BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
2043 Farmer School of Business
June 21, 2012

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on June 21, 2012 in Room 2043 of the Farmer School of Business building on the Oxford campus. The meeting was called to order at 8:30 a.m. by Committee Chair Sue Henry. Also in attendance were Committee members Trustee David Budig, and Trustee Sharon Mitchell, Trustee Harry Wilks was absent, and Trustee Dennis Liebermann joined the meeting during the Public Session. Student Trustees Lot Kwarteng and Arianne Wilt were also present for the Public Session.

In addition to the Trustees, several others were also in attendance, including: Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs; Barbara Jones, Vice President for Student Affairs; Deedie Dowdle, Associate Vice President for Communications and Marketing; Michael Kabbaz, Associate Vice President for Enrollment Management; Robin Parker, General Counsel; and Ted Pickerill, Secretary to the Board of Trustees; along with the following individuals who were scheduled to assist in presentations or briefings to the Committee: Dr. Michael Pratt, Dean, Regional Campuses; Dr. Timothy Krehbiel, Senior Associate Dean, Framer School of Business; Dr. Susan Mosley-Howard, Associate Vice President, Student Affairs, and Dean of Students; Dr. Raymond Gorman, Associate Provost and Associate Vice President, Academic Affairs; Dr. Steve DeLue, Chair University Senate Executive Committee; Mr. Daryl Baldwin, Director of the Myaamia Project; Ms. Bobbe Burke, Coordinator of Miami Tribe Relations; Dr. James Kiper, incoming Chair University Senate Executive Committee; and Mr. Nick Miller, Associated Student Government, Secretary for Academic Affairs; as well as several other individuals attending to observe, report or to provide information if requested.

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 – No Formal Report

Student Trustee Lot Kwarteng was in attendance, as was Trustee Arianne Wilt who was attending her first Committee meeting, following her recent appointment.

Associated Student Government

Secretary Nick Miller was also attending his first meeting and introduced himself to the Committee. He reported that two areas of focus for the upcoming year would be undergraduate student advising and retention. As such, he will be joining the Undergraduate Academic Advising Council and the Retention Council.

Mr. Miller's report is included as Attachment A.

University Senate

Professor Steven DeLue, Chair of the University Senate Executive Committee, was attending his final Committee meeting, and Dr. DeLue was thanked by the Committee for his exceptional service. For Academic Year 2013, Dr. James Kiper will become Chair of the Senate Executive Committee.

During his report, Dr. DeLue highlighted the major actions during the year, which included historic changes, such as: Lecturers and Clinical Faculty joining the Faculty Assembly; changes to the academic calendar, to include the creation of a winter term; and the creation of a regional campus academic division.

Dr. DeLue's full report is included as Attachment B.

Provost

Provost Gempesaw presented a proposed resolution to award tenure to Dr. Bruce Murray, recently hired to become Chair and Professor in the Department of Music. Provost Gempesaw outlined Dr. Murray's qualifications and it was moved by Sharon Mitchell, seconded by David Buding and approved by unanimous vote that the Committee recommend approval of the resolution to the full Board of Trustees.

The proposed resolution is included as Attachment C.

Student Affairs Reports

Student Engagement

Vice President for Student Affairs, Barb Jones, updated the Committee on student engagement, calling Miami's student experience to be what sets it apart from other universities. She explained that data from the National Survey of Student Engagement (NSSE) allows a comparison of Miami to comparable universities. She highlighted and explained the areas reviewed by NSSE, and how they apply the data to allow

comparisons. In her discussion, she highlighted community service and efforts to increase opportunities for internships. She also discussed challenges, such as enhancing diversity.

Dr. Jones updated the Committee on the online student organization management system "the HUB." The HUB creates an online home for student organizations; currently the Hub hosts 445 active organizations and over 7,000 involved users.

Dr. Jones' full report is included as Attachment D.

Miami Tribe – Miami University Relationship

Mr. Daryl Baldwin updated the Committee on recent highlights regarding the Miami Tribe – Miami university relationship and on the Myaamia Project. He informed the Committee this year marked the 40th anniversary of the establishment of a relationship, the 20th year of tribal students attending Miami, and the 10th anniversary of the Myaamia Project.

To date, Miami Tribe students have earned 39 undergraduate degrees and 5 master degrees, and Academic Year 2013 will see 21 tribal students on campus. The Myaamia project has not only helped to preserve the Miami Tribe's language, it has also sponsored research into areas such as ethnobotany, facilitated curriculum development, and most recently partnered with Google on its endangered languages website.

Mr. Baldwin's full report and presentation are included as Attachment E.

Academic Affairs Reports

Enrollment Management

Mr. Michael Kabbaz, Associate Vice President for Enrollment Management, provided the Committee with an enrollment update. He reported on current incoming student status and expectation for Fall 2012. He also reported on the challenge of balancing student quality with class size, the out-of-state mix and other factors; a process made more challenging with the shift to direct admission for the Business School. Mr. Kabbaz also outlined key recruitment initiatives for FY2013

Mr. Kabbaz's Enrollment Management report and presentation are included as Attachment F.

Student Debt

Mr. Kabbaz then briefed the Committee on student debt. He provided a summary of scholarships, grants and loans. He discussed the factors with contribute to the need for loans. He compared Miami student debt levels to students at Miami's competition set. He discussed why need-based scholarships require increased focus and how his office is

in the process of developing a new scholarship model for Miami. He concluded by examining the key demographics of those students taking loans.

Mr. Kabbaz's Student Debt presentation is included as Attachment G.

Dean's Reports

Farmer School of Business

Farmer School of Business Senior Associate Dean Timothy Krehbiel briefed the Committee. Dr. Krehbiel focused on two of the Business School's Strategic Initiatives: to increase student performance and engagement; and, to broaden the global perspective of students and faculty.

To increase initiative and engagement, the Business School offer experiential learning courses, networking/career exploration, case competitions, internships, and co-curricular activities. Challenges to achieving this goal include the large cohort size, meeting the special needs of an increasing international population, effectively serving non-business students, and increasing diversity within the Business School.

To broaden global perspectives, the Business School offers summer international programs, winter programs, and semester-long programs. The result is that 62% of Business School seniors have had at least one international; experience. Challenges again include cohort size, cost to students, providing curriculum that meets student needs, and getting students and faculty to step outside their current environment.

Dr. Krehbiel's report and presentation are included as Attachment H

Regional Campuses

Dean Michael Pratt reported to the Committee on the Regional Campuses. He listed the Bachelor's degrees available and noted that it is the fewest of any Ohio regional campus, but he added that the creation of an Academic Division on the Regional Campuses would allow them to become more responsive to the community and to create additional degree opportunities. Indeed, at the end of his remarks, a resolution to establish a Bachelor Degree in Criminal Justice was presented.

He discussed the demographics of regional campus students and relocation to the Oxford campus, including the challenges presented to students who do not begin their main campuses studies along with their cohort. He described student life and compared Miami's regional tuition to nearby comparable schools. He also outlined how the regional campuses work to achieve Miami's five-year strategic goals.

Following his remarks, a resolution to establish a Bachelor of Science degree in Criminal Justice was presented. Sharon Mitchell moved for approval, Dennis Lieberman seconded and it was approved by unanimous vote that the Committee recommend approval of the resolution to the full Board of Trustees.

Dean Pratt's report, presentation and the resolution are included as Attachment I.

Tour of the Farmer School of Business Meeting

Following completion of the presentations, David Leurck, Farmer School of Business Director of Corporate Relations hosted a tour of the Business School Building.

Written Reports

The following written reports were submitted for Committee review:

E-Learning update, Ray Gorman.   Attachment J
On Line Evaluations, Ray Gorman. Attachment K
Greek Summer Task Force Update, Barbara Jones. Attachment L
SPTF 12-15, Ray Gorman. Attachment M
SPTF 36, Ray Gorman. Attachment N
Student Transitions, Susan Mosley-Howard. Attachment O
Academic Division News, Provost. 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

To: Academic and Student Affairs Committee
From: Nicholas Miller, Secretary for Academic Affairs
Date: 6/11/12
Subject: Report of the Secretary for Academic Affairs

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Ladies and Gentlemen:

Hello, my name is Nick Miller and I have the great honor of serving as the Associated

Student Government Secretary for Academic Affairs this year. I will be entering my

junior year as an Integrated Social Studies Education major and this will be my third year

in student government. Over my first two years at Miami I have had the opportunity to

serve on many university-wide academic committees such as the Ad Hoc University

Calendar Committee, Academic Policy Committee, Retention Steering Committee, two

years of University Senate and I will be joining the Undergraduate Academic Advising

Council (UAAC) and the Liberal Education Council this fall. It is my hope that these

experiences have prepared me to represent my fellow students to this committee and the

Board.

I am currently writing this report from Buckeye Boys State which is a nine day mock

government camp that is funded and run by the American Legion. I serve as a counselor

each summer along with four other Miami students including Student Trustee Lot

Kwarteng. Former Student Trustee Matt Shroder also served as a counselor here. At this

camp, the 1,200 senior high school students learn about government, patriotism and most

importantly themselves as they attempt to run for office, get a job and get a small glimpse

of what it is like to run a government for a few days. I bring this to your attention because

Boys State has always served as a great reminder to me that the youth are the future of

this state and this country. We will inevitably be relying on these same young men to actually hold the positions they are practicing this week.

This idea is what makes higher education so important and Miami's cause the most noble. We need to continue to raise the academic standards at Miami University and work to help students reach their goals. I plan on working hard to continue the development of the current initiatives in place including retention, Miami plan, regional campus division and the winter session. I also look forward to learning more about the advising process and to see if I can pick up where my predecessor, Tyler Sinclair, left off.

I look forward to working with all of you over the course of the next year and I thank you all for your continued service and dedication to Miami University.

