%	74.2%
9	Mexico	13,256	13,713	1.9%	2.0%	59.5%
10	Turkey	12,397	12,184	1.7%	-1.7%	29.0%
11	Nepal	11,233	10,301	1.4%	-8.3%	58.9%
12	Germany	9,548	9,458	1.3%	-0.9%	32.5%
13	United Kingdom	8,861	8,947	1.2%	1.0%	46.8%
14	Brazil	8,786	8,777	1.2%	0.0%	46.3%
15	Thailand	8,531	8,236	1.1%	-3.5%	29.8%

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Office of Enrollment Management

Fields of Study of International Students in U.S.

Field of Study	2009/10	2010/11	% of Total 2010/11	% Change
Business and Management	145,401	155,769	21.5%	7.1%
Engineering	127,443	135,592	18.7%	6.4%
Physical and Life Sciences	61,311	63,471	8.8%	3.5%
Math and Computer Science	60,800	64,588	8.9%	6.2%
Social Sciences	59,978	63,347	8.8%	5.6%
Fine and Applied Arts	35,807	37,237	5.1%	4.0%
Health Professions	32,105	32,526	4.5%	1.3%
Intensive English Language	26,059	32,306	4.5%	24.0%
Education	18,301	16,933	2.3%	-7.5%
Humanities	17,993	16,263	2.2%	-9.6%
Agriculture	10,288	9,888	1.4%	-3.9%
Other Fields of Study	76,731	75,459	10.5%	-1.7%
Undeclared	18,706	19,898	2.8%	6.4%
TOTAL INTERNATIONAL STUDENTS	690,923	723,277	100.0%	4.7%

Source: Institute of International Education. (2011). "International Students by Field of Study, 2009/2010 - 2010/11." *Open Doors Report on International Educational Exchange*. Retrieved from http://www.iie.org/opendoors

MIAMI UNIVERSITY

Office of Enrollment Management

Miami's International Enrollment History

	2006	2007	2008	2009	2010	2011
Undergraduate Enrollment	14,551	14,589	14,785	14,671	14,872	14,936
International Enrollment	115	143	340	461	575	715
% International	0.8%	1.0%	2.3%	3.1%	3.9%	4.8%

Source: Office of Institutional Research

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Office of Enrollment Management

Miami's 2011 Undergraduate International Enrollment by Country

Country	Enrollment	% of International Enrollment
China	555	78%
South Korea	37	5%
India	14	2%
Canada	12	2%
France	10	1%
Vietnam	9	1%
Luxembourg	7	1%
Hong Kong	5	1%
Kenya	5	1%
Russia	5	1%
Remaining 40 countries	56	8%
Total	**715**	100%

Total Undergraduate Enrollment	14,936	4.8%

Source: Office of Institutional Research

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OXFORD OHIO
Office of Enrollment Management

Miami's International vs. Domestic First-year Undergraduate GPA Performance

	Fall 2008 Cohort	**Fall 2009 Cohort**	**Fall 2010 Cohort**
International	3.0	3.2	3.0
Domestic	3.1	3.0	3.0
Overall	3.1	3.0	3.0

Source: Office of Institutional Research

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Miami's International Outcome Performance

Retention Rates
(first-year to sophomore year)

	2008	**2009**	**2010**
International	91%	92%	93%
All	89%	89%	89%

Graduation Rates

	4 year	**5 year**	**6 year**
International	70%	78%	79%
All	68%	78%	81%

Source: Office of Institutional Research

Student Perceptions: 2011 Freshman Survey

- Reported there is a very good chance they will transfer out of Miami
  - Domestic 2.5%
  - International 16.7%

- Reported Miami is their first choice institution
  - Domestic 67.0%
  - International 38.7%

- Reported there is a very good chance that they will participate in student clubs/groups
  - Domestic 59.2%
  - International 31.3%

Source: Office of Institutional Research / CIRP Survey results (2011)

MIAMI UNIVERSITY
Office of Enrollment Management

First-Year Admission Overview

	2008	2009	2010	2011	2012
Total Applications	15041	16806	16960	18485	20291
International Applications	590	1075	1313	1894	2193
International Enrollment	106	94	93	143	80-100
Total First-Year Enrollment	3614	3240	3599	3581	3600
International Yield	25.7%	18.7%	16.8%	18.7%	9-11%
Overall Yield	29.9%	24.4%	26.9%	26.1%	TBD
% Farmer School of Business (international only)	52%	61%	56%	54%	40-50%

	2008	2009	2010	2011	2012
ACE Program Enrollment	N/A	N/A	N/A	26	50 - 75

Source: Office of Enrollment Management (as of April 10, 2012)

MIAMI UNIVERSITY
Office of Enrollment Management

American Culture and English (ACE) Program

- The ACE Program began in fall 2011 offering international students the opportunity to improve English skills while working toward their Miami degree.

- Students:
  - Receive conditional admission to Miami
  - Earn 15 credits (an entire semester) of Miami college credit
  - Take one mainstream college course outside of the ACE Program
  - Live in a residence hall on campus with American students
  - Participate in all aspects of college life

MIAMI UNIVERSITY

Office of Enrollment Management

Top Application States: Fall 2012

1. Ohio
2. Illinois
3. **China**
4. Michigan
5. Indiana
6. New York
7. Pennsylvania
8. Connecticut
9. Kentucky
10. New Jersey

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Top International Competitors: Fall 2011

1. Purdue University
2. Indiana University
3. The Ohio State University
4. Pennsylvania State University
5. University of Denver
6. Iowa State University
7. University of Illinois
8. University of Michigan
9. University of Arizona
10. University of Washington

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International Strategy and Outreach

Previous

- 1.25 FTEs focused on recruitment and application review
- Limited travel – mostly tour groups
  - 2005 - 2008 Limited Asia only
  - 2008 - 2009 India and expanded Asia
  - 2010 – 2011 Middle East, Further expansion of Asia
- Limited outreach and marketing
- ELS Center agreement

Fall 2012 and Beyond

- 3 FTEs focused on recruitment, application review, and yield
- Expand and target travel in emerging countries
- Expand marketing and use of social media
- ACE Program expansion
- Embassy engagement / U.S. State Department Services
- Expand partnerships

MIAMI UNIVERSITY
Office of Enrollment Management

Office of International Education:
New Support Services for Fall 2012

- New, required one-credit course for new first-year international students
  - Extended cultural programming
  - More intentional and preemptive engagement with University resources, faculty, and staff

- A more formalized 'case manager' approach to support first-year international students
  - Better and more proactive coordination with campus support services

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Office of Enrollment Management

Association of American Colleges and Universities

PROGRAMS

RESOURCES ON:

LIBERAL EDUCATION

GENERAL EDUCATION

CURRICULUM

FACULTY WORK

STUDENT SUCCESS

INSTITUTIONAL AND
SYSTEMIC CHANGE

ASSESSMENT

DIVERSITY AND
INCLUSIVE EXCELLENCE

CIVIC LEARNING

WOMEN

GLOBAL LEARNING

SCIENCE & HEALTH

STEM: PROJECT
KALEIDOSCOPE

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EMAIL LIST

WHAT'S NEW

FACEBOOK

TWITTER

LEAP BLOG

LEAP CAMPUS
TOOLKIT

VIDEOS

PODCASTS

SUPPORT AAC&U:

ONLINE GIVING FORM

Shared Futures: Global Learning and Social Responsibility

Guiding Principles

A 21st Century liberal education must provide students with the knowledge and commitment to be socially responsible citizens in a diverse democracy and increasingly interconnected world. Colleges and universities committed to liberal education have important civic responsibilities to their communities, their nation, and the larger world. Global learning is the pathway through which students become prepared to fulfill these responsibilities.

Global learning helps students:

- Gain a deep, comparative knowledge of the world's peoples and problems
- Explore the historical legacies that have created the dynamics and tensions of their world
- Recognize the construction of their own identities as shaped by currents of power and privilege
- Develop intercultural competencies so they can move across boundaries and unfamiliar territory and see the world from multiple perspectives
- Sustain difficult conversations in the face of highly emotional and perhaps uncongenial differences
- Understand—and perhaps redefine—democratic principles and practices within a global context
- Gain opportunities to engage in practical work with fundamental issues that affect communities not yet well served by their societies
- Believe that their actions and ideas will influence the world in which they live

LINKS

About Shared Futures

Guiding Principles

Tools for Educators

General Education for a
Global Century
  Overview
  Participating
Institutions
  Leadership Council

Previous Projects

Contact

AAC&U | 1818 R Street NW, Washington, DC 20009 | 202/387-3760 202/265-9532 Fax

Association of American Colleges and Universities

SEARCH WEB SITE

PROGRAMS

Shared Futures: Global Learning and Social Responsibility

RESOURCES ON:

LIBERAL EDUCATION

GENERAL EDUCATION

CURRICULUM

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DIVERSITY AND INCLUSIVE EXCELLENCE

CIVIC LEARNING

WOMEN

GLOBAL LEARNING

SCIENCE & HEALTH

STEM: PROJECT KALEIDOSCOPE

General Education for a Global Century

Thirty-two colleges and universities have been selected to help develop the national agenda and set the contours of the next generation of global learning, scientific literacy, and general education.

California State University --San Marcos, (CA)
Carnegie Mellon University (PA)
Central College (IA)
College of William and Mary (VA)
Delaware State University (DE)
Haverford College (PA)
John Carroll University (OH)
Keene State College (NH)
Kennesaw State University (GA)
Lynn University (FL)
Miami University (OH)
Michigan State University (MI)
Minneapolis Community and Technical College (MN)
Monroe Community College (NY)
Nebraska Wesleyan University (NE)
Oregon State University (OR)
Rider University (NJ)
San Jose State University (CA)
Southern Connecticut State University (CT)
Spring Hill College (AL)
St. Edward's University (TX)
St. Lawrence University (NY)
The College of Wooster (OH)
University at Albany, SUNY (NY)
University of Maryland College Park (MD)
University of Massachusetts Amherst (MA)
University of North Carolina at Charlotte (NC)
University of South Florida (FL)
University of Wisconsin Colleges (WI)
Utah Valley University (UT)
Virginia Polytechnic Institute and State University (VA)
Worcester Polytechnic Institute (MA)

LINKS

Overview
2011 Summer Institute

Participating Institutions
Leadership Council

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WHAT'S NEW

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This project is made possible by support from the Henry Luce Foundation. For more information about Luce, please visit www.hluce.org.
For more information about Shared Futures, contact Chad Anderson.

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Annual Ranking of Study Abroad PARTICIPATION RATE at Doctoral/Research Institutions

(Based on Annual Reports of IIE's <u>Open Doors: Report on International Educational Exchange</u> for 2006-07 to 2009-10 academic years)

	2006-2007 Academic Year			2007-2008 Academic Year			2008-2009 Academic Year			2009-2010 Academic Year		
	Institution	%	S#	Institution	%	S#	Institution	%	S#	Institution	%	S#
1	Denver	74.4	738	Pepperdine Univ	96.7	782	Pepperdine Univ	73.3	608	San Diego	71.4	825
2	Wake Forest	65.4	656	San Diego	78.5	892	San Diego	65.7	830	Pepperdine	70.2	591
3	Dartmouth	64.1	660	Denver	73.6	810	Wake Forest	63.0	670	Denver	69.7	824
4	Saint Thomas	61.1	665	Wake Forest	67.3	692	Denver	61.4	810	Yeshiva	67.9	610
5	San Diego	60.0	692	Saint Thomas	64.6	783	American Univ	59.8	828	St. Thomas	61.8	796
6	Duke Univ	56.8	834	Dartmouth	61.2	663	Dartmouth	59.0	622	Wake Forest	61.5	644
7	American Univ	55.2	803	American Univ	59.9	889	Saint Thomas	58.9	751	Yale Univ	60.3	791
8	Georgetown Univ	52.3	891	Georgetown Univ	57.2	989	Notre Dame	57.4	1207	Dartmouth	60.1	641
9	Pepperdine Univ	52.3	471	New York Univ	55.0	3048	Yale Univ	55.8	731	Notre Dame	56.8	1207
10	Notre Dame	48.9	1013	Notre Dame	53.9	1124	Georgetown	53.0	936	American Univ	56.6	855
11	Tufts Univ	47.3	673	Syracuse Univ	51.5	1490	Syracuse Univ	51.0	1364	Tufts	52.6	726
12	Univ of Pacific	47.1	138	Duke Univ	51.2	770	Worcester Poly	50.8	315	Boston College	51.3	1213
13	William and Mary	46.1	638	Univ of Pacific	48.7	115	Stanford Univ	50.3	845	Georgetown	50.8	932
14	Worcester Poly	45.6	292	Worchester Poly	48.4	327	Tufts Univ	50.0	685	New York Univ	50.1	2731
15	Geo Washington	44.8	1123	Tufts Univ	47.5	668	New York Univ	48.8	2634	Northeastern	48.0	1664
16	Syracuse Univ	43.2	1149	Stanford Univ	47.4	781	Univ of Pacific	48.5	360	Worcester	47.6	343
17	New York Univ	42.2	2267	William and Mary	46.3	673	George Fox Univ	47.3	231	Duke Univ	46.6	756
18	Stanford Univ	41.0	720	Geo Washington	45.9	1236	St Louis Univ	45.5	736	St. Louis Univ	45.7	743
19	Virginia	40.8	1397	Delaware	45.6	1681	Duke Univ	45.2	735	Stanford Univ	45.4	759
20	Delaware	39.1	1472	Univ of Pacific	44.9	326	Brandeis Univ	44.2	346	Princeton Univ	45.0	535
21	Emory Univ	39.0	704	Boston College	43.4	1006	Pacific Univ	44.0	136	William & Mary	43.9	637
22	North Carolina	38.9	1467	Virginia	41.2	1454	Boston College	43.9	1010	Syracuse	43.9	1263
23	Vanderbilt Univ	38.8	582	Miami Univ (23)	40.0	1439	Miami Univ (23)	42.9	1671	Geo Washington	43.6	1101
24	Tulane Univ	37.1	349	Samford Univ	39.2	240	Geo Washington	42.7	1128	Vanderbilt	41.9	663
25	Miami Univ (25)	37.0	1421	Vermont	38.7	776	Wash Univ SL	42.1	693	Washington U	41.4	691
26	Wash St Louis	36.7	606	Emory Univ	38.6	705	Northeastern	40.9	1322	Miami Univ	40.7	1514
27	Lehigh Univ	36.3	416	Lehigh Univ	38.2	417	Princeton Univ	40.8	463	Clark Univ	40.5	213
28	Princeton Univ	36.2	407	Brown Univ	37.1	572	William & Mary	40.3	589	Georgia IT	39.2	1114
29	Brown Univ	35.1	544	Pennsylvania	36.9	1021	Delaware	39.0	1468	Delaware Univ	38.1	1377
30	Boston Univ	34.5	1411	Boston Univ	36.1	1509	Vanderbilt	38.9	610	Boston Univ	37.1	1542

% =   Annual Miami undergraduate study abroad participation rate as a percentage of undergraduate degrees granted by the university

S# =   Annual total number of Miami undergraduate students on credited study abroad programs offered by Miami and other institutions

Study abroad Statistics: 2010-11

1692 undergraduate students studied abroad

3598 undergraduate students graduated from Oxford

Oxford-only participation rate: **47.0%**.