Sincerely,

Nicholas M. Miller
Mille534@muohio.edu

![MIAMI UNIVERSITY logo]

**Executive Committee
2011-2012 University Senate**

June 1, 2012

To: Members of the Miami University Board of Trustees

From: Steven DeLue, Chair, 2011-2012 Executive Committee of University Senate

Re: Recap 2011-2012 University Senate Actions

- <u>Sense-of-Senate Resolutions on Reports of Senate Ad Hoc Committee/ Senate Committee</u>
  - o Ad Hoc Calendar Committee – Sense-of-Senate vote supporting Recommendations 1,2,3,4; Sense-of-Senate vote opposing Recommendation 5   (SR 12-10, 12-11, 12-12; 12/05/2011).
  - o Academic Policy Committee and Ad Hoc Regional Campus Committee - Proposal to Establish a New Academic Division for the Regional Campuses – Sense-of-Senate vote supporting Provisions 4, 5, and 6; Sense-of-Senate vote opposing Provisions 1, 2, 3, and 7 (SR 12-27 thru SR 12-34; 04/09/2012).

- <u>Curriculum</u>
  - o Reports from the Undergraduate Courses and Curriculum Committee which were received on the Senate consent calendars are summarized in the Curriculum 2011-2012 Annual Report (See attachment).
  - o New Degree
    - ▪ Bachelor of Arts in Interactive Media Studies (SR 12-24, 03/26/2012) (OBOR approval pending).
    - ▪ Bachelor of Science in Criminal Justice (SR 12-38, 05/02/2012) (BOT approval pending, OBOR approval pending).
  - o New Major
    - ▪ MAT Graduate Major Program – Chemistry Education, effective spring 2012 (SR 12-05, 11/21/2011).
    - ▪ MAT Graduate Major Program Life Chemistry Education, effective spring 2012 (SR 12-06, 11/21/2011).
    - ▪ Master of Arts in Social Work (SR 12-14, 01/23/2012).
  - o Name Changes – Consent Calendar
    - ▪ Department of Decision Science and Management Information to Department of Information Systems and Analytics (11/21/2011).
    - ▪ School of Fine Arts to School of Creative Arts (03/26/2012).

- <u>Undergraduate Students</u>
  - o *Student Handbook,* Section 1.11.A, Associate degree students' participation in the University Honors Program (SR 12-08, 11/21/2011).
  - o *Student Handbook,* Section 1.2.C.3 Repeated Courses (SR 12-25, 03/26/2012).
  - o *Student Handbook,* Section 1.1.B.3, American Culture and English Program (Consent Calendar 12/05/2011).

Board of Trustees
Recap 2011-2012 University Senate Actions
June 1, 2012

- <u>Graduate Students</u>
  - o Transcript Notation Listing the Name of the Concentration (Consent Calendar, 03/12/2012).
  - o Combined Bachelor and Master Degree Program (SR 12-13, 01/23/2012).

- *Miami University Policy and Information Manual (MUPIM)*
  - o Section 3.6, Policy Prohibiting Harassment and Discrimination (Consent Calendar, 03/26/2012).
  - o Section 7.5.A, Review of Associate Professor (elimination of section) (SR 12-37, 04/16/2012).
  - o Section 9.1, Retirement with Rehiring Contracts, (Consent Calendar, 08/29/2011).
  - o Section 11.1, Curriculum, Align the graduate approval process with the undergraduate approval process (SR 12-07, 11/21/2011).
  - o Section 11.1.H, Revising a Major, Minor, Certificate, Emphasis, Concentration, Track, or Focus (Consent Calendar, 03/26/2012).
  - o Section 19.6.A, Use of Cellular Telephones and Other Communication and Storage Devices (SR 12-18, 03/12/2012).

- *Promotion & Tenure Guidelines for Dossier Preparation*, 2011-2012
  - o Revised (SR 12-26, 04/02/2012).

- <u>Liberal Education</u>
  - o Process to Revise the Miami Plan (SR 12-15, 02/06/2012).

- <u>Senate Documents</u>
  - o Enabling Act
    - (Office of) Secretary of the University revised Secretary of University Senate or his/her designee. (SR 12-17, 02/06/2012).
  - o Standing Rules
    - (Office of) Secretary of the University revised Secretary of University Senate or his/her designee. (SR 12-17, 02/06/2012).
    - Executive Committee Election Procedures (SR 12-19, 03/26/2012).
  - o Bylaws
    - (Office of) Secretary of the University revised Secretary of University Senate or his/her designee. (SR 12-17, 02/06/2012)
    - University Honors and Scholars Program Advisory Committee renamed University Honors Program Advisory Committee – composition and function (Consent Calendar, 08/29/2011).
    - Benefits Committee reclassified as a standing committee of University Senate – function (SR 12-01, 10/10/2011).
    - Liberal Education Council – composition (SR 12-02 [10/10/2011], SR 12-35, [04/16/2012]).
    - Awards and Recognition Committee – composition (SR 12-03 [10/10/2011]; SR 12-22 [03/26/2012]).
    - University Multicultural Council renamed Council on Diversity and Inclusion, composition and function (SR 12-16, 02/06/2012).
    - Committee for the Enhancement of Learning, Teaching, and University Assessment – composition (SR 12-36, 04/16/2012).

Board of Trustees
Recap 2011-2012 University Senate Actions
June 1, 2012

- Miscellaneous
  - 1 to 5 scale on the University-wide student evaluation form (Consent Calendar, 12/05/2011).
  - Revisions to the assessment processes and requirements (SR 12-09, 12/05/2011).
  - Awards
    - Distinguished Professor Award – renamed University Distinguished Professor Award (SR 12-20, 03/26/2012); call for nominations every-other year rotating with the Distinguished Service Award (SR 12-04, 10/10/2011); person holding chaired/endowed professorship may be nominated (SR 12-21, 03/26/2012).
    - Distinguished Service Award – call for nominations every other year rotating with the University Distinguished Professor Award (SR 12-04, 10/10/2011); venue for presentation not be limited to a meeting of Faculty Assembly (SR 12-23, 03/26/2012).

- Special Reports from Senate Committees and the University Community
  - University Accreditation by the Higher Learning Commission, Carolyn Haynes, University Honors Program, and Cecilia Shore, CELTUA.
  - Ad Hoc Committee on Faculty Online Evaluations Progress Report, Michael Curme, Chair, and Ann Frymier.
  - NCAA Recertification Committee, Matthew Boaz, Chair.
  - Report from the Strategic Assessment of Support Services Steering Committee, Accenture Project, David Creamer, Vice President for Finance and Business Services.
  - Report from the University Multicultural Council, Ronald Scott, Associate Vice President, Institutional Diversity.
  - Research at Miami, James Oris Interim Associate Provost or Research and Scholarship.
  - Report from the Calendar Subcommittee, a Subcommittee of the Academic Policy Committee, Raymond Gorman, Associate Provost and Associate VP for Academic Affairs.
  - Armstrong Student Center Report, David Creamer, VP for Finance and Business Services.
  - Regional Campuses, Michael Pratt Dean of the Regional Campuses.
  - Healthy Miami Wellness Program, Benefits Committee.
  - Interdisciplinary Enhancement Committee, Peg Faimon, Chair.
  - Enrollment Strategies, Michael Kabbaz, Associate VP for Enrolment Management.
  - College of Arts and Science Reorganization, Interim Dean Phyllis Callahan and John Weigand, Process Coordinator.
  - Support Services Implementation Program, IT, Debra Allison, Vice President for Information Technology.
  - Budget Taskforce Technical Committee Report Overview, David Ellis, Associate Vice President for Budgeting and Analysis.
  - Fiscal Priorities and Budget Planning Committee Annual Report, Rebecca Luzadis, Chair.
  - Faculty Welfare Committee, Survey of Clinical and Lecturer Faculty, Theodore Wagenaar (Consent Calendar).

cc: Bobby Gempesaw, Provost

<u>6/22/2012 Agenda Item</u>
Academic Affairs
Resolution

RESOLUTION R2012-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the recommendation for the awarding of tenure to the following individual, effective July 1, 2012:

Dr. Bruce Murray
Chair & Professor
Department of Music

STUDENT ENGAGEMENT/LEADERSHIP REPORT
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BOARD OF TRUSTEES
JUNE 21, 2012
BARBARA JONES, VICE PRESIDENT FOR STUDENT AFFAIRS

Student engagement is defined as the time and energy students devote to educationally purposeful activities and the effort colleges and universities devote to using effective educational practices (Kuh et al, 2008). Student engagement has been shown through a variety of studies to be positively related to first-year grades, persistence between the first and second year, graduation, satisfaction, learning and personal development (Astin, 1993; Pace, 1979; Pascarella & Terenzini, 1991, 2005). Students who are involved with peers and faculty inside and outside the classroom gain more from their college experience. The emphasis Miami has placed on student engagement provides opportunities for students to be involved in a variety of institutionally sponsored activities as well as deep and reflective leadership experiences. Student engagement has the ability to transform the student and create lasting learning.

Student success as a measure of institutional effectiveness and impact is based on our ability to engage students in the educational process to reflect, integrate, and apply what they are learning in different settings. According to Anthony Carnevale of the Georgetown University Center on Education and the Workforce, "Irrespective of college major or institutional selectivity, what matters to career success is the students' development of a broad set of cross-cutting capacities…" Activities and programs in student affairs are an integral part of the institutional opportunities for student engagement and career success.

Student engagement encompasses the totality of the student experience; this report will focus on engagement outside the classroom.