Programs types (including graduate programs):

Miami faculty-led credit workshops: 1,200 students

Transfer credit programs offered by other universities and exchanges: 668 students

Luxembourg Semester program: 210 students

By division:

CAS 953 (41%)

EHS 249 (37%)

FSB 677 (69%)

SEAS 48 (27%)

SFA 150 (71%)

By gender:

Females: 1279

Males: 799

By class:

First year: 3.4%

Sophomore: 16.0%

Junior: 40.9%

Senior: 21.3%

Graduate: 18.3%

Ten most popular destinations (most to least):

Multi Destination	377 (e.g. China, Korea, Japan)
Luxembourg	297
United Kingdom	150
Italy	97
Spain	93
China	88
France	70
Belize	60
Bahamas	50
Costa Rica	38

Total countries visited for study abroad: 64

Enrollment by program duration:

Summer: two or more weeks:	927
Summer: less than two weeks:	310
One semester:	577
Academic year:	18

Miami University's Active and Proposed International Agreements as of 4/10/2012

COUNTRY	PARTNER INSTITUTION	AGREEMENT TYPE(S)	SPONSORING DIVISION/DEPT	DATE OF ORIGIN	CURRENT STATUS
Austria	Vienna University of Economics and Business	MOU, Exchange	FSB/Intl Programs	1990	Active
Bahamas	College of Bahamas--Gerace Research Center	MOU, Affiliation	Graduate School	2006	Active
China	Beijing Jiaotong University	MOU, Exchange	FSB/Intl Programs	2008	Active
	China University of Geosciences	MOU		2012	Proposed
	Chinese University of Hong Kong	MOU, Exchange	FSB/Intl Programs	2006	Active
	City University of Hong Kong	MOU	FSB/Intl Programs	2012	Proposed
	Dalian University of Technology	MOU	FSB/Intl Programs	2009	Active
	Hong Kong Univ of Science & Technology/Business	MOU, Exchange	FSB/Intl Programs	2009	Active
	Hong Kong Univ of Science & Technology/Elec Engin	MOU, Exchange	SEAS/Electrical Engin	2012	Proposed
	Liaoning Normal University	MOU, Exchange	SEHS/Educ Psych	2006	Active
	Peking University/Peking Business School	MOU, Exchange	FSB/Intl Programs	2006	Active
	Shanghai University of Finance and Economics	MOU, Exchange	FSB/Intl Programs	2006	Active
	Sun Yat Sen University School of Int'nl Studies	MOU, Affiliation	International Educ	2009	Active
	Wuhan University/School of Electronic Information	MOU	SEAS	2011	Active
Denmark	Denmark's International Study Program	MOU, Affiliation	International Educ	2006	Active
France	Audencia Nantes School of Management	MOU, Exchange	FSB/Intl Programs	2005	Active
	Sciences Po University	MOU, Exchange	CAS/French & Italian	2012	Proposed
	University of Burgundy (Dijon)	MOU, Affiliation	CAS/French & Italian	2007	Active
Germany	Moses Mendelssohn Society	MOU, Affiliation	CAS/GREAL	2006	Active
	University of Applied Sciences Rosenheim	MOU, Exchange	SCA/Art	2008	Active
India	Institute of Buddhist Dialectics	MOU, Affiliation	CAS/Anthropology	2009	Active
	Pondicherry University	MOU, Affiliation	International Educ	2012	Active
	University of Hyderabad	MOU	International Educ	2008	Active
Japan	Doshisha University/Faculty of Commerce	MOU, Exchange	FSB/Intl Programs	2010	Active
	Kansai University of Foreign Studies	MOU, Exchange	International Educ	1990	Active
	Rikkyo University	MOU, Exchange	FSB/Intl Programs	2008	Active
Korea (South)	Korea University	MOU, Exchange	FSB/Intl Programs	2009	Active
	Pusan National University	MOU, Affiliation	International Educ	2005	Active
	Seoul National University	MOU, Exchange	FSB/Intl Programs	2012	Proposed
	University of Seoul	MOU, Exchange	FSB/Intl Programs	2009	Active
	Yonsei University Wonju	MOU, Exchange	FSB/Intl Programs	2009	Active
Luxembourg	University of Luxembourg	MOU	International Educ	2011	Active
	University of the Americas, Puebla	MOU, Exchange	International Educ	1995	Active
Oman	Sultan Qaboos University	MOU, Exchange	CAS/GREAL	2012	Proposed
Poland	AGH University of Science and Technology	MOU	SEAS/Paper Engin	2012	Proposed
Spain	University of Ovideo	MOU, Exchange	CAS/Spanish & Port	2010	Active
Taiwan	National Chung Cheng University	MOU, Exchange	FSB/Intl Programs	2010	Active
U.K.	Cambridge University Biological Sciences	MOU, Affiliation	CAS/Honors	2007	Active
	Royal Holloway, University of London	MOU	CAS/English	2006	Active
	University of Glasgow	MOU, Exchange	International Educ	2000	Active
	University of Leicester	MOU, Exchange	CAS/Geography	2006	Active
Vietnam	Vietnam National University, Ho Chi Minh	MOU	FSB/Intl Programs	2007	Active

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Master of Population and Social Gerontology

New MPSG 2010!

Miami University (Oxford, OH, U.S.A.) and Mahidol University (Bangkok, Thailand) combine their specializations in social gerontology and demography to produce scholars who can meet the increasing demands of globalization and population aging. The Miami University and Mahidol University International Joint Master's Degree in Population and Social Gerontology prepares students for careers in state, national, and international organizations that focus on policy, planning, and analysis of service systems for aging populations.

This new degree program is structured such that students spend their first year at Miami University and their second year at Mahidol University. Graduate assistantships and tuition waivers are available. The degree is granted jointly by both Universities. The Joint Master's Degree in Population and Social Gerontology is the first of its kind in the world and offers unprecedented opportunities for cross-cultural exchange and collaboration, as students move through the program as a cohort. Administrative support and valuable research experience for students are provided by the Scripps Gerontology Center (Miami) and the Institute for Population and Social Research (Mahidol).

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New Academic Leadership Appointments for 2012-2013

College of Arts and Science

Interim Chair **- Department of History**
Charlotte Goldy, Associate Professor of History & Affiliate of the Women's Studies Program.
      Research interests: The Social history of medieval England.

Interim Chair **- Department of Political Science**
Patrick Haney, Professor of Political Science
      Research interests: U.S. Foreign and National Security Policy; Local Governments and Homeland
      Security Policy.

Chair **- Department of English** – in progress
Chair **- Department of Geography** – in progress
Chair **- Department of Physics**– in progress
Chair **- Department of Spanish & Portuguese** – in progress

Program Director - International Studies Program
Carl Dahlman, Associate Professor of Geography,
      Research interests: Political geography, critical geopolitics, population/migration/refugees,
      Europe, former Yugoslavia, Middle East.

Director - **Howe Center for Writing Excellence** – in progress

Farmer School of Business

Assistant Dean **of External Relations** – in progress

Graduate School

Dean and Assoc. Provost – in progress

Regional Campuses

Faculty Director
Moria Casey, Middletown, Associate Professor, English
      Research interests: the Novel, Irish fiction, Gay and Lesbian Literature, Women's Studies,
      Composition, and Writing Program Administration.

Whitney Womack Smith, Hamilton, Associate Professor, English
      Research interests: The transatlantic relationships and dialogues among nineteenth – century
      British and American women writers, Harriet Beecher Stowe, Elizabeth Gaskell, Elizabeth Siddal,
      Margaret Sackville.

School of Education, Health & Society

Associate Dean, EHS
Jeffrey Wanko, Associate Professor of Teacher Education
      Research interests: The focus on the development of students' logical-reasoning abilities
      through the use of language-independent puzzles.

Chair **- Department of Educational Leadership**
Michael Dantley, Professor of Educational Leadership
      Research interests: The intersection of spirituality and leadership, especially African American
      spirituality, critical theory and liberatory forms of educations leadership.

Interim co-chairs **- Department of Teacher Education**
Paula Saine, Associate Professor of Teacher Education
      Research interests: Preparing quality teachers of literacy. Her professional work in the discipline
      of literacy is fundamentally connected to cultural competence, collaboration, and the use of
      technology for teaching literacy.

Sally Lloyd, Professor of Educational Administration – Research; Family Studies
      Research interests: family/school collaboration and violence against women.

New Academic Leadership Appointments for 2012-2013

School of Fine Arts

Chair - **Department of Art**

Margaret (Peg) Faimon, Professor of Design; Naus Family Faculty Scholar

> Her professional work in the discipline of literacy is fundamentally connected to cultural competence, collaboration, and the use of technology for teaching literacy.

Chair - **Department of Music** – in progress

ACADEMIC CALENDAR IMPLEMENTATION COMMITTEE UPDATE

Academic/Student Affairs Committee

Board of Trustees

April 26, 2012

Michael S. Kabbaz

Associate Vice President for Enrollment Management

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Office of Enrollment Management

Recommendations

With the full endorsement from the Council of Academic Deans, the University Senate on December 5, 2011 voiced support for the following four recommendations:

- Add a short winter session to the University academic calendar;

- Restructure the fall and spring academic term calendar;

- Revise the time block grid to accommodate changes in the fall/spring academic calendar; and

- Accelerate the start of the summer term to begin immediately following the conclusion of the spring term.

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Implementation Timeline

The goal is to have all the necessary planning in place to start a new academic calendar in fall 2013, including the addition of a winter session for January 2014.

Implementation Committee

- Michael Kabbaz, Office of Enrollment Management, Chair
- Bob Benson, School of Fine Arts
- Melissa Chase, School of Education, Health and Society
- Maria Cronley, Farmer School of Business
- Diane Delisio, School of Engineering and Applied Science
- David Ellis, Finance and Business Services
- Byron Finch, Farmer School of Business
- Ann Frymier, Graduate School
- Ted Light, Regional Campus
- Tom Riechel, College of Arts and Science
- Dave Sauter, Office of the Registrar
- Tyler Sinclair, Undergraduate Student
- Greta Smith, Graduate Student
- Scott Walter, Student Affairs
- Cheryl Young, Lifelong Learning

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Academic Calendar Overview

Current Calendar Model

- 15+1 - 15 weeks of instruction
  - 75 days, with one week of final exams – fall and spring
- 12 week summer term

Fall 2013 and Beyond

- 14+1 - 14 weeks of instruction
  - 70 days, with one week of final exam – fall and spring
- 12 week summer term
- Winter Session
  - January 2-25, 2014 - 23 instructional days

Committee's Key Discussions

- Committee began meeting January 31, 2012 to begin implementation planning

- Meeting with various University constituents to determine potential impact due to academic calendar changes coupled with the addition of a Winter session

- Each divisional representative has begun to engage his/her area for feedback and to solicit possible course offerings for the winter session

- Need for promotion due to lack of awareness of the impending calendar changes is widespread

- Benchmarking of other university winter session offerings

- Winter session objectives (year 1, 2, etc.)

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Draft Winter Session Objectives

- Offer an intentional but limited set of academic courses through a variety of delivery mediums
  - Distance learning and brick and mortar courses
  - Study abroad opportunities
  - Seminars, workshops, and certificates
  - Short-term internships, service learning, and continuing education
- Winter offerings should meet a student need and not cannibalize other academic term offerings, including summer

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Academic Calendar Implementation Website

muohio.edu/ac2013

- Resource documents
  - Previous reports
  - Draft calendar
  - Presentations
  - Committee meeting minutes
- FAQs to be added (spring/ summer 2012)
- Feedback form

Feedback Form

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Immediate Next Steps

a) Finalize the Fall 2013-2014 calendar

- Draft timeblock grid to review (fall and spring)
  - 50 minutes to 55; 75 minutes to 80
  - 3, 4 and 5 credit hour classes, studios and labs, etc.
- Winter session schedule examples

b) University-wide publicity and feedback from students, faculty, and staff

c) Continue to engage University constituents regarding the potential impact due to calendar change and winter session addition

d) Engagement with the Oxford community

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GOOD NEWS FROM ACADEMIC AFFAIRS

Miami breaks applications record
(Miami e-Report, Feb 03, 2012)
Miami University's office of admissions reports that 20,052 students have applied for enrollment as of Feb. 3. On Jan. 20, the university broke its record for number of applicants with 18,623 submitted.

The 19 Most Fun-Loving Colleges
First Posted: 02/ 1/2012
Inside College recently rated the 19 most fun loving colleges. Northeastern schools like Boston University and Syracuse made the cut, as well as schools for those that prefer the warmer climes, like USC and University of Florida.

- Boston University (Boston, MA)
- College of Charleston (Charleston, SC)
- Denison University (Granville, OH)
- Indiana University Bloomington (Bloomington, IN)
- Louisiana State University -- Baton Rouge (Baton Rouge, LA)
- Miami University -- Oxford (Oxford, OH)
- Pennsylvania State University -- University Park (University Park, PA)
- Rollins College (Winter Park, FL)
- Southern Methodist University (Dallas, TX)
- Syracuse University (Syracuse, NY)
- University of Arizona (Tucson, AZ)
- University of Colorado -- Boulder (Boulder, CO)
- University of Florida (Gainesville, FL)
- University of Miami (Coral Gables, FL)
- University of Michigan -- Ann Arbor (Ann Arbor, MI)
- University of Southern California (Los Angeles, CA)
- University of Texas -- Austin (Austin, TX)
- University of Vermont (Burlington, VT)
- University of Wisconsin -- Madison (Madison, WI)

Goldman Prize winner Brad Kasberg to work with Miami Tribe of Oklahoma
(Miami e-Report 02/07/2012)
Miami University senior Brad Kasberg, recipient of the $30,000 Joanna Jackson Goldman Memorial Prize, will spend a year after graduation working with the Miami Tribe of Oklahoma to develop a sustainable land use plan that will address the cultural, ecological, and economic needs of the tribe.

Anita Mannur receives Early Career Award
(Miami e-Report 02/13/2012)

Anita Mannur, assistant professor of English and Asian/Asian American studies has been awarded the Early Career Award from the Association of Asian American Studies.

A committee of jurors, as well as members from the executive board of the Association of Asian American Studies, selected Mannur based on her scholarship, mentorship and teaching record.

Anita Mannur

GOOD NEWS FROM ACADEMIC AFFAIRS

Rita Dove, Miami alumna, receives National Medal of the Arts
(Miami e-Report 02/15/2012)
Rita Dove, Miami University graduate and former poet laureate, was awarded a 2011 National Medal of the Arts by President Barack Obama. Dove, who graduated in 1973, was one of eight people presented with the medal on Feb. 13.

Miami students' prize-winning business plan paves way for product distribution
(Miami e-Report 02/15/2012)
written by Emily Glaser, news and public information intern
Three Miami University entrepreneurship students, who recently won first prize and $5,000 at a Cincinnati area undergraduate business plan competition, will see their award-winning plan put to work when their product hits the market this year.

Miami students create national award-winning video
(Miami e-Report 02/22/2012)
A video created by Miami University students touting the benefits of studying a foreign language won first place in the 2012 American Council on the Teaching of Foreign Languages (ACTFL) Student Video Contest. Produced by seniors Mandy Gaerke, Raeanne Carella and Jenn Caylor, the video features Miami students who shared how a foreign language played a role in their lives.

President Obama nominates Miami alumnus as ambassador to Croatia
(Miami e-Report 02/22/2012)

Kenneth Merten, Miami '83, has been nominated by President Barack Obama to be the Ambassador Extraordinary and Plenipotentiary of the United States of America to the Republic of Croatia.

Merten's appointment was approved by Croatia and his nomination was sent to the Senate on Feb. 13. He will go before the Senate Foreign Relations Committee for a confirmation hearing. Then, Merten will need a full vote in the Senate for formal approval.

Kenneth Merten

GreenHawks Media wins Mark of Excellence
(Miami e-Report 02/28/2012)
Miami University's student-run GreenHawks Media won the 2012 Mark of Excellence Award for "best independent online student publication" from the Society of Professional Journalists' Midwest region 4.

GreenHawks Media is a web-only information source for regional sustainability and environmental news and information, with a staff of 22 students from all majors and interests. Its staff also has written "green" stories for The Miami Student, The Cincinnati Enquirer, CityBeat and Cox Ohio publications.

GOOD NEWS FROM ACADEMIC AFFAIRS

Eric Goodman's fifth novel *Twelfth and Race* published
(Miami e-Report 02/28/2012)
Eric Goodman, professor of English at Miami University and director of Miami's <u>creative writing program</u>, is author of his fifth novel, *Twelfth and Race*, published March 1 by the University of Nebraska Press as part of its Flyover Fiction Series.

Twelfth and Race follows a mixed race couple set against the backdrop of race riots in a fictional Midwestern metropolis, Calhoun City, Mo. The story is set against events inspired by the 2001 civil unrest in Cincinnati.

Miami University's video game design program earns national recognition
(Miami e-Report 03/01/2012)

For the second year in a row, Miami University's digital game studies program is recognized as one of the top in the country by The Princeton Review and GamePro magazine.

Miami's program, part of the <u>Armstrong Institute for Interactive Media Studies</u> (AIMS), is named an honorable mention on this year's list of the "Top Undergraduate Game Design Programs" in the country.

Miami's Farmer School part-time MBA program ranked best in region
(Miami e-Report 03/13/2012)
Miami University's part-time MBA program ranks higher than any other program in southwest Ohio, according to U.S. News & World Report's latest graduate business school rankings.

According to results released March 13, the part-time MBA program offered by Miami's <u>Farmer School of Business</u> is ranked 59th in the country. The new program is in its third year, having graduated its first class last spring and appears in the ranking the first year for which it was eligible.

Miami receives highest Presidential Award for community service
(Miami e-Report 03/11/2012)

Chelsea Clark, Miami '11, participated in the Urban Teaching Cohort. She is now teaching in Cincinnati Public Schools.

Miami University is one of only five recipients out of 641 eligible schools in the nation to receive the <u>Presidential Award</u> in the 2012 President's Higher Education Community Service Honor Roll. Miami's honor recognizes service programs in the <u>area of early childhood education</u>.

Honorees are being recognized today, March 12, at a special conference of the American Council on Education held in Los Angeles, Calif., for service in the July 2010-June 2011 academic year. Miami estimates 12,920 Miami students performed 387,600 hours of service in many areas in those 12 months.

GOOD NEWS FROM ACADEMIC AFFAIRS

Farmer School ranks among best in nation
(Miami e-Report 03/22/2012)
Miami University's Farmer School of Business is ranked in the top 25 undergraduate business schools, according to Businessweek's seventh annual survey of the nation's best undergraduate business programs.

The Farmer School placed 23rd overall and 8th among those programs offered by public universities and colleges in the U.S. The rankings were announced March 20.

In addition to being in the nation's top 5 percent of schools, Miami's was the only Ohio program in the top 25 and one of only two Ohio institutions in the top 50. Since the inception of the Businessweek rankings, the Farmer School has been continually ranked in the top 25.

Miami Mock trial wins first and second at ORCS; teams advance to national championship
(Miami e-Report 3/28/2012)
Two teams from the Miami University James Lewis Family Mock Trial program placed first and second in the Opening Round Championship Series (ORCS) held in Hamilton March 24-25. They will go on to compete in the 48-team field in the American Mock Trial Association National Championship Tournament hosted by Hamline University April 13-15 in Minneapolis.

Zoology students win presentation, poster awards
(Miami e-Report 03/30/2012)
Miami zoology students won four of the six awards presented at the Midwest Ecology and Evolution Conference held March 23-25 in Cincinnati.

Doctoral students Ann Showalter and Amber Rock won first and second runner up, respectively, for best talk; and undergraduate zoology majors Catherine Hoffman and Jessica St. Pierre won first place and first runner up, respectively, for the best poster award.

Miami forensics brings home national awards
(Miami e-Report04/05/2012)

Miami University forensics, the speech and debate team, took home a number of awards from two national competitions they attended this year.

The 50-member team, directed by Todd Holm, visiting assistant professor of communication, recently participated in the Novice National Tournament at Lafayette College in Pennsylvania and the Comprehensive Nationals held in Overland Park, Kansas.

SR 12-25
BE IT HEREBY RESOLVED that University Senate adopt the proposed revisions to the repeat course policy; and furthermore that consideration be given to reframe the language into credit hours versus enrollment terms.

SR 12-25 (Note: the following includes language that addresses "furthermore that consideration be given to reframe the language into credit hours versus enrollment terms" from Academic Policy Committee)

BE IT HEREBY RESOLVED that University Senate adopt the proposed revisions to the repeat course policy as set forth below:

Effective First Semester 2012-13, a Course Repeat Policy is available for courses where the initial enrollment and completion was fall semester 2012 or thereafter. Degree seeking undergraduate students who are within their first 64 attempted credit hours at Miami University may repeat up to eight (8) semester hours and apply the policy. Degree seeking students with transfer work earned prior to first attending Miami University must be within their first 84 earned Miami credit hours. The policy will be applied to a student's academic record upon completion of the repeated course and at the request of the student. Once processed, the decision is irrevocable. When a course is repeated, all applicable tuition and required fees apply.

When the grade received in an initial attempt for an undergraduate course at any campus of Miami University is a grade of "C-" or lower, that grade can be taken out of the calculation of the GPA due to the grade received in the repeat of the same course. This policy does not apply to courses resulting in grades of IU, IUY or W; once the final 'IU' grade is resolved, the newly recorded grade is eligible for repeat. A repeated course grade received will be included in GPA calculations and a notation will appear on the initial course. To apply the Policy, the course must be repeated within the next three terms of enrollment, including summer, or within the next thirty-two credit hours of enrollment, whichever date is later. No more than eight (8) semester hours will be dropped from the calculation of the student's GPA. All attempts of a given course will appear on the official transcript with the grade(s) earned. The transcript will have an explanation that the GPA is calculated using all grades earned in a course except the initial attempt when a course has been repeated.

Any course being repeated must be taken in a "graded" status and not in a credit/no credit or audit basis. The Policy may be applied to a specific course only one time for any student, including courses, which have been affected by the grade of incomplete policy. (see 1.3.B)

Credit toward a degree may be earned only once for a particular course unless a department or division has, in other policies, allowed for multiple credits from that course. All grades for initial and repeated courses will be calculated into Latin Honors, President's List, and Dean's List.

Students are strongly encouraged to visit with an adviser to determine whether repeating a course is advisable as departmental or divisional policies may be important. Further, students should be aware that repeating a course may have an impact on financial aid, insurance, entrance to professional schools, and participation in athletics, immigration status, and other matters.

The academic action status of a student in a prior semester will not change as a result of repeating a course. (see 1.3.D)

The Policy is applicable to undergraduate students only.

Clarifying Comments

Students may not apply the policy to courses once they have graduated, nor is the policy applicable to students who are seeking a second baccalaureate degree.

For the purposes of this policy, an undergraduate course is any course an undergraduate student attempts for undergraduate credit regardless of the course level. A student may not apply the policy to a course repeated as an undergraduate student for graduate credit.

This Policy does not imply a guarantee that openings will be available in courses if and when students wish to retake them, and instructors will not ordinarily know whether a student is enrolled in a course for the second time.

If the department or course number has changed since the student completed the initial course, the department offering the course will verify that the repeated course is substantially the same and the course repeat policy may apply. If the initial course is a cross-listed course, a student may apply the course repeat policy in any course in which the initial course is cross-listed.

If the initial attempt of a course has a modifier such as Honors, MUDEC, Living Learning Community the repeated course is not required to have the same course modifier. Topics courses are not repeatable unless the topic is identical. Students should be aware that if the repeated course does not have the same modifier as the initial course they will no longer be allowed to count the initial modified course toward any graduation requirement.

Information on this Policy should be provided to first-year advisors and those conducting any student orientation program so that the information can be disseminated to all students new to Miami. If possible, a notation of the Policy should be included on the DARS.

After the student exceeds the parameters of this policy, the following repeat policy is in effect:
> A student may repeat any course for which no credit has been granted. A student may repeat only once for credit a course in which credit has previously been earned. All grades are counted in the cumulative average, but the credit hours earned in the course will count only once toward graduation. This rule does not apply to those courses designated by a department as being repeatable, nor does it supersede Section 1.2.H on repetition of credit/no-credit courses. A student may, with the instructor's permission, audit a course in which hours have previously been received toward graduation (see Auditing Courses).

The Interdivisional Committee of Advisors takes action on matters of exceptions. (see 1.3.E)

Cliff Alexander Office of Fraternity and Sorority Life and Leadership
Board of Trustees Spring Presentation 2012

I. Cliff Alexander Office of Fraternity and Sorority Life Vision, Mission and Goals

II. 2011 Statistical Overview
      Membership Numbers
      Recruitment Statistics
      Academic Statistics
      Working on Retention Statistics

III. Anti-Hazing Educational Initiatives
      Proactive programming overview
      Enforcement overview

IV. Challenges & Successes
      Increase number of reported hazing incidents
      Increase number of alcohol related incidents
      Increase in Peer accountability – Greek Responsibility Initiative
      Increased number of Alumni and Chapter advisor development programs

Cliff Alexander Office of Fraternity and Sorority Life and Leadership

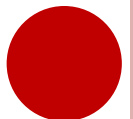Report Compiled by Jennifer Levering, Director of the Cliff Alexander Office of Fraternity and Sorority Life and Leadership

Mission

It is the mission of the Office of Fraternity and Sorority Life and Leadership to assist our fraternity and sorority community to succeed in living out its shared values of **scholarship and learning, service and philanthropy, community, leadership and values, and Brotherhood and Sisterhood** among all Fraternity and Sorority chapters at Miami University.

The Office of Fraternity and Sorority Life and Leadership, through the collaboration and cooperation with its stakeholders, will create an environment supportive of the academic mission of Miami University that is congruent with the values and rituals of our chapters, and encourages a strong Interfraternal campus community.

Vision for Miami's Fraternity and Sorority Community

To develop a Model Fraternity and Sorority Community that achieves national recognition for its commitment to intellectual achievement, leadership, personal growth, and service to the community.

Programming Philosophy

Through values based education Cliff Alexander Office of Fraternity and Sorority Life and Leadership programs will provide fraternities and sororities, along with their members, the opportunity for individual growth and chapter development in order to create and promote a relevant fraternal experience.

Our definition of relevance: Chapters who excel in all areas of the 5 pillars, chapters who provide a healthy and safe environment for their members, chapters who create opportunities for their members to develop into positive members of the community, and chapters who create organizations that are positive contributions to the university community. Relevant chapters work well with and are relevant to: potential new members, active members, parents, faculty and staff, alumni, campus partners and their national headquarters and volunteers.

2012 Goals

1. Students will learn about the core values of Cliff Alexander Office of Fraternity and Sorority Life and Leadership and be able to articulate how those values affect their lives.
2. Students will learn to live in a global world
3. Students will learn to hold themselves and peers accountable to the pillars both as individuals and as governing councils.

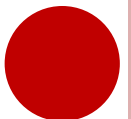**Cliff Alexander Office of Fraternity and Sorority Life Anti-Hazing Marketing Campaign 2011-12**

Report Compiled by Jennifer Levering, Director of the Cliff Alexander Office of Fraternity and Sorority Life and Leadership

New Materials
- The Parents card has been distributed to new member parents.
- The Big Sister card has been distributed to current sorority women.
- The Brotherhood card has been distributed to current fraternity members.
- The overall hazing definition cards have gone to over 1,600 new members.
- Posters have been distributed on campus in residence halls and classroom buildings

The overall theme was "Love and Honor Miami" and report inappropriate behavior.

The purpose of this campaign was to encourage people to report inappropriate behavior as well as educate in and outside the community on what Hazing is and how to report.

Council Based Educational Strategies

In addition to the marketing campaign, the Panhellenic council has put together Big Sister guidelines for appropriate activities within the sorority new member program. They designed a contract that every member of each sorority signed at the beginning of this semester to commit to ethical behavior through the sorority new member process. The Panhellenic council executive committee has visited every chapter's new member meeting to discuss the purpose of Panhellenic and the anti-hazing initiatives within the Panhellenic council.

I have visited many of the new member meetings and or chapter meetings of the fraternities and plan to complete those visits before the end of the new member period in the next few weeks. I meet with fraternity new members to talk with them about the dangers of hazing, why we have no place for that in our community and how we are working to change the culture of hazing on this campus. The Interfraternity council has had discussions with all 31 chapter presidents about prevention strategies and current accountability of issues regarding hazing at the past 2 meetings they have held this month.

Community Based Educational Strategies:

The office and our councils have hosted 2 speakers that have discussed the dangers of hazing in our community. Kim Novack – National Hazing Prevention Week Fall 2011 (5 representatives from every chapter) Dr. Lori Hart - Greek Convocation January 2012 (3,500 members in attendance)

We have done new educational programs with the new member educators for all the Interfraternity and Panhellenic Council Chapters. We had over 150 students in attendance at the new member training in August of 2011 and again in December of 2011 to prepare them for the new member process. Scott Walter was present at both of these trainings and shared with the students the expectation of the university through the sorority and fraternity new member education process. That training was designed to inform students of policies, provide them with ideas of programs and events they could infuse into their new member programs to improve, and inspire them to act and lead with the values of their organization.

There is much more in the area of hazing education and awareness that is happening in our day to day conversations with students but I hope this provides a chance to give you a comprehensive overview about how we are tackling it from a variety of angles.