EXAMPLES OF ENGAGING EXPERIENCES FROM THE NATIONAL SURVEY OF STUDENT ENGAGEMENT SPRING 2011

Have done practicum, internship, field experience, coop experience, or clinical assignment

Miami	67%	Doctoral Universities	49%

Engaged in community service

Miami	76%	Doctoral Universities	58%

Participated in co-curricular activities

Miami	83%	Doctoral Universities	52%

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Participated in a learning community or some other formal program where groups of students take two or more classes together

Miami	39%	Doctoral Universities	26%

Providing the support you need to help you succeed academically

Miami	98%	Doctoral Universities	94%

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Miami	82%	Doctoral Universities	82%

Attending campus events and activities

Miami	95%	Doctoral Universities	87%

CAMPUS STUDENT ENGAGEMENT DATA

Registered student organizations:
- 417 student organizations
- 50 new organizations registered this year

Number of students in student organizations:
- 11,662 student members on rosters in the Hub (this would count a student twice if involved in two organizations)
- 7,424 discrete students on rosters as members or officers of organizations

Community Service
- Over 98,000 hours of community service were performed through the Offices of Community Engagement and Service and fraternities and sororities

Internships
- Internships available to students have increased by 101percent in the last two years

Living Learning Communities
- Over 99 percent of first year students in the fall of 2010 were involved in Living Learning Communities, a total of 3,583
- Of the students involved in Living Learning Communities 718 students have two or more courses in common and another 1,605 had one optional or required course

Academic Support
- The Bernard B. Rinella, Jr. Learning Assistance Center provided approximately 30,000 hours of tutoring and supplemental instruction to 6,000 students

Diversity
- There are over 80 diversity-related student organizations at Miami

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Campus events sponsored by student organizations
- 1,024 events registered/approved by Student Activities and Leadership
- The Office of Student Activities and Leadership and its affiliated groups hosted 134 social and educational events with 40,062 participants

Leadership Activities
- 32 leadership events with a total attendance of 3,529
- 71 students participated in the Scholar Leader program in 2011-12

Brief update on The HUB: In spring 2011, CollegiateLink was selected by ASG and Student Activities and Leadership to provide a new student organization management system. Nicknamed, "The Hub," and customized to create an online home for student involvement, The Hub houses webpages for student organizations that are integrated with their Facebook and Twitter pages. These pages are customized to provide a virtual platform for organizations to communicate to their members and to potential members. During the fall semester, an aggressive campaign was launched to get student organizations registered on The Hub. After a period of training and familiarization in early fall, the previous paper-driven event registration process moved into The Hub. In spring semester, fraternities and sororities joined the online community. By the end of the year, **968 events** had been registered/approved in The Hub, doubling the number of events registered by Student Activities and Leadership in previous years. The Hub also provides a secure and easy-to-use platform for students to administer the ASG election processes. By the end of the year, The Hub had a combined total of **445 active organizations** (student organizations and university departments) and **7,428 involved users** (faculty, staff, and students). Student organizations also entered **7,374 community service hours** on The Hub. Plans are underway to launch Residence Hall Community Council pages in the fall. Additionally, aggressive marketing of The Hub to new students has begun with orientation. The Hub will be highlighted in two new student newsletters and is discussed and demonstrated to new students during orientation.

Astin, A. W. (1993). *What matters in college?: Four critical years revisited*. San Francisco: Jossey-Bass.

Carnevale, A (2011). *The Economic Value of Liberal Education*. Power Point presentation for Presidents Trust, Association of American Colleges and Universities.

Kuh, G., Cruce, T., Shoup, R., Kinzie, J. and Gonyea, R. 2008. *Unmasking the effects of student engagement on first-year college grades and persistence,* Journal of Higher Education, 79 (5): 540–563.

Pace, C. R. (1979). *Measuring outcomes of college*. San Francisco: Jossey-Bass.

Pascarella, E.T., & Terenzini, P.T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.

Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students: Volume 2: A third decade of research*. San Francisco: Jossey-Bass.

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June 6, 2012

Board of Trustees Academic & Student Affairs Committee
Miami Tribe Report

Compiled by Daryl Baldwin, Director of the Myaamia Project, and Bobbe Burke, Coordinator of Miami Tribe Relations

Presentation to be made June 21 by Daryl Baldwin

Miami Tribe – Miami University Relationship
In March 2012, we celebrated 3 historic markers of the relationship between Miami University and the Miami Tribe of Oklahoma.

- Miami Chief Forest Olds' campus visit in June 1972 forged the first connection that has developed over 40 years.
- Three Miami Tribe students entered Miami in 1991-92. In the past 20 years, 81 Tribal students have been enrolled at Miami: 39 have received undergraduate degrees; 5 have received Master's degrees. There will be 18 returning Tribe students and 3 incoming students in 2012-13. Each student receives the Heritage Award which is a tuition and instructional fee waiver renewable with a 2.5 GPA.
- The Myaamia Project successfully completed its tenth year during the 2011-12 academic year.
- Visit www.muohio.edu/miamitriberelations for more information about the activities and history of the relationship.
- Visit www.myaamiaproject.org for more information about the activities, educational publications, and projects of the Myaamia Project.

Myaamia Project
The Myaamia Project was created in 2001 to serve two main functions.

- The first is to conduct in-depth research to assist tribal educational initiatives aimed at the preservation of Myaamia language and culture. This research is used to create a wide range of educational models and materials for community language and cultural programs.
- The second purpose is to expose undergraduate and graduate students at Miami University to tribal efforts in language and cultural revitalization. Student experiences are gained through a wide range of activities including visits to Oklahoma, direct involvement in research initiatives, class visitations by Project staff, and access to Miami Tribe language and cultural resources.

This report will focus on several examples of experiences that Miami students typically have that are connected to the Miami Tribe and the work of the Myaamia Project.

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Graduate Student Experience

Fewer graduate students have been involved with Tribal projects than undergraduates, but their sophisticated level of research has produced significant outcomes that have had far-reaching impact in helping meet current needs of the Miami Tribe community.

- Ethnobotany – PhD & Masters research and publications
- Institute for Environmental Studies – Lunar calendar & environmental assessment
- Computer science – SmartPen technology as an in-home language teaching tool
- Geography – Historic homelands mapping project

Undergraduate Student Experience

Visits to Miami, Oklahoma are organized twice a year.

- January Winter Gathering & Stomp Dance – bus trip
- June Summer Gathering & Powwow

Routinely, our collective staff is asked to make presentations in a variety of different classes each semester. In this manner, several hundred undergraduate students are exposed to the work of the Myaamia Project and learn about the Miami Tribe relationship with Miami University.

At times, individual students have shown an interest in furthering their involvement and projects are developed that meet the student and Tribal community needs together.

- In 2002, Catherine Johnston developed a Summer Scholars project and produced The Miami Language Children's Curriculum which compiled previous language activities that had been created by Miami language instructors. A spiral-bound booklet, containing two accompanying CDs, was distributed to Miami Tribe households.
- In the Spring 2012, Brad Kasberg was awarded Miami University's Joanna Goldman Memorial Prize, given to a graduating senior to "complete a dream research, service or creative project." With assistance from the Miami Tribe Cultural Resource Office, Brad's project will carry out environmental tests on Miami tribal lands in Ottawa County, Oklahoma. Brad's Myaamia heritage makes this project especially meaningful for all involved.

Some faculty members develop an ongoing interest in including assignments in their course syllabi that offer a "real" project to their students and produce a useful result for the Miami Tribe. This creates a diversity component in a course where that might not be a typical part of the course content as well as a service-learning opportunity by meeting a community generated need. Several classes have made visits to Oklahoma to gather first-hand knowledge associated with their class assignments.

- Computer Science online language instruction projects – ongoing since 2009
  Doug Troy, Professor of Computer Science and Software, Associate Dean, Engineering and Applied Science
- Architecture Cultural Design Studio – 5 semesters from 2003-2009
  Gail Della Piana, Professor of Architecture
- Mass Communication – several projects from 1999-2009
  Robert Vogel, Professor of Mass Communication

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- Geology, Environmental Studies – 2011 & 2012 summer workshops in OK extended earlier IES graduate work
  Jason Rech, Associate Professor of Geology
  Jonathan Levy, Associate Professor of Geology

Miami Tribe Student Experience

The Miami Tribe is a non-reservation Native American Tribe headquartered in Miami, Oklahoma, a town that was named for them. The approximately 4000 Tribal members are spread throughout the US with many being too far from Miami, OK to participate routinely in Tribal-sponsored activities. Consequently, Tribal students who enroll at Miami University bring varying levels of knowledge with them about their tribe or their heritage. This uneven knowledge sparked the creation of Heritage Classes designed to teach these enrolled Tribal students about their own history, language and culture, and the workings of their contemporary tribe.

- Myaamia Heritage Classes – weekly, 6 semesters + senior independent study
- Eewansaapita youth summer camp, as counselors
- On-campus visibility – NASA, Dalai Lama visit, Dr. Hodge inauguration

Fabric of the Institution

On a personal level, many individuals have carried the torches that have allowed this relationship and its accomplishments to shine brightly. The following examples represent various ways that today's relationship exists on an institutional as well as a personal one.

- The Myaamia Collection was established in 2002 to provide a central repository for Miami Indian historical, cultural, and linguistic resources accessible to both the Miami Tribal community and academic researchers.
- A Memorandum of Understanding was signed by President James Garland and Chief Floyd Leonard in March 2006 committing both institutions to enable cooperation and engage in educational avenues of mutual interest.
- A Memorandum of Agreement was signed by President Hodge and Chief Thomas Gamble in 2008 confirming the working parameters of the Myaamia Project at Miami University.
- In fall 2008, the Miami University Art Museum kicked off the Miami University Bicentennial with the exhibition, *Myaamiaki iisi meehtohseeniwiciki: How the Miami People Live.* Miami Tribe artifacts and objects were on loan from several other museums and displayed along with artwork from contemporary Miami Tribe artists, and a continual showing of the 2008 documentary about the language revitalization efforts of the Miami Tribe, "The Miami Awakening" by Sandy Osawa. The Art Museum enjoyed record breaking attendance for that semester. The Miami Tribe officials were especially pleased to have lunch at the Art Museum with the Board of Trustees during the opening week events on September 19, 2008.
- In 2011-12, Miami University changed from the Blackboard program to the new online collaborative and learning environment that uses a Miami language word, niihka (meaning friend), as its title.
- In March 2012, the Miami Men's Glee Club performed 2 new verses of the Miami Alma Mater in the Myaamia language.