Report Compiled by Jennifer Levering, Director of the Cliff Alexander Office of Fraternity and Sorority Life and Leadership

Miami University Fraternity and Sorority Responsibility Initiative

IFC & PHA Vice President Standards and Judicial

IFC & PHA Directors of Risk Management

GAMMA

"Greeks Advocating For the Mature Management of Alcohol"

Educating Chapters on Brotherhood & Sisterhood, Alcohol Policies, & Wellness

Any Interested Chapter Members & Chapter Presidents

Greek Peer Educators

VP of Programming (From Chapters)

New Member Education (Greek 101)

Judicial Board Members (Proactive Educators)

Who can we target: VP of Risk Management from Chapters

Advanced Programming

Social & Risk Management Training w/ Police Officers

New Member Educator and Anti-Hazing Programming

Bystander Behavior Education & Training

Liaison Training

VP Standards Training

Fraternity Property Management – House Manager & Fire Safety Training

Personal Safety

Diversity Initiatives

Sexual Assault

Fire & Safety Program

Accountability

Liaisons

Judicial Boards

IFC & PHA

Party Management Enforcement Team

Partners:
Campus Health
D of RM
Cliff Alexander Office

Model Programs

Partners: Cliff & Councils, OPD

Partners: Campus Health
DAC Liaisons & ASG
Oxford fire and police departments

Fraternity and Sorority Life Community Statistics Compiled Spring 2012

Membership Numbers	2009	2010	2011
Total IFC Fraternities	28	29	30
Total Panhellenic Sororities	17	15	15
Total Number of Fraternity and Sorority Students - Fall	4,060	3,253	3,559
Total Number of Fraternity and Sorority Students - Spring	4,461	4,612	4,294

Recruitment Numbers	2009	2010	2011	2012
Fraternity				
Number Registered	860	835	940	1016
Number Joined	491	516	563	606

Sorority	2009	2010	2011	2012
Number Registered	1,183	1,049	1,090	1126
Number Joined	830	734	753	785

Grades	2009	2010	2011
Fraternity - Fall	3.02	3.03	3.04
Fraternity - Spring	3.02	2.99	2.99
Sorority - Fall	3.28	3.31	3.33
Sorority - Spring	3.29	3.25	3.29

BOARD OF TRUSTEES UPDATE 2012

Cliff Alexander

Office of Fraternity and Sorority Life and Leadership

Cliff Alexander
Office of Fraternity and Sorority
Life and Leadership

MISSION

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To develop a Model Fraternity and Sorority Community that achieves national recognition for its commitment to intellectual achievement, leadership, personal growth, and service to the community.
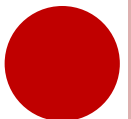
GOALS

1. Students will learn about the core values of Cliff Alexander Office of Fraternity and Sorority Life and Leadership and be able to articulate how those values affect their lives.

2. Students will learn to live in a global world

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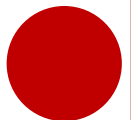
MEMBERSHIP NUMBERS AND STATISTICS

- Recruitment

- Academic Statistics

- Working on Retention Statistics
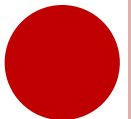
ANTI – HAZING INITIATIVES

- Proactive programming overview
  - Council based educational strategies
  - Community based educational strategies

- Enforcement overview
  - New approach with the Office of Student Conflict Resolution on addressing all allegations

CHALLENGES AND SUCCESSES

- Reported hazing incidents

- Alcohol related incidents

- Increase in Peer accountability – Greek Responsibility Initiative

- Increased number of Alumni and Chapter advisor development programs
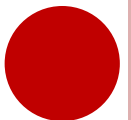
Questions Comments Concerns

Contact:

Jenny Levering

Director of the Cliff Alexander Office of Fraternity and Sorority Life and Leadership
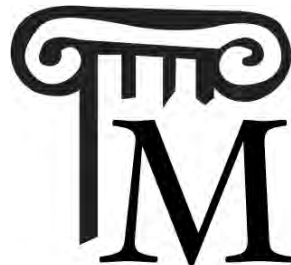
Cliff Alexander
Office of Fraternity and Sorority
Life and Leadership
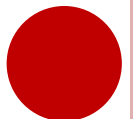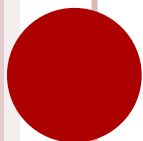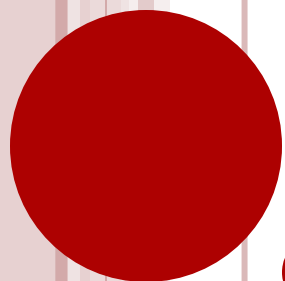
OFFICE OF STUDENT WELLNESS

Rebecca Young, Director

SOCIAL WELLNESS CAMPAIGN

- Social Wellness is defined as having a supportive social network, contributing to society, and valuing cultural diversity.

- Through a gift from the Parents Council, we are able to highlight opportunities as part of a campus awareness campaign.

- Gift Cards are given away at these events as incentive for participation.

- Partners = Office of Student Activities, The Program Board, Office of Residence Life, LGBTQ Office, Cliff Alexander Office of Fraternity and Sorority Life and Leadership, Second Year Programs, and the Office of Diversity Affairs.
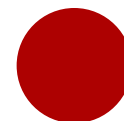
ALCOHOLEDU

AlcoholEdu for College:

- "levels the playing field"- so students come into this environment with the same knowledge
- Gives them a common language to talk about alcohol and high risk drinking
- Prompts students to think about what kinds of decisions they want to make (beginning to move through stages of change i.e. pre-contemplative to contemplative)
- Data driven decision making for our office for first year programming
- Creating database to look at trends specific to Miami
- Ability to compare to national data
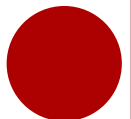
MIAMI UNIVERSITY INCOMING STUDENTS 2011
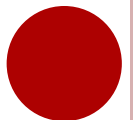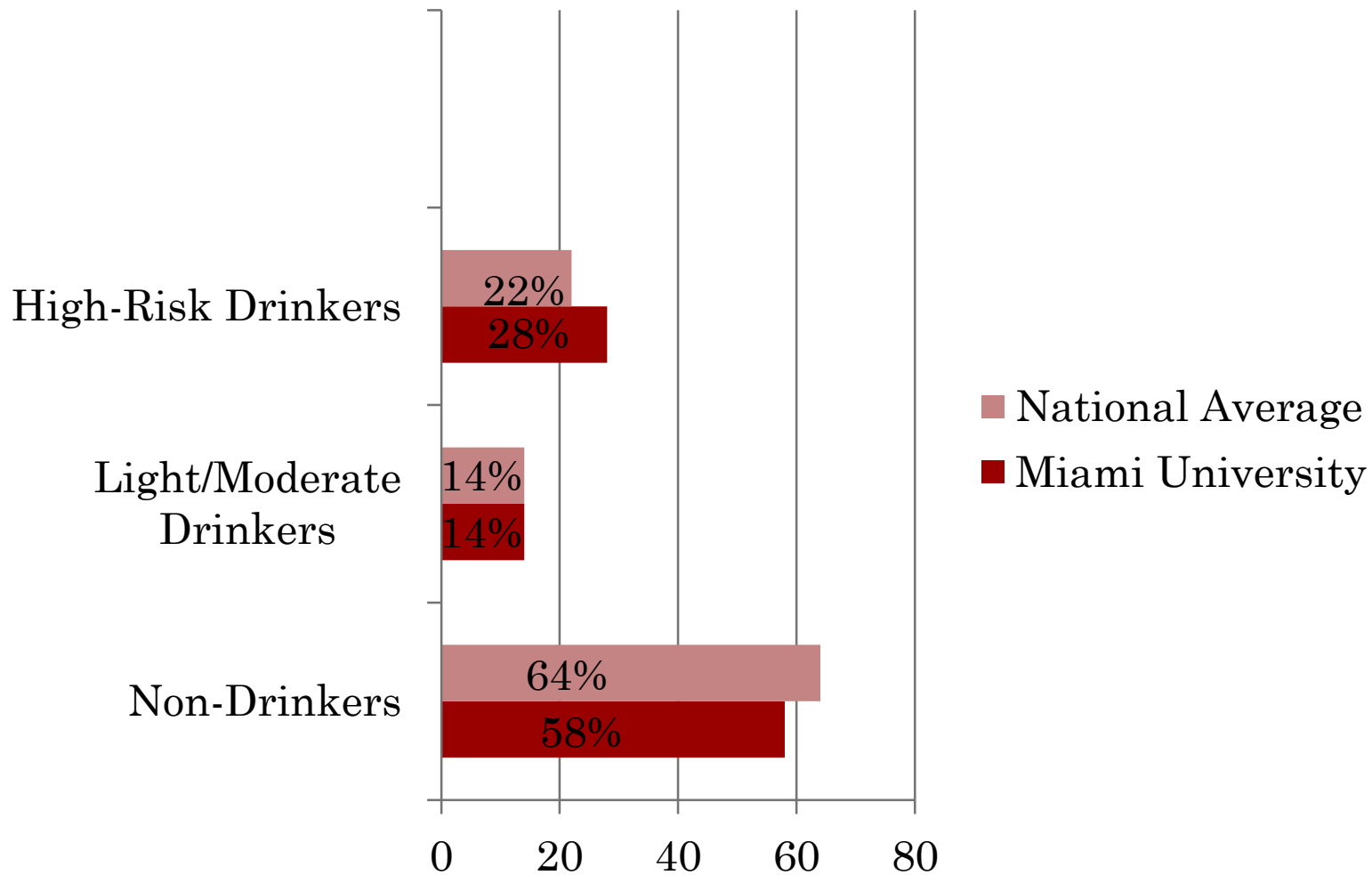
DRINKING BEHAVIORS MIDWAY THROUGH FALL SEMESTER
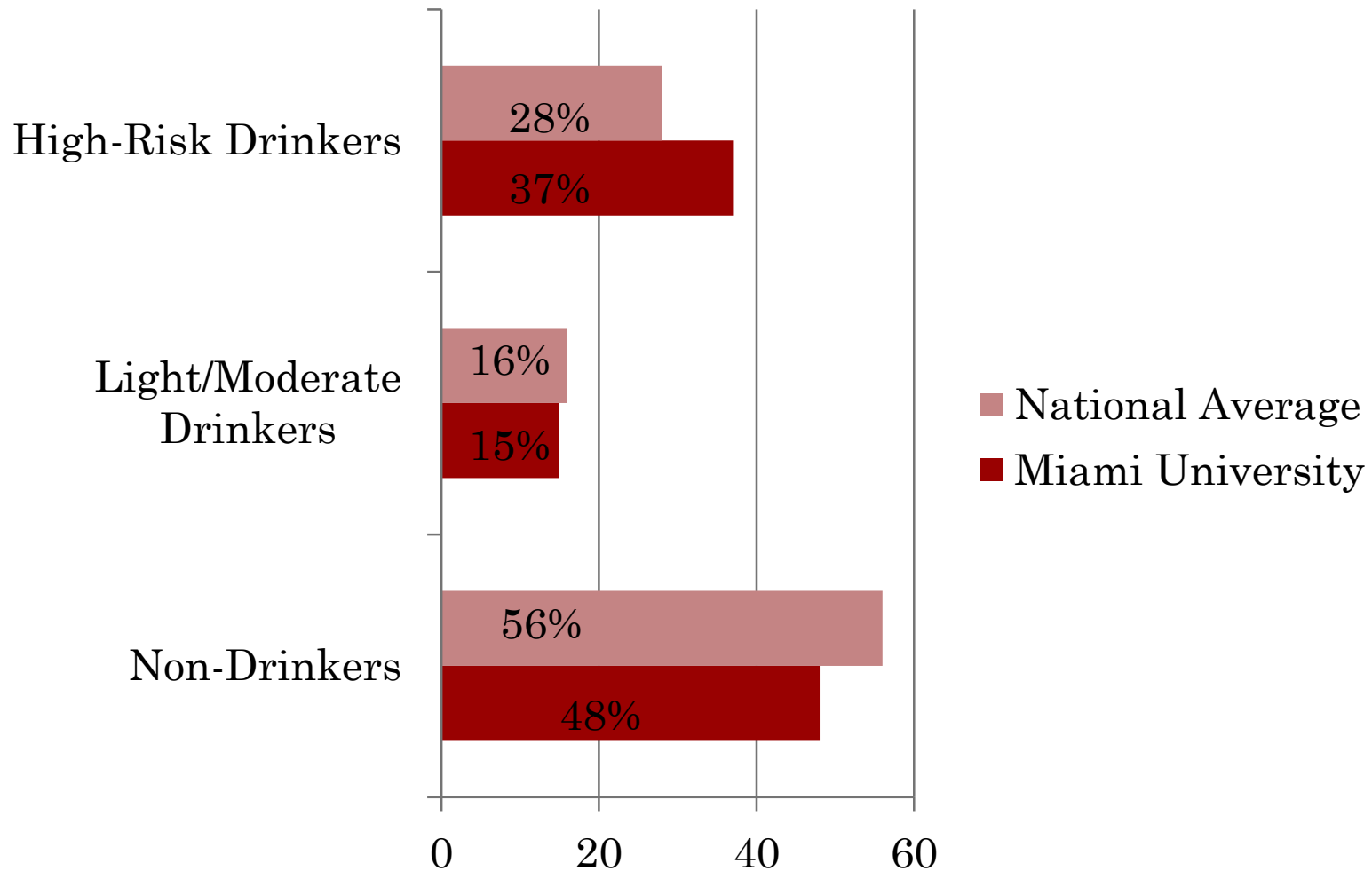
GENDER DIFFERENCES

Midway through Fall Semester
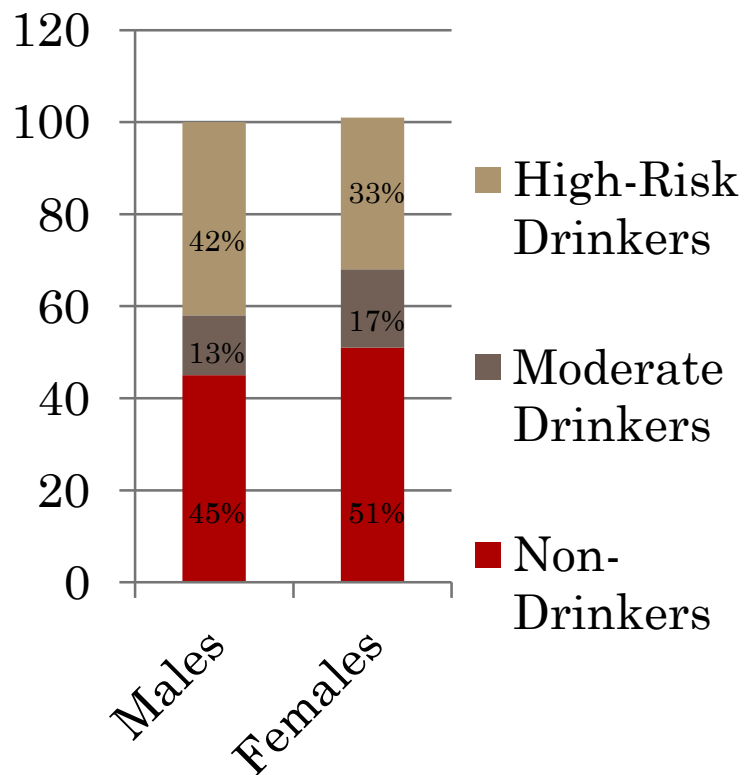
High Risk Drinking