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- The Armstrong Student Center includes a Wiikiaami Room, the traditional family lodge of Miami Indians, where information about the relationship and the Miami Tribe is planned to be available to educate future generations of Miami students.

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Miami Tribe
Miami University

Learning at Miami University

40 years of relationship
20 years of tribal students
10 years of the Myaamia Project

Attachment E

39 undergraduate degrees
5 master's degrees
21 current tribal students

Ethnobotany

IES Summer Workshops

Attachment E
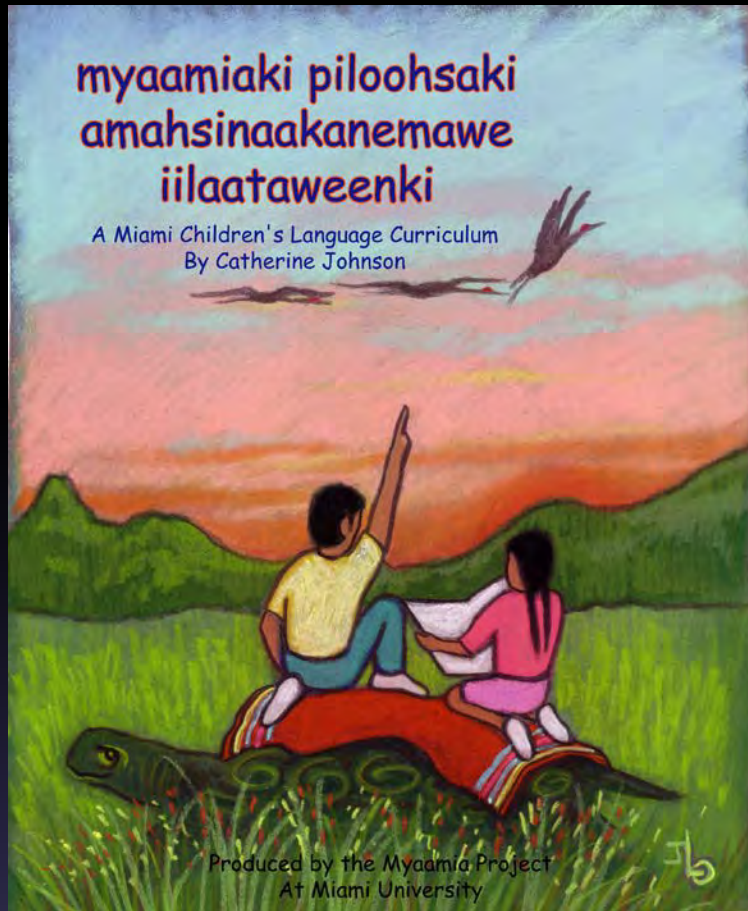
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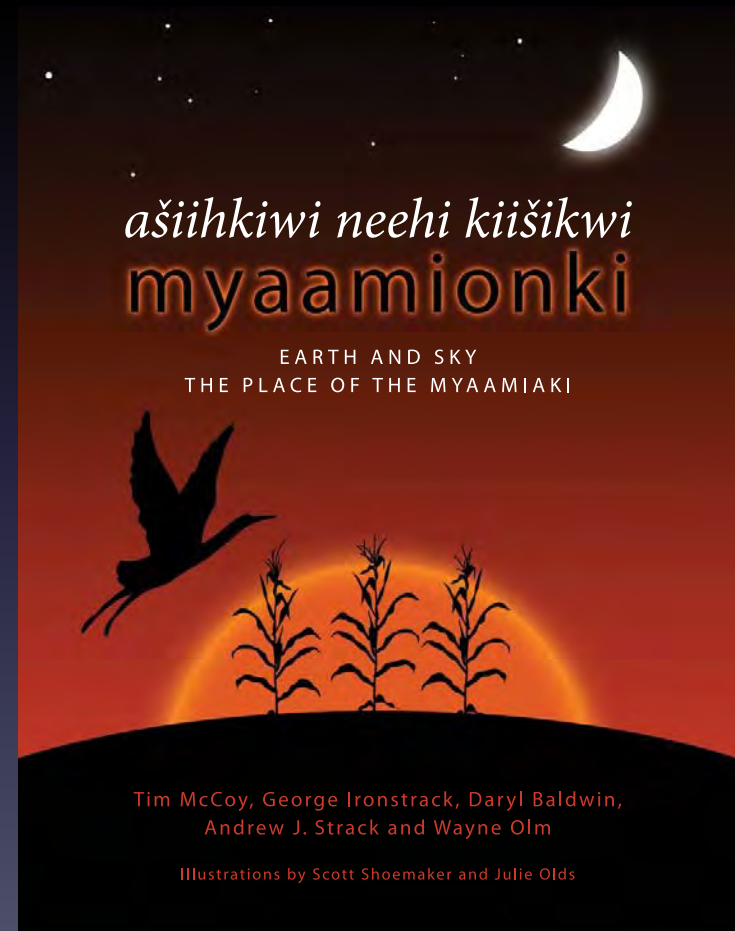
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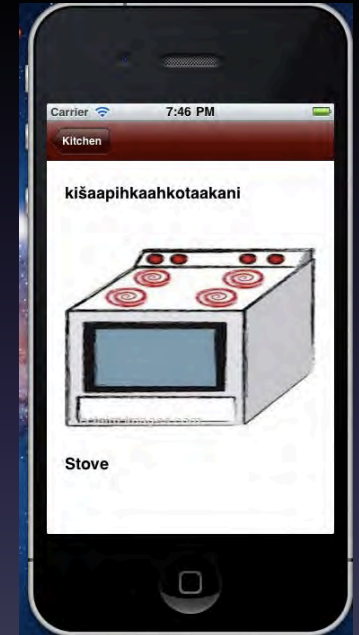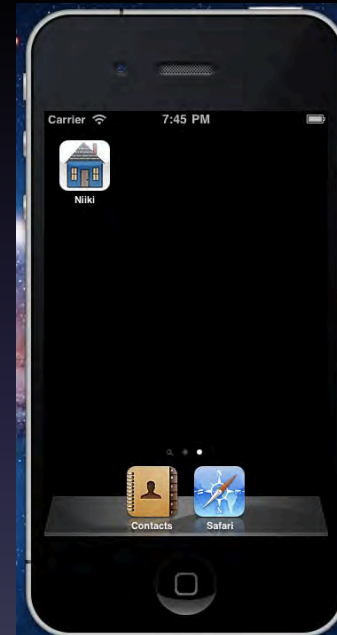
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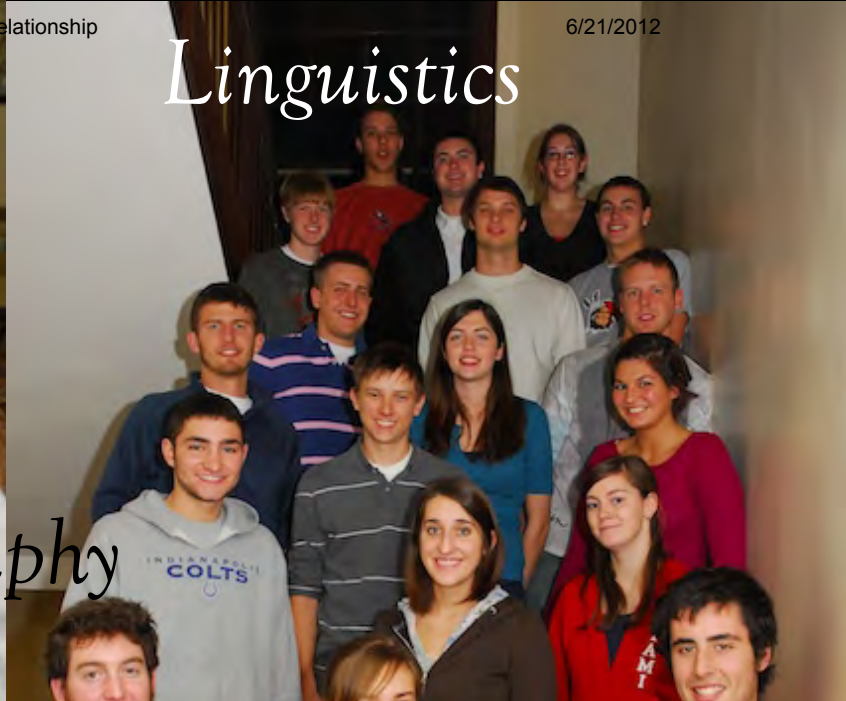
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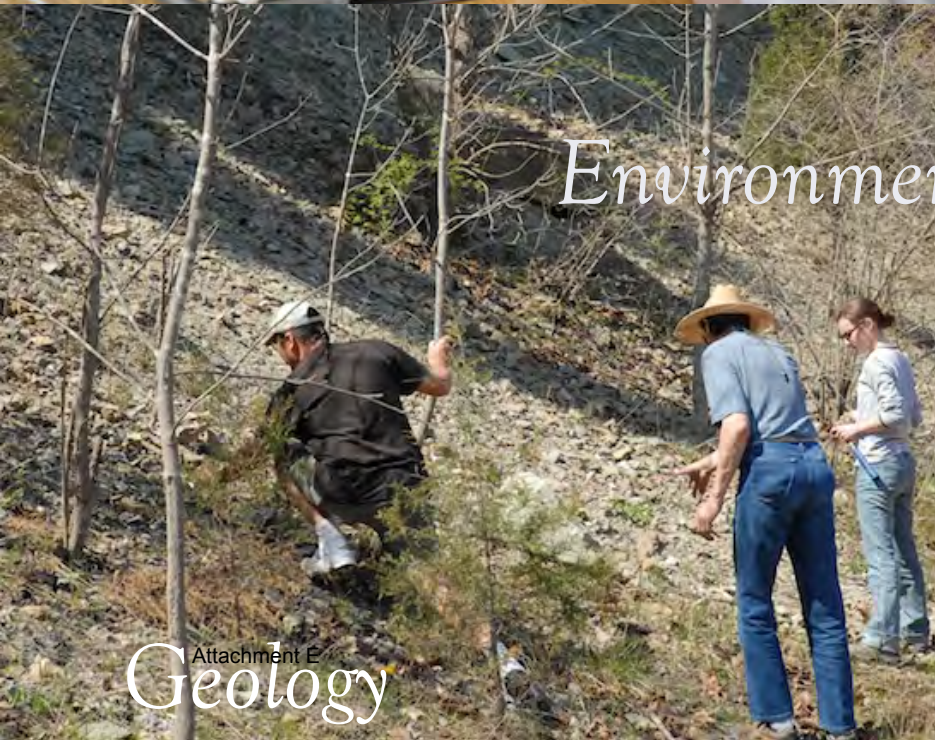
Environmental

Architecture

Geology

Attachment E

MIAMI UNIVERSITY

Office of Enrollment Management

MEMORANDUM

TO: Academic / Student Affairs Committee
             Board of Trustees
FROM: Michael S. Kabbaz, Associate Vice President for Enrollment Management
RE: Preliminary Fall 2012 Enrollment Profile
DATE: Thursday, June 7, 2012

First-year

Applications reached a record high of 20,308, or 10.0 percent growth over Fall 2011.

- As of June 7, there were 3,872 active first-year students enrolled, with a total anticipated loss of 7 percent due to summer melt
    - 85 first-year students have cancelled fall 2012 enrollment
- Academic quality is consistent with last year
    - ACT Average (SAT converted) is a 26.5
    - GPA 3.62
- Acceptance rate has decreased to 72.8 percent from 74.1 percent
- Non-resident enrollment is slightly up over last year
    - 39.4 percent overall, which includes 4.1 percent international
- Domestic students of color represent 12.6 percent, which is slightly up over last year (11.8 percent)
- The class hails from 41 states plus DC, PR, and VI, and 19 countries
- International student enrollment increased slightly by 4.6 percent to 159 students
- Alumni legacies represent 21.5 percent, which is slightly down over last year

Fall 2012 First-Year Enrollment by Academic Division and Residency

	Resident	Domestic Non-Resident	International	Total	% Non-Resident
College of Arts & Science	1231	715	72	2018	39.0%
Farmer School of Business	409	345	64	818	50.0%
School of Education, Health & Society	305	113	4	422	27.7%
School of Engineering & Applied Science	278	119	17	414	32.9%
School of Fine Arts	125	73	2	200	37.5%
TOTAL	**2348**	**1365**	**159**	**3872**	**39.4%**

Other Fall Enrollment

Transfers

- 155 confirmations as of 6/7, or a 22.5 percent YTD decrease over Fall 2011

Note: Expect Fall 2012 to see a significant enrollment reduction due to Farmer School of Business change in academic requirements for transfer students

American Culture and English (ACE) Program

- 57 confirmations as of 6/7, or a 128% increase over Fall 2011

[1]

ENROLLMENT UPDATE

BOARD OF TRUSTEE MEETING
June 21, 2012

Michael S. Kabbaz
Associate Vice President for Enrollment Management

Attachment F

MIAMI UNIVERSITY
Office of Enrollment Management

Preliminary Fall 2012 Key Highlights

- Currently 3867 active deposits, with an anticipated loss of 6 to 7 percent due to summer melt
  - 97 first-year students have cancelled fall 2012 enrollment
- Academic quality is consistent with last year
  - ACT Average (SAT converted) of 26.5
  - GPA of 3.62
  - Rank of 19.8 percent
- Acceptance rate has dropped to 72.8 percent from 74.1 percent
- Non-resident enrollment is slightly up over last year
  - 39.2 percent overall, which includes 4.1 percent international
- Domestic students of color represent 12.6 percent, which is slightly up over last year
- The class hails from 41 states plus DC, PR, and VI, and 19 countries
- International student enrollment increased slightly by 3.9 percent to 159
- Alumni legacies comprise 21.5 percent of the class

Attachment F
Data as of June 19, 2012

MIAMI UNIVERSITY
OXFORD OHIO
Office of Enrollment Management

Other Fall Enrollment Projections

American Culture and English (ACE) Program

- Fall 2011: Enrolled 26 first-year students

➢ 57 confirmations as of 6/19, or an 128% increase over fall 2011

Transfers

- Fall 2011: Enrolled 275 transfer students
- Expect Fall 2012 to see a significant enrollment reduction due to FSB changes

➢ 183 confirmations as of 6/19, or a 15.7% YTD decrease over fall 2011

Attachment F

Fall 2012 Enrollment by Residency

	Resident	Domestic Non-Resident	International	Total	% Non-Resident
College of Arts & Science	1231	710	72	2013	38.8%
Farmer School of Business	411	343	64	818	49.8%
School of Education, Health & Society	306	113	4	423	27.7%
School of Engineering & Applied Science	277	118	17	412	32.8%
School of Creative Arts	126	73	2	201	37.3%
TOTAL	2351	1357	159	3867	39.2%

As of 6/19/2012

Attachment F

MIAMI UNIVERSITY

Office of Enrollment Management

FY13 Key Recruitment Initiatives

1. Increase non-resident domestic and international outreach
   - Non-resident recruitment from 3 to 5 regional-based positions
   - International recruitment staff from 1 FTE to 3 FTEs
2. Expand targeted travel and off-campus programming
3. Expand outreach for special populations
   - High-ability recruitment
   - Urban outreach/diversity
4. Enhance and expand on-campus programming
   - Increase FTEs dedicated to the on-campus experience
5. Utilize predictive modeling and enhanced data sources
   - Increase FTEs dedicated to data and analysis management

Attachment F

MIAMI UNIVERSITY
Office of Enrollment Management

FY13 Key Recruitment Initiatives (cont'd)

④ Expand early outreach to prospective students and their key influencers

- Increase FTEs dedicated to communication recruitment
- Continue building OEM's relationship and shared vision with UCM
- Develop divisional specific marketing plans

⑤ Refine the fall 2013 merit scholarship strategy

Attachment F

MIAMI UNIVERSITY
Office of Enrollment Management

STUDENT LOAN DEBT OVERVIEW

Board of Trustee Meeting

June 21, 2012

Michael S. Kabbaz
Associate Vice President for Enrollment Management

Attachment G

MIAMI UNIVERSITY
OXFORD OHIO
Office of Enrollment Management

2011 Miami Financial Aid Overview

- 74% of students received some type of financial aid (scholarship, grants, loans, or work-study)

- $60 million in institutional scholarships & grants (donor, athletics, University budgeted)

- $6.5 million in donor funds

- $15.2 million in Federal & State grants

- $92.7 million in Federal, State, University & Private loans

- 17% of students received a Federal Pell grant

Note: all numbers based on 2011, Oxford/Lux campuses

Attachment G

MIAMI
UNIVERSITY
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Office of Enrollment Management

Key Factors Driving Student Loan Debt

- Institutional Net Cost
  - Merit
  - Need-based
  - Federal funding
- Family Financial Circumstances
  - Actual need
  - Perceived need
- Loan Rates
- Economy
  - Investment portfolios
  - Housing equity
- Federal Borrowing Limits
- Student College Attendance Growth

Attachment G

MIAMI UNIVERSITY
OXFORD OHIO
Office of Enrollment Management

Pell Grant Coverage Relative to Miami's Tuition and Fees
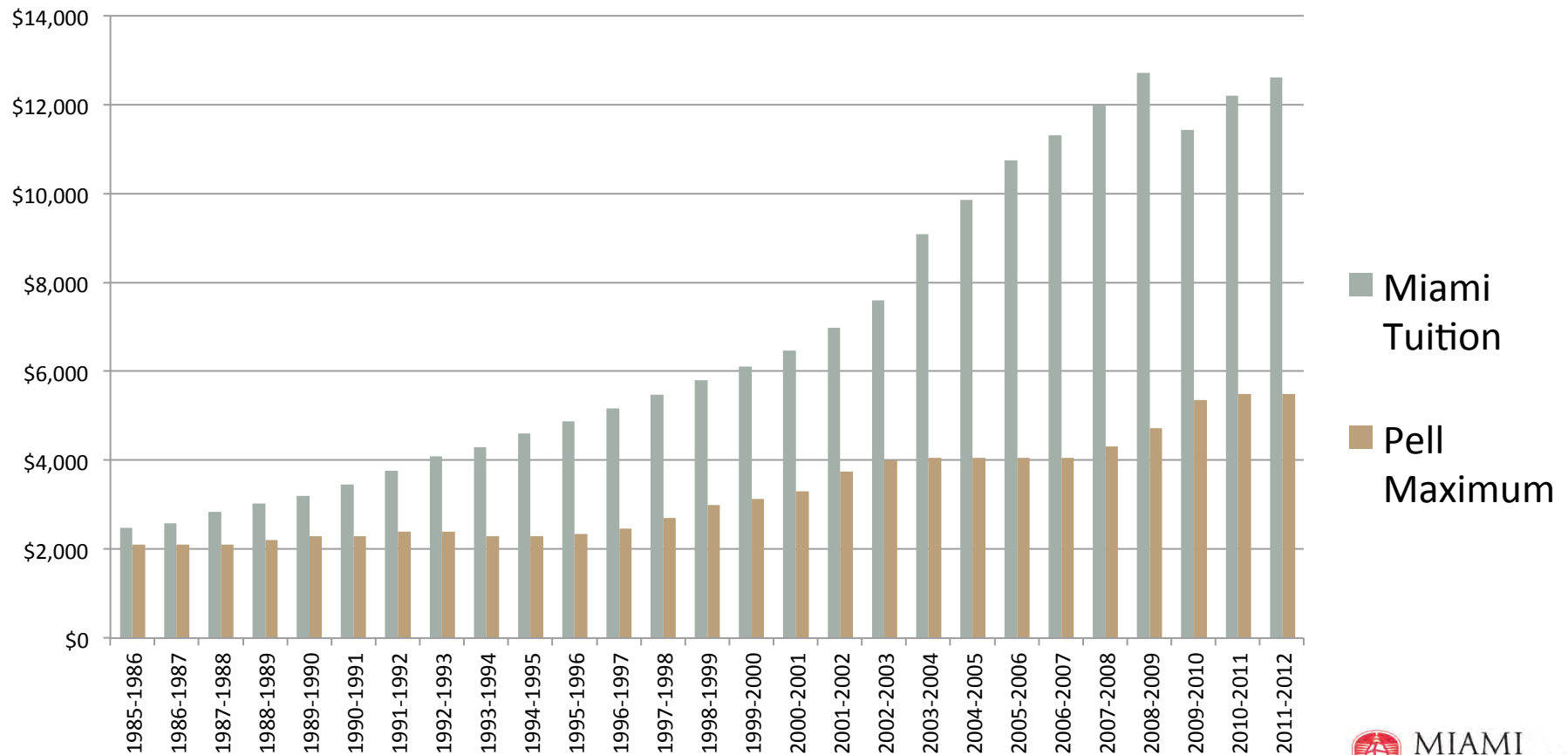
Attachment G