Frequency of high risk drinking in past two weeks (drinkers only)	Males	Females
Never	37%	44%
Once	23%	28%
Twice	18%	17%
Three or more times	22%	12%
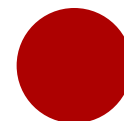
WHERE STUDENTS DRINK
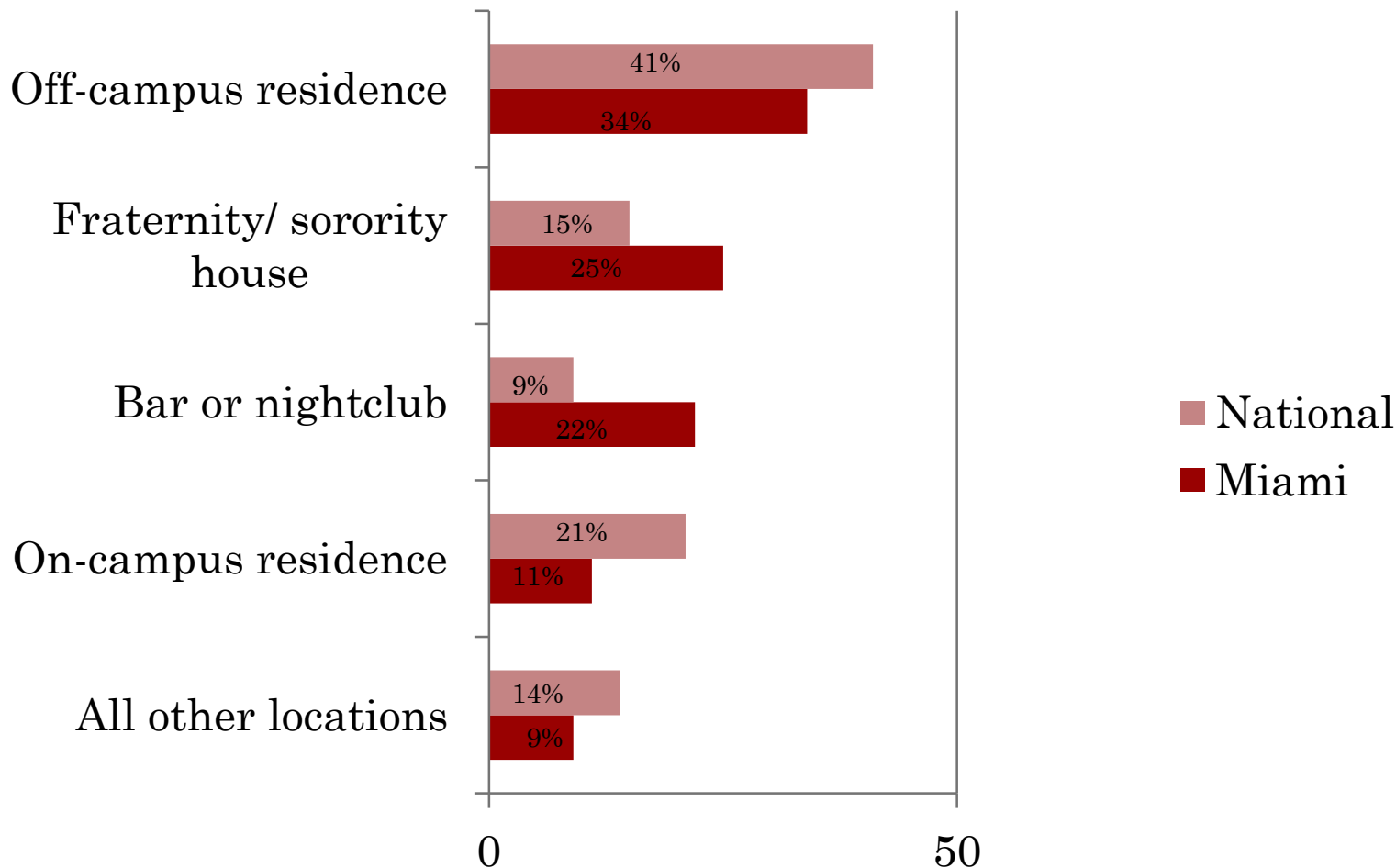
OBSERVING DRINKING RATES ACROSS YEARS
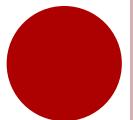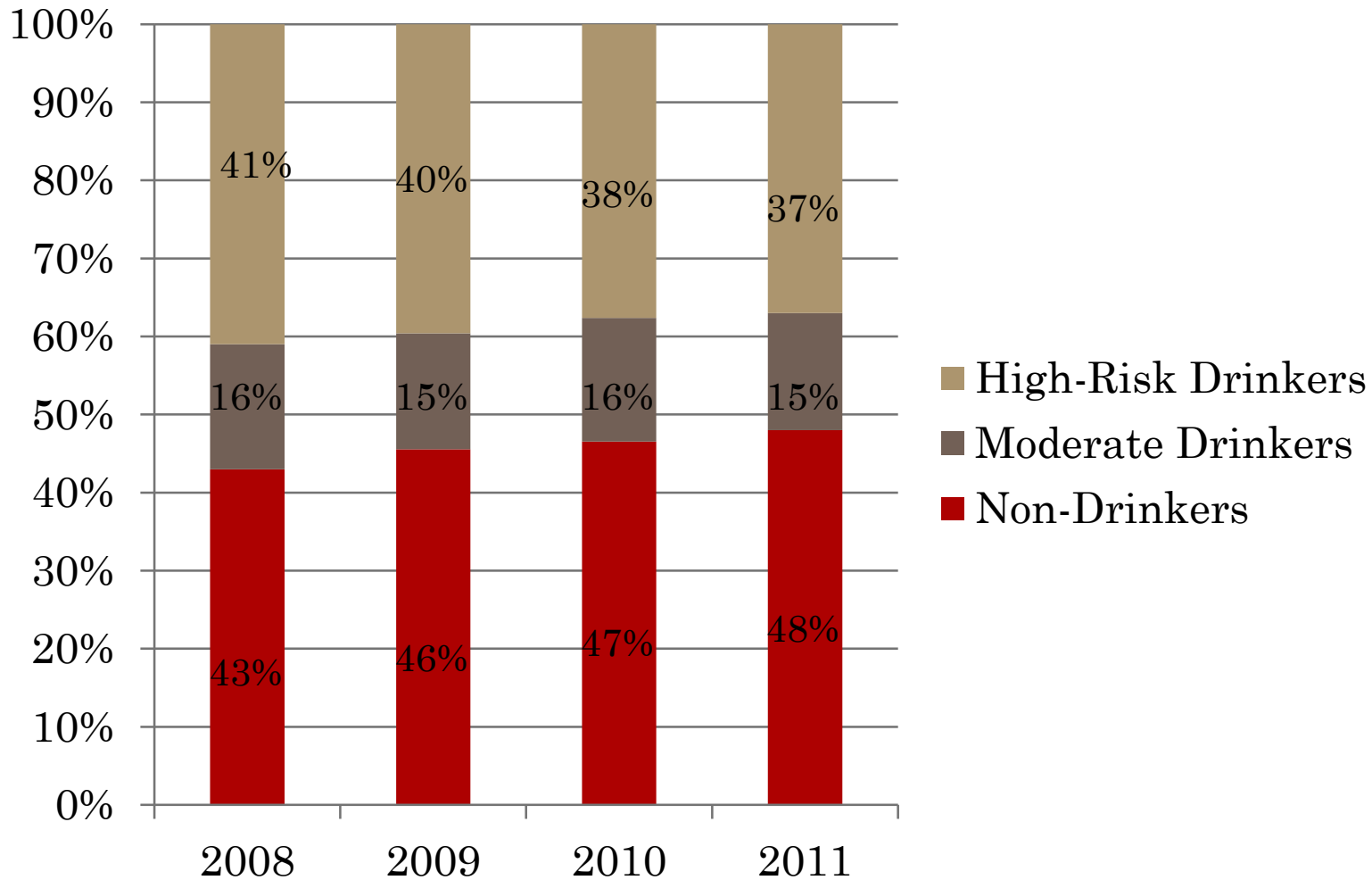
COMMUNITY EFFORTS

Stakeholders	Strategy
Oxford Police Department	Regular updates of police activity reports; sharing resources and identifying trends
Coalition for a Healthy Community-Oxford	Needs assessment underway to identify community perceptions of issues influencing healthy behaviors
Representatives Derickson and Conditt	Discussion with other Ohio universities about legislative options for local control of liquor policies
Miami University Greek Community	1350 new members participated in the CHOICES program.
Communities of Miami University and the City of Oxford	Hazelden conducted an outside evaluation of prevention strategies currently employed to address drinking culture.
Miami University Student Affairs	Everfi presented a Report of AlcoholEdu data and implementation strategies for division of student affairs
Miami University Student Affairs	Dr. Vander Ven from Ohio University presented his research on sociological influences on college drinking culture as a professional development opportunity for student affairs staff.
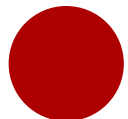
AUDIT SURVEYS

Alcohol Use Disorders Identification Test

- Scale of 0-40
- Scores between 1-7 indicate lower risk drinking behaviors
- Scores of 8-15 show potential risk for alcohol related problems
- Scores of 16-19 possible dependence, already identified negative consequences
- 20+ very high risk, possible dependence
- Those with score of 16 or higher referred to counseling service

Where Data is Collected

- Health Center
  - Every student receives Audit
  - Voluntary
  - Clinician implement Brief Motivational Interviewing and referral based on score
- Sanction Classes
  - Student who have be mandated to attend an educational class due to alcohol or drug violations
- Graduating Seniors
  - Random Sample
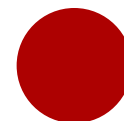
AUDIT SURVEYS

SHS Data
From September – December

- 1725 Completed audits with an average score of 6.23
- 68 Resulted in referrals to the counseling center
- 540 Resulted in referrals to the Office of Student Wellness
- 201 Resulted in a score of 0, indicating abstinence
- When eliminating those reporting abstinence, the average score is 7.07

Graduating Seniors

Zone	Percent of Students	Number of Students
Zone I	41.3%	183
Zone II	39.3%	174
Zone III	12.0%	53
Zone IV	7.4%	33
Total		443, N = 1280

Sanction Class Data
From September – December

- 108 Completed audits with an average score of 7.37
- 6 Resulted in referrals to the counseling center
- 52 Resulted in referrals to the Office of Student Wellness
- 2 Resulted in a score of 0, indicating abstinence
- When eliminating those reporting abstinence, the average score is 7.48
- When eliminating those attending CAEP 106 and those reporting abstinence, the average score is 8.2
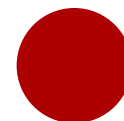
Student Affairs
Good News
4/27/2012

Miami University is one of only five recipients out of 641 eligible schools in the nation to receive the Presidential Award in the 2012 President's Higher Education Community Service Honor Roll. Miami's honor recognizes service programs in the area of early childhood education.

www.miami.muohio.edu/news-and-events/news/.../**honoroll**.html

Miami University's America Reads, America Counts and Adopt A School programs were awarded the Jefferson Awards for Public Service Certificate of Excellence at the National Youth Service Symposium in Cincinnati

This year the Myaamia Project sponsored the 5th biennial Myaamiaki Conference on March 31, 2012.   Special highlights included the recognition of 20 years of Myaamia students enrolled at Miami University and the 10th anniversary of the Myaamia Project.

The Miami Tribe of Oklahoma presented the university with a check for $50,000 the beginning of what will be a $250,000 endowment.

National Endowment for the Humanities has awarded a grant of $124,292 to the Myaamia Project to produce a web-searchable Miami-Illinois/English/ French translation of the LeBoullenger dictionary.

Kayte Fry, Associate Director in the Cliff Alexander Office of Fraternity and Sorority Life and Leadership received the Annuit Coeptis Award from the American College Personnel Association. She was among five emerging professionals across the nation to receive this award.

Pamela Thomas-Warner, Family Nurse Practitioner, one of the clinicians at the Student Health Service, has been actively involved in the Planning Committee for educational programs for the American College Health Association national conference.

Eight staff members from the Division of Student Affairs presented eight different sessions at the National Association of Student Personnel Administrators and the American College Personnel Association national conferences.

A new Ohio historical marker will soon be added to Miami University's campus to recognize the historical significance of fraternity and sorority life at Miami. A dedication ceremony is planned at 6 p.m. Thursday, April 12, in front of the Alpha Delta Phi house at 22 S. Campus Ave. The marker will note Miami as the "Mother of Fraternities," a nickname Miami has held for more than 100 years.

[Miami University to receive "Mother of Fraternities" historical marker](#)

[Miami students make a difference through spring break service trips](#)

Through a partnership among Miami freshman, Jordan Habel, his leadership team of 12 and the Twin Cities-based Feed My Starving Children (FMSC), hundreds of volunteers will prepare 100,000 life-saving meals at an FMSC MobilePackTM event, Sunday, April 15, at Millett Hall.

Staff members Rhonda Jackson and Victoria Suttmiller were recognized with the classified and unclassified staff Women's Leadership Awards.

Meagan Hagerty, First Year Adviser, wrote an article called "Settling" in the Spring Edition Trends Newsmagazine, a publication of the Great Lakes Association of College and University Housing Officers.

Grant Walters, Assistant Director of Residence Life, was appointed President-Elect of the Great Lakes Association of College and University Housing Officers in February, 2012.

Timothy Staples presented a session at The Association for Supervision and Curriculum Development titled "Preparing Students to Negotiate Knowledge in a Complex, Competitive Society". The session included a 15 minute conversation, via Skype, with four Miami first year student athletes, Tre Clifton, Jarrell Jones, Adaora Anunike and Sam Chester.

Miami University Libraries

PERIODICALS FILE

IF YOU HAVE A QUESTION,
PLEASE CONSULT
THE REFERENCE LIBRARIANS.