Tuition Costs: Competition Set (2012-13)

Rank	College	Cost
1	University of Dayton*	$33,400
2	Pennsylvania State University	$15,124
3	Michigan State University*	$13,335
4	University of Michigan *	$13,243
5	**Miami University**	**$13,067**
6	University of Illinois	$11,636
7	University of Cincinnati	$10,784
8	The Ohio State University	$10,034
9	Indiana University	$10,034
10	Ohio University*	$9,936
11	Purdue University	$9,900

Note: *2011-2012 costs

Attachment G

Source: Institutional web sites/Common Data Set

MIAMI UNIVERSITY
OXFORD OHIO
Office of Enrollment Management

Student Debt: Ohio Schools (2011)

Rank	College Name	Debt	% Who Borrow	+ / -
1	Bowling Green State U*	$31,515	76%	n/a
2	Kent State University	$29,842	76%	$1,656
3	University of Toledo	$28,438	72%	$1,060
4	University of Cincinnati	$27,593	67%	$1,131
5	**Miami University**	**$27,178**	**54%**	**$-137**
6	Wright State University	$27,119	83%	$577
7	Ohio University	$26,909	69%	$1,579
8	The Ohio State University	$24,840	58%	$2,010
9	University of Akron	$22,096	70%	$3,096
10	Cleveland State University	$19,199	47%	$-338

- Nationally, the average debt is $25,250 (2010)
- In 2010, Ohio ranks 7th in the country in student loan debt ($27,713)

*2010 data
Attachment G

Source: Common Data Set

MIAMI
UNIVERSITY
OXFORD OHIO

Office of Enrollment Management

Student Debt: Competition Set (2011)

Rank	College Name	Debt	% Who Borrow	+ / -
1	University of Dayton	$36,331	67%	$910
2	Pennsylvania State University	$33,530	66%	$2,395
3	Indiana University	$28,434	53%	$682
4	University of Michigan	$27,644	44%	$-184
5	University of Cincinnati	$27,593	67%	$1,131
6	Purdue University	$27,286	54%	$926
7	**Miami University**	**$27,178**	**54%**	**$-137**
8	Ohio University	$26,909	69%	$1,579
9	The Ohio State University	$24,840	58%	$2,010
10	Michigan State University	$23,725	45%	$1,907
11	University of Illinois	$22,975	52%	$1,432

Attachment G

MIAMI UNIVERSITY
OXFORD OHIO

Office of Enrollment Management

Need-Based Funding: Competition Set (2011)

Rank	College	Avg. Grant
1	University of Dayton	$16,754
2	University of Illinois	$12,743
3	University of Michigan	$11,656
4	Purdue University	$11,302
5	Indiana University	$10,712
6	Michigan State University	$9,204
7	The Ohio State University	$8,776
8	Pennsylvania State University	$6,592
9	University of Cincinnati	$5,801
10	Ohio University	$5,192
11	**Miami University**	**$4,238**

Note: Average need-based award to first-time freshmen

Attachment G

MIAMI UNIVERSITY
OXFORD OHIO
Office of Enrollment Management

Key Demographics: Miami Borrowers

Average Debt: $27,178

Residency	Average of Loan Debt	Average Income
Non-Resident	$27,690	$166,764
Resident	$26,739	$84,324

High School GPA	Average of Loan Debt
4.0 & Above	$24,803
3.5 to 3.99	$26,066
3.0 to 3.49	$26,965
2.5 to 2.99	$27,708
2.0 to 2.49	$32,567

ACT Range	Average of Loan Debt	Monthly Payment
26 & Higher	$25,054	$288
25 & Lower	$27,713	$318

Attachment G

Note: Loan repayment calculated using finaid.org; assumes 10 year term

MIAMI
UNIVERSITY
OXFORD OHIO

Office of Enrollment Management

Key Demographics: Miami Borrowers (cont'd)

Average Debt: $27,178

Academic Division	Average of Loan Debt	Average Income	Monthly Payment
Education, Health & Society	$29,497	$87,501	$339
School of Engineering & Applied Science	$27,931	$78,128	$321
School of Fine Arts	$27,567	$98,195	$317
College of Arts and Science	$26,642	$101,891	$307
Farmer School of Business	$24,725	$117,707	$285

Miami GPA	Average of Loan Debt
3.5 to 4.0	$23,356
3.0 to 3.49	$25,818
2.5 to 2.99	$28,766
2.0 to 2.49	$33,523

Attachment G
Note: Loan repayment calculated using finaid.org; assumes 10 year term

MIAMI UNIVERSITY
OXFORD OHIO

Office of Enrollment Management

Key Demographics: Miami Borrowers (cont'd)

Average Debt: $27,178

Ethnicity (Federal Description)	Average of Loan Debt	Avg. Income	Monthly Payment
Multi Racial	$35,437	$45,966	$408
American Indian or Alaska Native	$31,361	$75,237	$361
Unknown	$30,320	$105,554	$349
Black or African American	$29,613	$50,089	$341
White	$26,868	$101,887	$309
Asian	$23,595	$85,737	$272
Hispanic/Latino	$21,868	$111,849	$252
Native Hawaiian or Other Pacific Islander	$13,219	$160,407	$152

Attachment G
Note: Loan repayment calculated using finaid.org; assumes 10 year term

MIAMI UNIVERSITY
OXFORD OHIO
Office of Enrollment Management

FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY • OXFORD, OHIO

Report to Academic and Student Affairs Committee
Submitted by Roger L. Jenkins, Dean
June 21, 2012

This past year *BusinessWeek* rated our undergraduate business program as the 8th best for public universities and 23rd overall. This is the fifth consecutive year we have been in the top 25. Our professional MBA program, which will graduate its second class in August, made its debut rating in *US News* this spring. The program was rated first among part-time programs in Southwest Ohio and 59th overall. The Master of Accountancy program was ranked 34th overall and 5th in the nation for schools without PhD programs. Our success begins with our strong mission statement and is supported by a culture of continuous improvement. Each year we assess our strategic initiatives, conduct a critical review of annual accomplishments, collect and analyze student input, and articulate clear goals for the future. In light of this framework, our report is presented in the following five sections.

    I.   Mission and Strategic Initiatives
    II. Background
    III. Major Accomplishments in 2011-12
    IV. 2012 Senior Survey
    V. Goals for 2012-13

I. Mission and Strategic Initiatives

The **mission** of the Farmer School of Business is to be a premier business program that provides students with the life-long ability to acquire knowledge and translate it into responsible action in a competitive global environment.

In support of our mission, the following strategic initiatives were identified for 2012-15:

    1. Increase student performance and engagement
    2. Broaden the global perspectives of students and faculty
    3. Create a more diverse educational climate
    4. Recruit and retain world-class faculty
    5. Build relationships with key stakeholders
    6. Enhance the reputation and visibility of the Farmer School

II. Background

Undergraduate Program
- Target size: 900 per cohort, 3600 total; currently about 4,600 total
- Six departments and one program (Entrepreneurship)
- Eight majors (10 if you count the two Economics Arts & Science majors)
- Majors require 38 core business hours in addition to (typically) 24 major hours plus a business capstone
- 14 minors
- One certificate (Chinese Business Program)

Graduate Programs
- Professional MBA (Two-year program where all courses are taught at Voice of America; currently 70 enrolled, target of 160 by Spring 2014)
- Master of Accountancy (One year program; 25-30 per cohort)
- Master of Economics (One year program; currently suspended and being revised)

III. Major Accomplishments for 2012-13

National Rankings
- Undergraduate program ranked 23rd overall and 8th for public universities by *BusinessWeek*.
- The Entrepreneurship program was ranked 15th overall and 6th for public universities by the *Princeton Review*.
- The Entrepreneurship program was recognized as the 1st Ohio Center of Excellence in Entrepreneurship by the Ohio Board of Regents.
- The Entrepreneurship program was recognized as having the Best Social Entrepreneurship Program by the Global Consortium of Entrepreneurship Centers.
- The Accountancy program was ranked in the top-25 nationally, and 4th best program without a PhD by *The Public Accounting Report*.
- The Supply Chain Management program was ranked in the top-20 nationally by *The Supply Chain Management Review.*
- The MAcc program was ranked in the top 35 nationally, and 5th best MAcc program for departments without a PhD by *The Public Accounting Report*.
- The Professional MBA program was ranked in the top 60 nationally for part-time MBA programs and was ranked 1st in Southwest Ohio by *U.S. News*.

International Programs
- Had 209 students study abroad in semester long programs, 328 students in summer international programs, and 26 students in a winter break study abroad program.
- Offered eight different FSB faculty-led international programs, including a new program created exclusively for FSB honors students.

- Had one faculty-led international program spend a week in Cuba.
- 62% of the 2012 graduating class had at least one study abroad experience.

Student Accomplishments

- Produced six of the 13 Provost Student Academic Achievement Award winners.
- The Farmer School's chapter of Pi Sigma Epsilon, the co-ed professional fraternity in marketing, was named the top chapter in the nation at the 2012 national convention. Nine of the last 14 years the Farmer School's chapter has won this award.
- The Lewis Family Mock Trial team, directed by Dan Herron (Finance) and comprised of business and non-business majors, finished 4th at the National Championship.
- A team of marketing students placed 2nd at American Eagle's national case competition.

Faculty Accomplishments

- Improved our percentage of Academically Qualified faculty from 64% to 66%, and our percentage of Professionally Qualified plus Academically Qualified from 90% to 93%.
- Xiaowen Huang, Associate Professor of Management, was presented with the *Miami University Distinguished Scholar Award* for junior faculty. One faculty member is selected annually from the university in recognition of excellence in scholarship.
- Megan Gerhardt, Associate Professor of Management, was one of two Miami University faculty members named a *Naus Family Scholar* in recognition of faculty excellence particularly in the areas of student engagement and leadership
- Mike Curme, Associate Professor of Economics and Associate Dean, named the 2012 *ASG Outstanding Professor.*

Development & External Relations

- Raised over $5.6 million in FY 2011, and over $6.4 million (through April) in FY 2012.
- Hosted over 250 visiting executives; 15 public lectures and over 100 class visits.

Administration & Advising

- Secured an increase in the business school credit hour fee in order to retain outstanding faculty and improve programs so as to maintain or increase our national ranking.
- Successfully moved roughly 1,250 first-year and second year pre-business students through the core curriculum with resources designed to accommodate 900.
- Advised scores of pre-business students through the portfolio entry process and helped them transition into other divisions without significant fallout for the university.
- Received external funding for an Accountancy Professional Development Advisor.
- Renamed the Department of Decision Sciences and Management Information System to the Department of Information Systems and Analytics; Major revision to the Business Analytics minor and added a SAS certificate program.

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IV. 2012 Senior Survey

During the month of April 2012, 924 graduating seniors from the Farmer School of Business were invited to complete an on-line survey regarding their academic and co-curricular experiences. Roughly 69% responded to at least some part of the survey.

At the time of the survey, about 77.5% of respondents planning to enter fulltime employment after graduation had received offers. About 81% of respondents had used the Office of Career Services for assistance in the job search process, and the average rating of the services provided by that office was close to a 4 (3.94 on a 5-point scale, with 5 being 'excellent'). The median reported starting salary was $55,000. Of those reporting the functional area of their job, about 69% listed finance, marketing or accounting – a clear reflection of the three largest majors in the Farmer School. Around 66% of the employed graduates accepted positions that were expected, at least initially, to locate them in the Midwest.

Over 78% of Farmer School graduates reported having an internship while at Miami. About 54% of these internships resulted in a job offer from the sponsoring firm. Students rated the internship experience quite favorably – 4.46 on a 5-point (excellent) scale. In addition to internships, Farmer School students also took advantage of study abroad opportunities. Over 60% reported having studied abroad, and students almost universally praised the study abroad experience, with an average rating of 4.75 on a 5-point (excellent) scale. Of those students who did not study abroad, roughly one-third claimed to have no interest in an international experience, and about 55% did not travel because of cost considerations.

Over half of all Farmer School graduates were involved in two or more co-curricular experiences while at Miami. Students reported that they were able to link these experiences to the curriculum, and that these activities added significant value in many ways (e.g. interacting with diverse others; discovering individual strengths).

Overall, Farmer School graduates gave the curriculum and their professors high marks. On a 5-point (excellent) scale, overall satisfaction with the business program was 4.52. Consistent with this, students felt the business school prepared them for both their first professional position (4.37) and graduate school (4.35). Faculty also received high scores regarding their availability (4.47) and the currency of their courses (4.44). These high scores reflect students' overall satisfaction with the program's development of a variety of useful business-related skills (e.g. analytical skills, team skills).

Overall, the survey results indicate a generally high degree of student satisfaction with the program. Still, there are areas for improvement that have been targeted in the Farmer School's strategic initiatives for 2012-2016. For example, the division seeks to promote more student engagement both inside the classroom and with external stakeholders. By doing so, we hope to blur the boundaries between curricular and co-curricular experiences, and also improve the internship and employment outcomes for our graduates.

V. Goals for 2012-13

Curriculum & Student Issues

- Continue the evaluation of all academic programs within the Farmer School and consider the elimination of programs that fail to significantly promote our mission relative to the resource expended.
- Continue to pursue and develop new revenue enhancing and cost cutting initiatives, such as: developing innovative and effective e-learning and hybrid initiatives; introducing a 3+1 Master of Accountancy degree; creating innovative winter term programs; offering new programs (such as certificate and workshops); and finding operational efficiencies within the Farmer School.
- Reexamine the core curriculum, and make modifications that are developmentally appropriate and enhance retention and completion.
- Expand and enhance the Professional MBA program.
- Develop a more meaningful divisional honors experience.
- Develop a credit-bearing experience for service-related application of business principles.
- Expand business-related curricula that reach students pursuing majors outside of the business school, and increase the number of non-business students receiving business credentials, e.g., the Summer Business Institute and the Management Minor.
- Critically reexamine the division's international programs and consider other opportunities for expanding semester-long study abroad opportunities.
- Develop sustainability-oriented curriculum via interaction with counterparts outside the Farmer School (e.g., geography, engineering).
- Continue to explore the unique needs of international students with respect to advising, career counseling services, study abroad, etc.
- Carefully evaluate the intra- and inter-university transfer paths into the division.
- Explore creative ways to partner with the regional campuses to increase the number of relocating multicultural students.
- Develop a divisional honor code and code of professional conduct that will establish expected behaviors of all students within the FSB.
- Promote the Buck Rodgers Business Leadership Program as a potential internal and external resource on leadership matters.

External Activities

- Develop a more strategic vision for, and promote greater communication across, our divisional outreach initiatives, including their integration with university efforts.
- Enhance the communication of the Farmer School brand; strategically consider the range and efficacy of social media communication to support this and other internal initiatives.
- Develop a strategy for using our boards and alumni to communicate the Farmer School brand to outstanding high school students in key cities.
- Expand direct and indirect partnerships with specific primary and secondary schools and districts in an effort to enhance the multicultural bridge into the Farmer School.
- Better communicate the division's direct admission and intra-university transfer policies.

Farmer School of Business

Report to Academic and Student Affairs Committee

Roger L. Jenkins, Dean

June 21, 2012

Strategic Initiatives
Updated August, 2011

1. Increase student performance and engagement
2. Broaden the global perspectives of students and faculty
3. Create a more diverse educational climate
4. Recruit and retain world-class faculty
5. Build relationships with key stakeholders
6. Enhance the reputation and visibility of the Farmer School

Farmer School of Business

Strategic Initiative #1: Increase Student Performance and Engagement

To translate knowledge into action, Farmer School students must be active learners, both inside and out of the classroom, on campus and in the community, at home and abroad. Working closely with faculty and a supportive group of stakeholders and friends, Farmer School students will master concepts by applying them to real-world situations.

Initiative #1
Student Engagement

- **EXPERIENTIAL LEARNING IN COURSES.** Real projects with clients such as P&G, Nielsen, Schneider Electric, Allstate, RBS, William Blair and Nestlé

- **NETWORKING /CAREER EXPLORATION.** Expanding on the model programs Wall Street Week and Chicago Week; new director of career education

- **CASE COMPETITIONS**. Miami Business Consulting, William Blair Investment Banking, Deloitte; Pinnacle; Molson International (MBA); KPMG; American Eagle; PwC

- **INTERNSHIPS.** 78.4% report at least one meaningful internship; over half lead to job offers

- **CO-CURRICULARS.** Average of two experiences that add value in multiple ways

Attachment H

MIAMI UNIVERSITY
Farmer School of Business

Initiative #1
Student Engagement

CHALLENGES

- **PROGRAM SIZE.** 900 students per cohort very large by national standards. Impacts recruiting, projects, mentoring, etc; alumni must be given more opportunities for engagement

- **INCREASING INTERNATIONAL POPULATION.** A great benefit, but initially a challenge due to special needs

- **EFFECTIVELY SERVING NON-BUSINESS STUDENTS.** Direct admission will allow us to better direct resources

- **DIVERSITY.** Working on ways to build relationships and build bridges into the Farmer School, and Miami more broadly

Initiative #1
Student Engagement

We will support this engaged learning model by:

- Developing and using innovative, student-focused teaching methods

- Creating more experiential learning opportunities

- Collaborating with other divisions and departments to expand course offerings to Farmer School students

- Expanding opportunities for students not majoring in business to complement their studies with appropriate business courses and activities

- Fostering student organizations and internships that provide real-world business experience and exposure

Strategic Initiative #2: Broaden the Global Perspective of Students and Faculty

To thrive in a competitive global environment, Farmer School students must experience different countries and cultures.