This is what alumni remember…

This is what Miami faculty know we are…

This is what Business students know we are…

This is what Art & Architecture students know we are…

This is what Music students know we are…

This is what Geography students know we are…
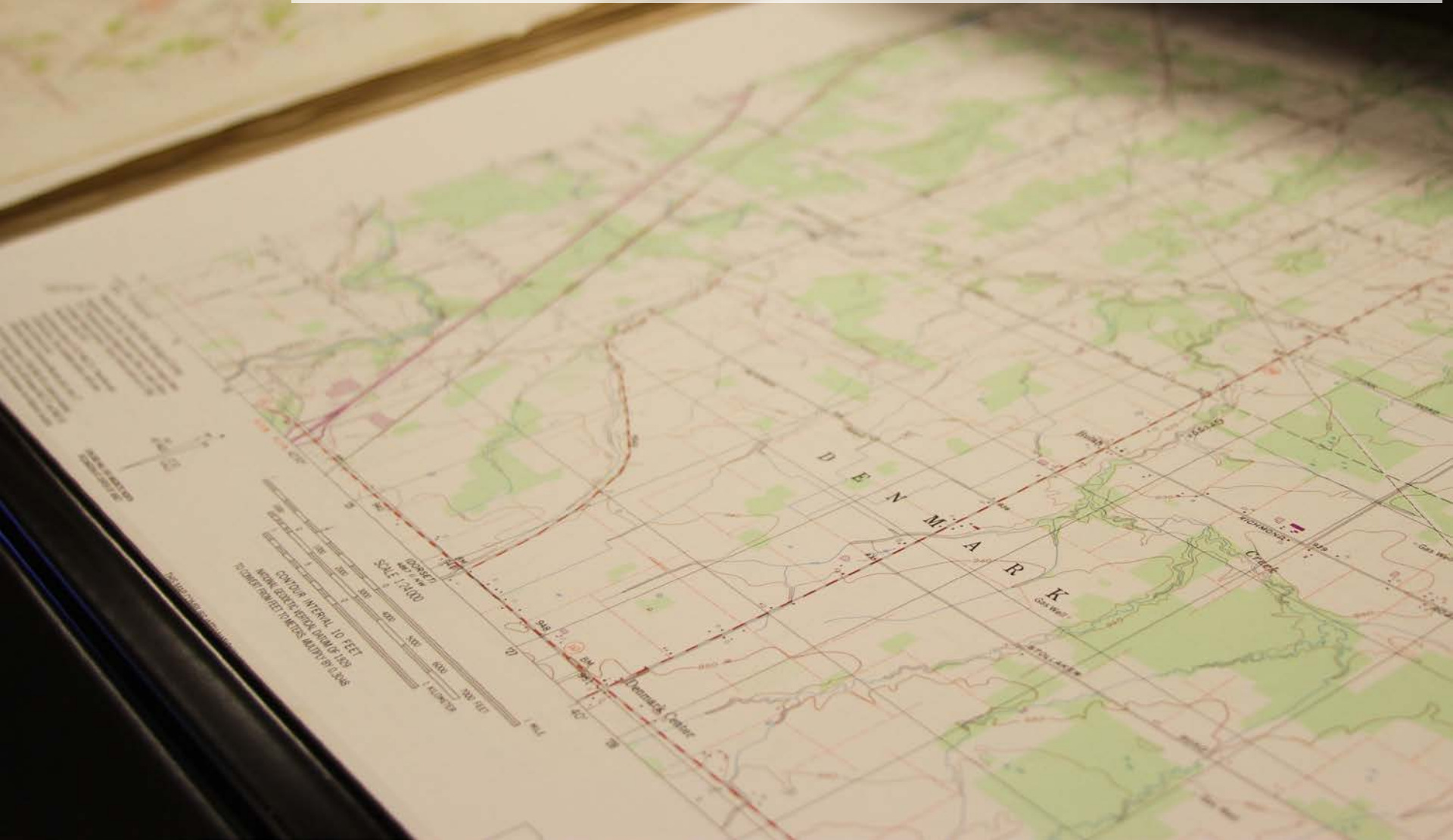
This is what Education students know we are…

This is what Chemistry students know we are…

The great thing is…
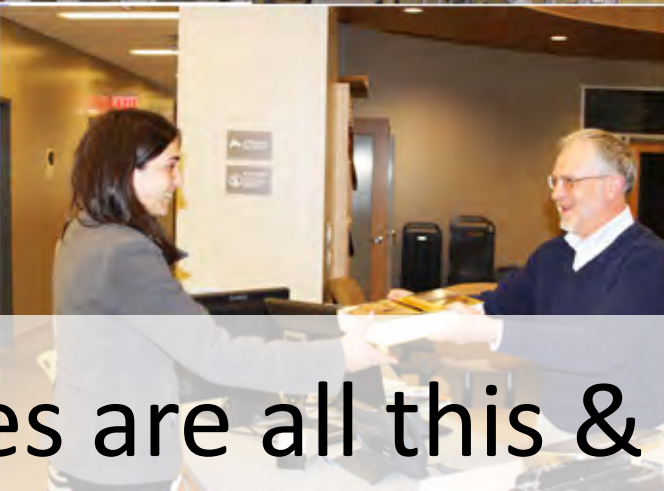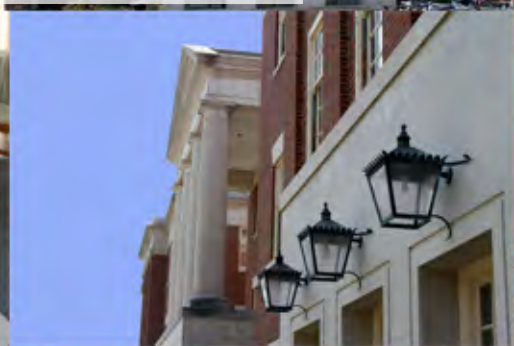
Miami's libraries are all this & more.

S.W.O.R.D.

Over 4 million print items

Over 400,000 check-outs per year

A library system that caters to over 100 different majors…

iPads
MacBooks
Headphones
Voice Recorders
Tripods & Dollies
Laptops
Camcorders
Cameras

Attachment N

Over 23,000 Films

Puppets

Government Documents
Federal Depository Library

GOVERNMENT INFORMATION & LAW
U.S. CONGRESS

COMMITTEE HEARINGS & PRINTS

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Y4.Z

Y4.A
-
Y4.S

Special Collections

Mʳ WILLIAM SHAKESPEARES

COMEDIES, HISTORIES, and TRAGEDIES.

Published according to the true Originall Copies.

The second Impression.

Martin Droeshout sculpsit London.

LONDON,

Printed by *Tho. Cotes*, for *Robert Allot*, and are to be sold at his shop at the signe of the Blacke Beare in Pauls Church-yard. 1 6 3 2.

TO THE MOST NOBLE

AND

INCOMPARABLE PAIRE OF BRETHREN,

VVILLIAM
Earle of Pembroke, &c. Lord Chamberlaine to the
Kings most Excellent Majestie.

AND

PHILIP
Earle of Montgomery, &c. Gentleman of his Majesties
Bed-Chamber. Both Knights of the most Noble Order
of the Garter, and our singular good
LORDS.

Right Honourable,

Hilst we study to be thankefull in our particular, for the many favors we have received from your L. L. we are falne upon the ill fortune, to mingle two the most divers things that can be, feare, and rashnesse; rashnesse in the enterprize, and feare of the suc-cesse. For, when wee value the places your H. H. sustaine, wee cannot but know their dignity greater, than to descend to the reading of these trifles: and, while we name them trifles, we have depriv'd our selves of the defence of our Dedication. But since your L. L. have beene pleas'd to thinke these trifles something, heretofore; and have prosequuted both them, & their Author living, with so much favour: we hope, (that they out-living him, and he not having the fate, common with some, to be Executor to his owne writings) you will use the same indulgence toward them, you have done unto their

A 2   parent.

The World's Largest Book

Some of the
World's Smallest

Hornbooks

2,000 Year Old Papyrus

University Archives

Miami's History

Philadelphia the 11 July 1797.

Sir,

Since the close of the late distressing Indian War in the west, I have taken arrangements for the purpose, and am now prepared on my part to point a completion of my Contract with the United States for one Million Acres of Land, adjoining to, and on the East side of the great Miami River. —

The next Instalment of the monies arising is by the Contract made payable at the Treasury of the United States, within one month after a complete Survey and map of the Million—Acres, shall be furnished to me by

Preservation Lab

Digital Preservation
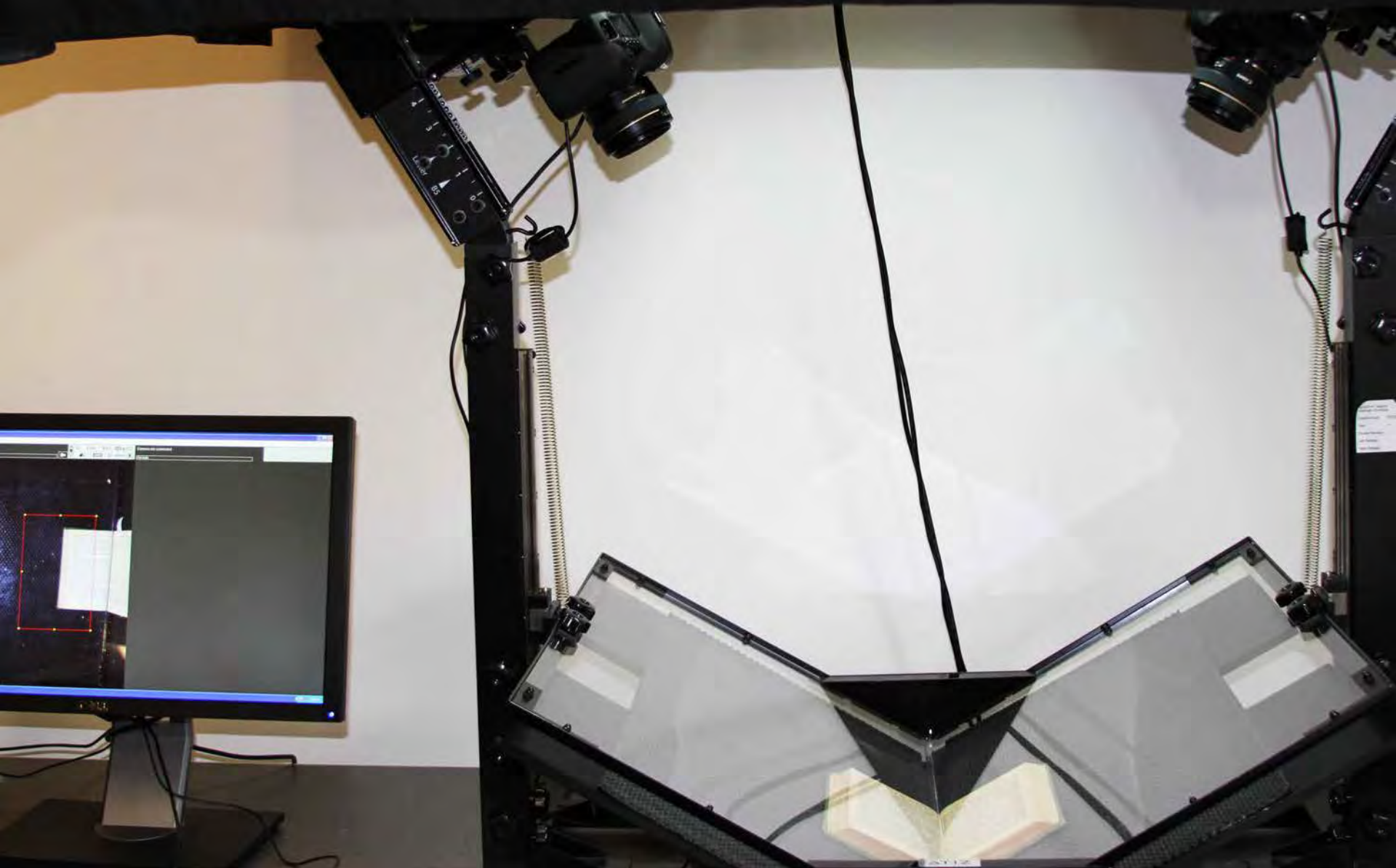
Photographs of Frank R. Snyder

Miami University Libraries – Digital Collections

home : browse : advanced search : preferences : my favorites : about : help

add to favorites : reference url

back to results : prev

20.1%

A. S. Brown family portrait 1910

Blog/Share/Link this image

10683

Title	A. S. Brown family portrait 1910
Location	Oxford, Ohio
Photographer	Snyder, Frank R.
Date.original	1910
Decade	1910-1919
Subject (TGM)	Families
	Family
	Children & adults
	Group portraits
Physical Description	1 negative : glass ; 8 x 10 in.
Resource Type	Image
Genre	photograph

Digital Collections

OhioLINK Library Catalog

(Search History)

KEYWORD | Miami university | Search

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1 The houses of Miami University Oxford, OH / written & published by: Karl Gustafson
Gustafson, Karl
[S.l.] : Karl Gustafson, [2010]
128 p. : ill. ; 21 x 25 cm

Book
2010

2 Miami University, 1809-2009 : bicentennial perspectives / Curtis W. Ellison, editor ; associate editors, Andrew Cayton ... [et al.] ; illustrations editor, Robert S. Wicks ; archives editors, Robert E. Schmidt, Valerie E. Elliott

Athens, Ohio : Ohio University Press ; [Oxford, Ohio] : In association with Miami University, c2009
xii, 459 p. : ill. (some col.), col. maps, music, ports., facsims. ; 29 cm

Book
c2009

3 Miami University Alumni Association alumni today bicentennial directory, 2009

Oxford, Ohio : Miami University Alumni Association, c2008
1810 p. : ill. ; 28 cm. + 1 CD-ROM (4 3/4 in.)

Book
c2008

4 Miami University : Oxford, Ohio / written by Tiffany Garrett ; additional contri... [et al.]
Garrett, Tiffany
Pittsburgh, Pa. : College Prowler, c2005
135 p. ; 21 cm

Book

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By:
Publisher: Essvale
Pub. Date: April 09, 2010

Business Knowledge for IT in Private Equity: A complete handbook for IT Professionals

Pages in Print Edition: 207
Subscriber Rating: ☆☆☆☆☆ [0 Ratings]

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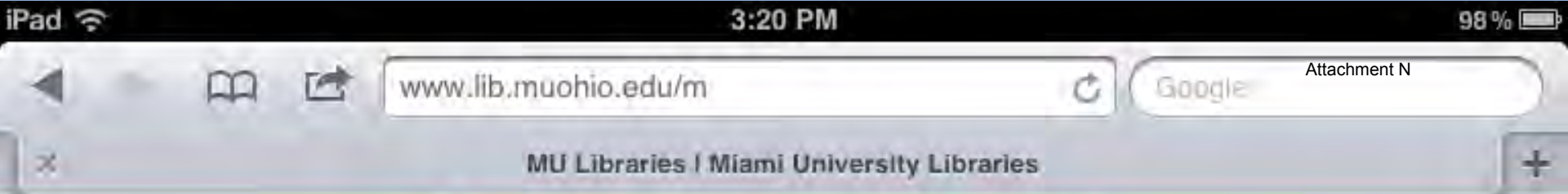
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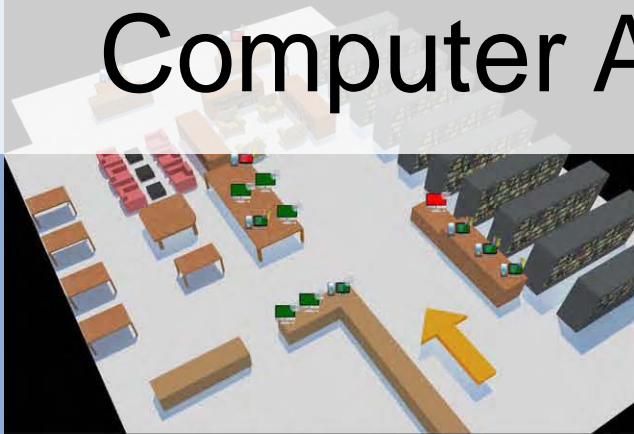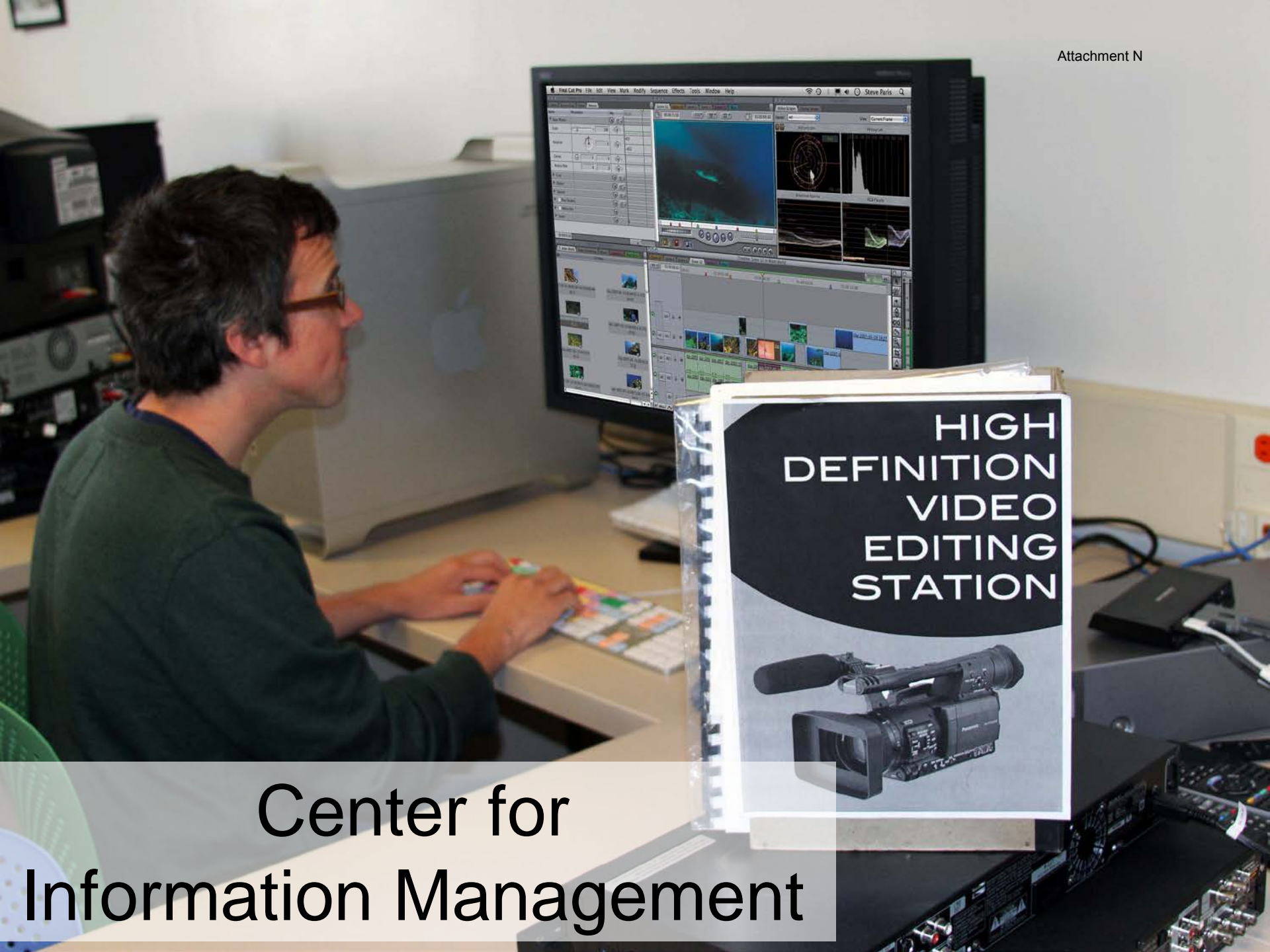
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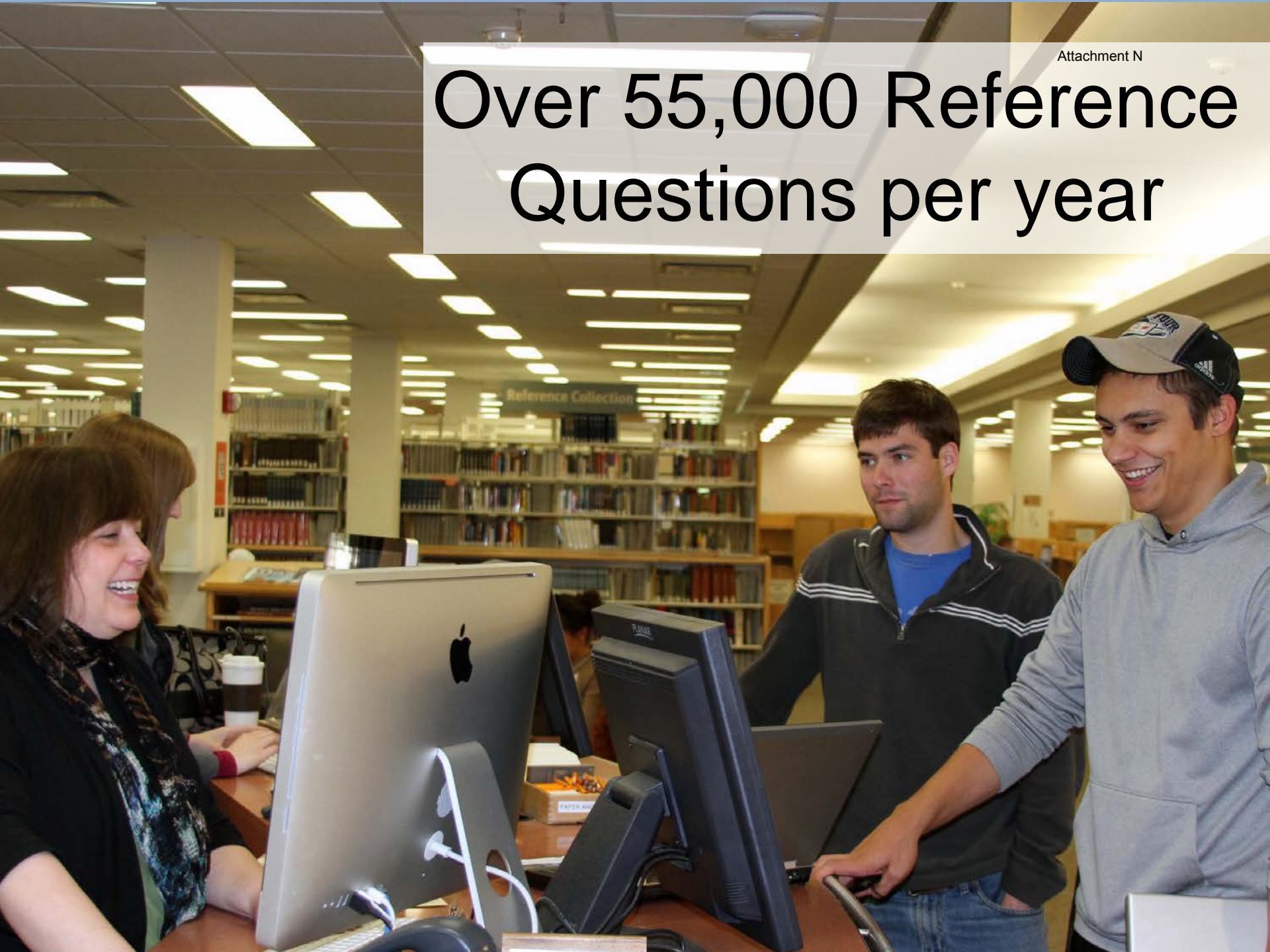
19,800 participants
in library instruction

92 Librarians & Staff

Trends

Reframing the library from storehouse of collections to services

Collection Changes
        A. Print to digital
        B. Collection item selection to demand driven model
        C. Special Collections resource sharing
        D. Access vs. ownership

Mobile Services

Technical Skills staff imperative

Collaboration
        IMS/game facility/lab
        Writing Center
        CELTUA
        Computer Science – capstone
        SWORD

New Initiatives

Center for Digital Scholarship

De-duping Southwest Ohio Regional Depository

Expanded instruction role

OhioLINK cost equity

College of Arts and Science
Report to Academic and Student Affairs Committee
April 26, 2012

The mission of the College of Arts and Science is to develop in our students the knowledge and skills for success in a dynamic, global society and to foster excellence in creativity and research.

Approved by CAS faculty in April, 2012

I.   Background

- **Size** - Largest academic division
  23 departments + 10 Programs
  Requires foreign language at the 200-level (14 offered)

- **Undergraduate Majors and Degrees**
  - 56 majors
  - 4 co-majors
  - 60 minors
  - Bachelor of Science
  - Bachelor of Arts
  - Arts Baccalaureate in International Studies

- **Breadth and Depth**
  - Biological and Life Sciences
  - Cultural and Global Studies
  - History, Philosophy and Religion
  - Law and Public Policy
  - Literature and Writing
  - Mathematics and Physical Sciences
  - Media Studies and Communication
  - Medicine and Health
  - Psychology and Human Behavior
  - World Languages
  - University Studies

- **Graduate Programs**
  10   PhD Programs
       Botany, Chemistry and Biochemistry, English, Geology, Gerontology, Microbiology, Psychology, Zoology, AND Cell, Molecular and Structural Biology (CMSB), Evolution and Environmental Biology (EEEB)
  22   Masters Programs
  Strong synergy between graduate and undergraduate programs provides research opportunities and have positive curricular impact

- **Academic Excellence**
  - Curriculum that Emphasizes Breadth and Depth
  - Strong written and oral communication skills
  - Strong analytical skills
  - Global, cultural and language studies
  - Diversity of offerings
  - Outstanding opportunities for research

- **Indicators of Student Success - Post graduation**
  - 51.9% are employed
  - 41.3% are pursuing graduate studies:
    - 42.2% graduate programs
    - 27% medical profession (61.3% acceptance rate vs 45% nationally)
    - 16.5% law school (81% acceptance rate vs 69% nationally)
    - 14.1% teacher education

- **External Funding**

FY2009

Legend:
- College of Arts and Science
- Graduate School & Research
- School of Education, Health, & Society
- School of Engineering & Applied Science
- Hamilton Campus
- Middletown Campus
- Farmer School of Business
- School of Fine Arts

FY2010

$958,944 Increase = 7%

FY2011

$2,431,396 Increase = 17%
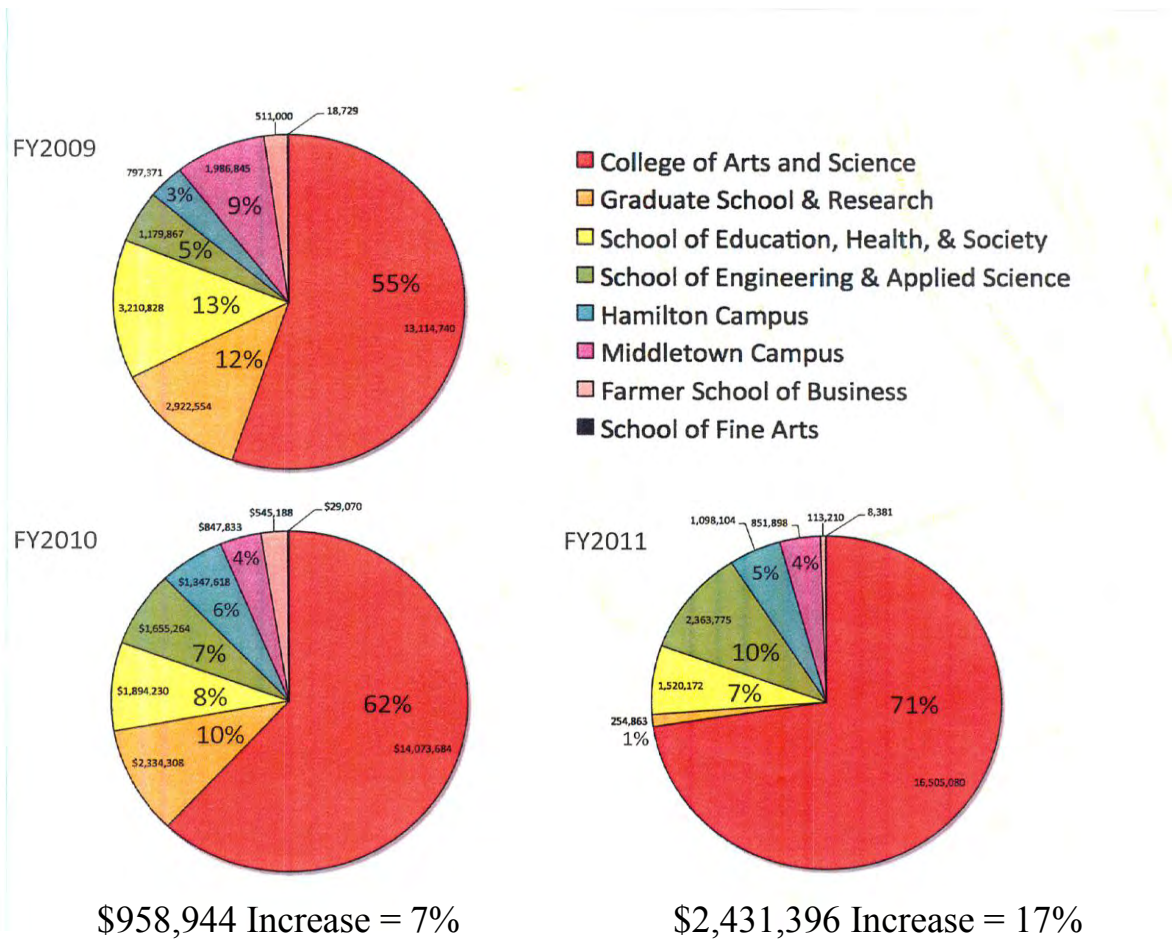
II. CAS Strategic Initiatives and Priorities
Alignment with 5 year Strategic Goals and Strategic Priorities Task Force Recommendations (SPTF)

1. **Make the MU undergraduate experience among the very best in the nation** by continuing to achieve and strengthen academic excellence and the Miami experience

    i. Revisions to CAS requirements (WC and QL) and alignment with revisions to the Miami Plan in order to *become a national model for developing critical intellectual capacities by developing developmentally-appropriate learning and a discovery based curriculum* (I.A.1).
    Continue to offer outstanding liberal arts education
    1. The CAS offers ~75% of Miami Plan offering (Role of CAS in Miami Plan revisions)
    2. The faculty approved competencies based requirements in the CAS, specifically writing and quantitative literacy (developing others)
    3. The College offers great breadth and depth of offerings

    ii. Recruitment/yield Activities – recruit/retain high quality students, especially into capacity area
    Recruitment/yield events will positively *impact graduation rates (I.A.2)* by attracting high-quality students *and advance a culture that embraces difference (I.A.3)*
    Offer Online Courses in targeted areas to positively *impact graduation rates (I.A.2) and* address revenue generation consistent with *encouraging adopting strategic practices that maximize the effectiveness of our human and financial assets (V.C).* The courses are:
    ENG 111 (3 sections), STA 261 (2 sections), PSY 111 (1 section), JRN 201 (1 section), JRN 202 (1 section), JRN 303 (1 section), COM 135 (2 sections) (n=7; 11 sections)

    iii. Invest in CAS teaching and research facilities to raise the level of scholarly accomplishments by *providing appropriate infrastructure to support research* (III.A) *and encourage and support students involved in faculty research (III.B)*. Improving facilities will also help *increase extramural funding (III.D)*
    1. Prioritize large classrooms (128 PSN, 115 SCH)
    2. Additional seating upgrades for other classrooms– quotes being developed
    3. Add technology into small seminar rooms
    4. Continue to reinvest indirect recovery into research equipment and facilities
    5. Public space seating for 13 buildings in CAS (300 benches)

    iv. Continue to provide and expand excellent one on one engagement with faculty e.g. research/scholarly activities to *become a national model for developing critical intellectual capacities by developing developmentally-appropriate learning and a discovery based curriculum* (I.A.1) *and increase the number of students involved in research (I.A.5) and develop the cultural competence for living and working in a multicultural world (*(I.C.3)
    1. Align study abroad with curricular reform; Link study abroad to Scholars programs (see below),
    2. Couple Internships/preceptorships to existing support programs, e.g. Pre-Law and Mallory Wilson, and to Scholars Programs
    3. Enhance interaction with career counseling and increase external networking and engagement of alumni
    4. Continue to create opportunities for undergraduate to present their research and scholarly accomplishments (UG Research Symposium, professional presentations, authorships, forensics)
    5. Increase support for undergraduate student travel

v. Continue to address issues of diversity to maximize MU's contribution to regional, state, national and global communities in order to *contribute to the success of OH by enhancing MU's national reputation and by attracting talented and diverse students (IV.B) and increase our partnerships with K-12 schools (IV.D)*
1. Focused efforts on recruitment, retention, curriculum, climate (outreach to high schools, e.g. Walnut Hills initiative; STEM Exploration Academy)
2. Offer programs that support students from different backgrounds, e.g. NSF URM and S-STEM, SUMSRI, Junior Scholars
3. Offer programs focused on successful transition of international students, e.g. American Culture and English (ACE) Program
4. Continue to focus on the recruitment/retention of highly productive, diverse faculty

2. Enhance Student Success
i. *Expand* existing support programs, e.g. Mallory-Wilson,Pre-Law and ***Initiate*** Scholars Programs to *develop in students the adaptive and creative capacities for lifelong learning and success in a rapidly changing world (I.C) and by making the development of leadership a focal point of the MU student experience (I.C.1) and enhancing career development and deepen learning by providing meaningful real life experiences for all students (I.C.2)*
Scholars Programs –align with co-majors, Living Learning Communities (LLC) e.g.
1. Pre-Med (co-major approval pending) - opportunities for preceptorships; LLC already exists
2. Pre-Law (co-major being developed) - opportunities for preceptorships/internships; LLC already exists
3. World Cultures (Programs/Languages) – LLC already exists (+1.C.3)
4. World Languages (any language major) alliance with Res Life through LLC (+1.C.3)
Both 3 and 4 will help to develop the cultural competence necessary for living in a multicultural world by engaging students in extensive curricular and co-curricular experiences that challenge them to explore and embrace difference (I.C.3)
5. Sustainability (co-major exists) with the goal of becoming *a leader in environmental sustainability (V.D)* –Internships; LLC already exists.
6. Law and Public Policy – Internships; (POL developing related co-majors with emphasis on leadership)
7. Humanities (Writing Scholars) – Internships; Involve Humanities Center, career counseling

ii. Continue to provide and to strengthen academic and professional advising
1. Provide faculty advising earlier in the students' academic career, even starting at orientation (University Studies model)
2. Continue to develop and improve interaction with Career Services (Advising is now available in the CAS Advising Office)
3. Provide resources to faculty advisors to improve their ability to provide career advising

iii. Increase graduation rates (retention initiatives)
1. Address class size issues, possible curricular solutions (sprint courses, first year seminars)
2. Align pedagogical practices with literature
3. Maintain coordinated effort with International Office (Increased staffing (ACE)

iv. Continue to increase the number of awards and recognition students receive which will *contribute to the national reputation of MU and attract talented, diverse students and faculty to MU (IV.B)*
e.g. Fulbright, Goldwater, Beckman, Astronaut Foundation (working closely with Honors and UG Committee)

v. Continue to achieve high acceptance rates to professional and graduate schools, e.g. law and medical by continuing to support and enhance the activities of the Pre-Law Program and Mallory-Wilson Center for Healthcare Education, respectively, which will *contribute to the national reputation of MU and attract talented, diverse students and faculty to MU (IV.B)*

3. **Support/promote strong, select grad programs and raise the level of scholarly accomplishments**
    i. Develop more innovative (Master of Pop & Social GTY with Mahidol University) & interdisciplinary degrees (EEEB, CMSB) that *promote interdisciplinary perspectives (II.B) and increase inter-university collaborations in light of changing fields and evolving needs of the state of Ohio (II.C)*

    ii. Develop revenue generating programs to *encourage a spirit of entrepreneurial thinking to generate new sources of revenue.*
        1. 4+1 Programs (STATS, GLG, SPN)
        2. Low residency MFA program in Creative Writing (being developed in ENG)
        3. Online *programs*, e.g. SPA (Embanet-Compass) (collaboratively with Life Long Learning)
        4. Institute for the Environment and Sustainability
        5. Certificate programs, e.g. Professional Writing/Media/COM, GiS,

    iii. Support and promote the teacher/scholar model for graduate students by continuing to provide mentoring opportunities for graduate students, e.g. through DUOS

    iv. Increase external funding in CAS by $2 mil (FY 2011 =$16,505,080, i.e. 12% increase; ~6 new AREA grants or 2 R01 grants) AND Increase number and type of programmatic grants, e.g. NSF – REU, S-STEM, URM; Graduate training grants to *facilitate the development of the teacher/scholar model for graduate students (II.D) and strengthen competitive awards and support for graduate students (II.E) and encourage and support student involvement in faculty research (III.B)*

    v. Create a grant writer position – collaborate with other divisions to help increase external funding

    vi. *Continue to hire and retain high-quality, diverse faculty* (IV.B) by offering competitive salaries and start-up costs

4. **Increase/Improve Interaction with Alumni** and communicate the needs of the division more effectively to help to *create a culture of giving that ensures success for MU's next century (V.E)*
    i. Enhance interaction with alumni on existing boards to more fully engage alumni in the life of the College, e.g. CAS Alumni Board, Pre-Law Board, Mallory-Wilson

    ii. Create departmental or program boards to more fully engage faculty in the life of the departments or programs, e.g. COM has formed a board informally; PHY is currently forming one

    iii. Increased emphasis on communication with alumni to foster stronger connections between alumni and the College and department, e.g. through electronic newsletters, identification of department – specific materials for Development

    iv. Increase the interaction with potential business partners, e.g. exploring opportunities with Office of Advancement, e.g. Cardinal Health, Nielson, Ernst and Young (Alumni Board member) and continue to collaborate with OARS to identify and develop potential partnerships

    v. Continue to develop and update the CAS website to focus on faculty, student and alumni accomplishments and experiences, e.g. alumni video clips in which alum talk about the value of a liberal arts education; post vides that highlight student achievements and their undergraduate experience

    vi. Improve communication between current students and alumni, e.g. increase current student recognition of alumni donations, e.g. thank you cards

<u>Student and Academic Affairs</u>
<u>Construction activity report</u>

April 26, 2012

1. <u>Projects completed:</u>

   The relocation upgrade of the AIMS Suite in Laws Hall was completed and included painting, new carpet and electronic displays. The Williams Hall Roof Replacement project was completed with help from the unusually mild weather we experienced this spring. Approximately 13,000 square feet of flat roof and approximately 8,700 square feet of shingle roof were replaced, along with installation of new insulation and roof drains.

2. <u>Projects added:</u>

   The Kreger Hall Rehabilitation project was added this period after being removed since the November 2009 report. The project was put on hold at that time due to the absence of a capital improvement bill from the State of Ohio during the FY2011–FY2012 biennia. In early April the governor signed a budget bill that included the allocation of $18.2M for the Kreger Hall project. As a result of this funding, the project has resumed where it was halted, in the design development phase. The project will be a complete renovation of the entire existing building and include a modest addition on its south side.

   A project was added to provide over-flow parking for major events on the north end of campus called the Fryman Farm Parking Lot project, located on the original farm property along Bonham Road and purchased by the University a few years ago. This project will provide approximately 575 parking spaces just east of the Four Mile Creek for sporting competitions, commencement, concerts and other special events on campus as needed. This project also includes the relocation of the cross country course that is currently on the Western Campus but is being displaced by the new housing and dining master plan.

   Several other projects that are less than $500,000 have been initiated this period and are shown on the summary list of small projects that now appears at the end of the report.

3. <u>Projects in progress:</u>

   Construction activity has increased noticeably on campus this period with the Armstrong Student Center, Maplestreet Station, the Marcum Conference Center Addition, and the Western Campus Electrical Modifications all with several contractors and subcontractors on site and heavy equipment work in progress. This activity will continue to increase significantly as we approach summer with the initiation of the Bishop Hall Renovation, Cook Field Renovation, Equestrian Center site improvements, the Maplestreet Station site utilities, the new MET Quad Residence Hall, and the Patterson Avenue water main installation projects all scheduled to begin in May and June.

The Armstrong Student Center project provides spaces for student organizations, student engagement activities, food service venues, a theater, lounges and various ancillary spaces. The design concept includes the renovation of Gaskill, Rowan and Culler Halls, along with the new structure that will be situated between and connect the existing buildings into one new facility. The design has been developed to allow the project to be bid and constructed in two phases. Phase I will include a majority of the new construction and the renovation of Gaskill and Rowan Halls. Phase II will renovate Culler Hall and provide new construction required to join it with Phase I. Most current work centers on construction of the infill between Rowan and Gaskill Halls. Footers and foundation walls for the basement and lowest level of the Wilks Theater are being formed and poured. Columns, grade beams and underground utilities are being placed for the Commons.

Armstrong Student Center site

The new **Maplestreet Station** dining and residence hall will be a 500-seat dining facility that will replace the Hamilton and Scott Dining Halls, with additional capacity to handle the planned expansion of residential units at the Morris, Emerson, Tappan (MET) quad. The new facility will reduce operational costs and allow Hamilton and Scott to be taken off line for swing space during subsequent housing renovation projects as part of the Student Housing Long Range Master Plan. Maplestreet Station will feature seven restaurants with unique menus, design themes, and interior and exterior café seating. The second floor will contain 90 new beds as part of the residence hall long range plan. The entrance will be from the quadrangle, or east side of the building. Mass excavation is complete. Site utilities, footer and foundations are underway.

Maplestreet Station site

The Marcum Conference Center Addition and Renovation project consolidates university hosting and conferencing under one roof and enhances operational efficiency by eliminating the Miami Inn from their room inventory. The project involves two-story additions to both wings of the existing Marcum Conference Center, adding 24 new guest rooms as well as renovations to the existing guest rooms creating some larger suites. Also included will be a new sprinkler system for the entire building as well as minor upgrades to the existing mechanical, electrical and plumbing systems. New finishes are being completed currently and site work is underway. The existing lobby is also under construction to create a new bar area to replace the tavern at the Miami Inn.

Marcum Conference Center site

On the Middletown campus the **Finkelman Auditorium Renovation** project will address ADA and building code upgrades to this facility which has had no major renovation work since its construction in 1969. Work included a new elevator, an upgrade to the restroom facilities in public and performer areas, replacement and adjustment of auditorium seating to ADA requirements, a new fire alarm system, and the installation of new floor and wall finishes throughout the renovation areas. Additional work includes complete removal and replacement of the entire building roof system. Final inspections for occupancy are in progress at this time.

The **Bishop Hall Renovation** is part of the Phase 1 of the Student Housing Long Range Master Plan. The project reconfigures space vacated by the Honors Program to serve as community space for the students, and includes upgrades to the HVAC, electrical, plumbing, and IT systems, as well as interior finishes and furniture, fixtures and equipment. The project is currently in the bidding and awarding of contracts phase.

Cook Field will be renovated this summer to improve use and playability of the University's major recreation sports playfield. Project scope includes: adding irrigation along with storm water detention for its water source; planting new natural sports turf on the south half of the field and installing a synthetic turf surface to the north half of the field; improving under field storm drainage; repaving the running track around the field; replacing softball backstops; adding a restroom and storage facility; and reworking parking around Cook Field to enhance pedestrian access and improve vehicular safety. The project will have two construction phases, completing the northern synthetic field turf areas and running track in time for Fall 2012 use, and completing the natural grass areas in time for Spring 2013 use. The project is currently in the bidding phase.

The **Equestrian Center** on State Route 73 east of the campus will raise the existing outdoor riding arena and paddocks out of the current flood plain by adding fill to the site. New access roads, parking, outdoor riding arena, barns, and storm drainage will be provided. A later phase will provide a new indoor arena on the newly raised grading, along with new horse stalls and classroom space. An RFQ for Design-Build teams has been submitted to Facilities Contracting.

The **Kreger Hall Renovation** project will relocate the Department of Physics from Culler Hall to Kreger Hall. Vacating Culler Hall is part of the master plan in preparing for the second phase of the Armstrong Student Center. Kreger Hall will be completely renovated with new instructional and research labs, physics department offices, and classrooms. Significant upgrades to all mechanical, electrical and plumbing systems will be completed as well as a new fire protection system. A small addition onto the south face of the building will house the faculty offices and create a new entry off Spring Street. Design of this rehabilitation has resumed.

The Miami Inn will undergo a renovation during the Summer of 2012 and is part of Phase 1 of the Student Housing Long Range Master Plan. Renovations include work to all guest rooms, back of the house service areas, and the conference rooms to create a Residence Life staff apartment, study lounge, storage areas, and a recreation room. The electric service to the building will also be upgraded through a connection to the new 12kv electric feeder. The project is out to bid.

A new **MET Quad Residence Hall** will be constructed on the north end of the existing quadrangle comprised of Morris, Emerson, and Tappan Halls as part of the Student Housing Long Range Master Plan. This new residence hall will house approximately 230 students. Construction documents are complete. Contract negotiations are underway with the top ranked Construction Manager at Risk firm.

A new **Western Campus Dining Hall** will be constructed that will provide a 625 seat dining facility northwest of Mary Lyon Hall to serve the three new residence halls as well as the existing population on the Western Campus. Alexander Dining Hall will close when the facility opens. Construction documents are complete. Contract negotiations are underway with the top-ranked Construction Manager at Risk firms.

Three new **Western Campus Residence Halls** with approximately 700 beds will be constructed on the north end of the Western Campus. The facilities were planned as part of the Student Housing Long Range Master Plan and will provide swing space for taking off existing residence halls as they are renovated. These residence halls are being designed with a focus on the second year student experience. A selection committee is currently working with four short listed firms to select a Design-Build team. This selection process is scheduled to be complete in early July.

Respectfully submitted,

Robert G. Keller, AIA, AUA
Associate Vice President –
Facilities Planning & Operations