Initiative #2
Global Perspective

LAST YEAR:

- 209 students in semester-long programs

- 328 students in summer international programs

- 26 students in a winter break study abroad program

- Eight different FSB faculty-led international programs

- 62% of seniors had at least one study abroad experience

Initiative #2
Global Perspective

CHALLENGES

- **PROGRAM SIZE.** 900 students per cohort very large by national standards

- **RESOURCES.** 55% of students not studying abroad noted that they could not afford to - more scholarship money needed

- **CURRICULUM.** Creating opportunities that do not delay graduation - particularly difficult with semester-long experiences

- **COMFORT.** Resistance by some students and faculty to step outside their current environment

MIAMI UNIVERSITY
Farmer School of Business

Initiative #2
Global Perspective

We will ensure that our students and faculty thrive in this 21st century environment by:

- Expanding opportunities for international study with an expectation that all students will study abroad

- Securing financial support for students and faculty to study abroad

- Developing and identifying new and innovative international study programs, especially those that offer semester-long opportunities

- Recruiting diverse and talented international students and faculty

- Integrating global issues and perspectives into classes and student organizations

FARMER SCHOOL OF BUSINESS
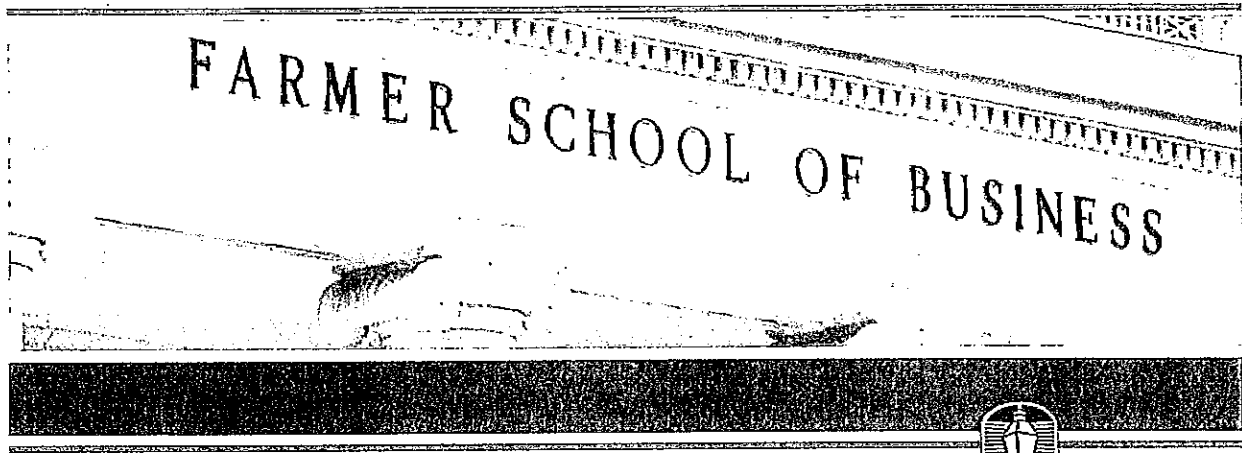
MIAMI UNIVERSITY
FARMER SCHOOL OF BUSINESS

EXPERIENTIAL LEARNING PROGRAMS
Fall / Spring / Summer -- 2011 to 2012

Highwire Brand Studio

Highwire Brand Studio (1) is based on an **innovative pedagogical model** focusing on strategic and creative branding ideation, (2) **involves students from all majors** across the university (rather than limited to Marketing, Graphic Design and Mass Communication) to provide a diversity of perspectives within and across student teams, and (3) **creates smaller, more dynamic and flexible student teams.** Each semester, dependent on the applicant pool, Highwire Brand Studio will accept 18–25 marketing majors, 9–12 graphic design majors and 9–12 students representing client-related/project-specific majors that meet the criteria for both university and Farmer School capstone status. Highwire Brand Studio's client for the Fall 2011 semester is a joint venture between dunnhumby and Nestle Purina.

We are now completing our 114 project, with past clients that include – Nielsen, Procter & Gamble, GM Goodwrench, Microban Europe, Hasbro, Nestle and others.

CONTACTS: Dr. Timothy Greenlee, Marketing (513) 529-1204 greenltb@muohio.edu; Dr. Michael McCarthy, Marketing (513) 529-1223 mccartms@muohio.edu; Dr. Gillian Oakenfull (513) 529-1209 oakenfg@muohio.edu

Strategy Works

The Department of Marketing has made a strong commitment to provide students with hands-on experience and working with real-world clients and real-world experience. *"Strategy Works"* is more flexible across the full spectrum of the marketing mix, with a strong strategy core and twenty proposed solutions to the client problem. *Strategy Works* is composed of 120 students organized into 20 teams to develop go-to-market plans over a 10-week period. These teams conduct an extensive market analysis, including primary and secondary research, and use these research driven insights to identify a target market and brand positioning that is executed across the marketing mix. The client receives a video recording of all 20 campaign presentations and the campaign deck of all 20 teams. Of course, the client is always welcome to attend the playoffs for all 20 teams!

Past and current clients include: J&J Ethicon Endo-Surgery, NCAA Men's Basketball "March Madness" Tournament, Dodge Cars, Advance Pierre Foods and many other corporate clients.

importantly, the experience has greatly enhanced the relationships between our organizations, creating improved recruiting efforts for internships and full-time positions upon graduation.

Our new format for the *Miami Sales Challenge*, provides a greater level of real-world sales experience with our client companies, and the types of selling that take place in the field. Students express more of an "investment" in the outcome, including, interest in employment opportunities, process improvement opportunities and a creative perspective to the business challenges. Bottom-line, it is a value-added benefit to both the students and the client companies, where the talented sales (student) candidates already know the business at some level and the client company gets to see them engaging real-world sales prospects and seeing how they would be a "good fit" for a sales position.

Companies and organizations for which students and faculty have worked with for the Miami Sales Challenge, include – 3M, Abbott Laboratories, Nielsen Company, Acxiom, ADP, American Backhaulers, American Eagle Outfitters, AT&T, Aurora Casket Company, Campbell Soup, Cardinal Health, CDW, Cincinnati Bengals, Cintas, David J. Joseph Company, Deloitte, EMC, Ethicon Endo Surgery, General Mills, Hallmark Cards, Hyatt Hotels, Kraft Foods, NCR, Nestle, Northwestern Mutual Life, Procter & Gamble and many other companies.

CONTACTS: Mr. Dennis Caruso, Marketing (513) 529-0534 carusodm@muohio.edu; Dr. Jim Friedman, Marketing (513) 529-1440 friedmj2@muohio.edu

Decision Sciences & MIS

The Decision Sciences / MIS department has three distinct experiential learning programs and "capstone" courses that offer students the real world experience of working with various applications in the field of Management Information Systems. These experiential learning programs include –

MIS 495 – Managing the Intelligent Enterprise -- This capstone course will vary based on the specific company retained for the MIS 495 class. The spring 2011 program involved the class working with Scripps Network Interactive. The class was broken into three teams, each of which was assigned to one of the networks owned by Scripps Networks Interactive: Home (HGTV), Food (Food Network), and Travel (Travel Channel). Each team was responsible for designing and defending an iPad/Android application for their assigned network.

MIS 387 – Designing Business Systems & MIS 406 – IT Project Management -- The goal of the Designing Business Systems class is to teach students techniques for analyzing and document existing business processes and systems with a goal of designing new processes and systems. The IT project management class teaches Project Management in IT contexts through a combination of traditional classroom discussions and managing a large complex IT project.

MIS 305 - Information Risk Management, Security and IT Audit -- The course teaches the foundations of information security and assurance including the principles on which managerial strategy can be formulated and technical solutions can be selected. A recent past project with PwC involved students evaluating the IT control environment, performing an evaluation, or audit, of those controls' operating effectiveness in support of an external integrated audit.

CONTACT: Dr. Skip Benamati, Chair of DSC / MIS Dept. (513) 529-4826 benamajh@muohio.edu

Center for Social Entrepreneurship

Mission: "Innovative and entrepreneurial solutions.."   At the Center for Social Entrepreneurship, we create hands-on, experiential learning at the undergraduate level and strive to give students the tools they need to leave their mark on the world. We define social entrepreneurship as "innovative solutions to persistent social problems (hunger, poverty, education) that create social value through sustainable, systemic change.

Several of the center's winning innovations are **Edun Live on Campus**, an initiative launched at Miami in 2007 in partnership with the musician, Bono and his apparel company. The 100 percent student-run organization markets Edun Live t-shirts that are made entirely in Africa from African-grown cotton. Their organizational blueprint has been scaled to more than a dozen other colleges and universities nationwide. The second Miami award winner is its new _Center for MicroConsignment_, developed in partnership with Miami alumnus and prominent social entrepreneur Greg Van Kirk. Van Kirk's program helps individuals in base-of-the-pyramid developing markets become micro-entrepreneurs who sell essential products and services to others in their community. These products include water purification buckets, eyeglasses, solar lamps, and wood-burning stoves.

CONTACTS: Dr. Brett Smith, Director of Entrepreneurship (513) 529-9744 smithbr2@muohio.edu; Mark Lacker, Entrepreneurship (513) 529-1896 lackerms@muohio.edu; Thomas Heuer, , Forsythe Chair of Entrepreneurship (513) 529-2062 heuertm@muohio.edu

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Please feel free to contact the professors and directors of the "experiential learning" programs directly or you may also contact David Leurck, Director of Corporate Relations, and arrange for a conference call or meeting.

David Leurck
(513) 529-2102
leurckdm@muohio.edu

1

Miami University Regional Campuses
Report to Academic and Student Affairs Committee
June 21, 2012

Mission: We will be creating a new mission and vision statement to guide all regional locations, incorporate the new academic division and address operations of the regional campuses.

I.   Background

- **History**
  In the late 1960's Miami was the first of the Ohio public universities to establish "branch campuses" in response to unprecedented student growth and to benefit local students and communities.
    o **Miami University Middletown** opened 1966 (142 acre campus in a former park)
    o **Miami University Hamilton** opened 1968 (100 acre campus in a former city landfill area)
        – Both were established as feeder schools offering the first two years of what was then called "common curriculum" and initial course offerings in many majors. MUH and MUM were operated independently under an executive director and staff who provided university services to the campus. Academic operations were managed by campus, but with academic authority resting in the Oxford campus departments and divisions.
        – Open enrollment and reduced tuition provided branch students the opportunity to blend work and education, to build an academic record, or to save costs.
        – Successful students transferred to Oxford to complete a major and a degree.
    o The **Voice of America Learning Center** in West Chester opened in January 2009 (20 acre campus on portions of the former VOA Bethany Relay Station)
        – The VOALC developed in response to new business and residential increases along the I-75 corridor in Butler County.
        – The VOALC offers a variety of undergraduate courses from the Hamilton and Middletown programs, houses the Farmer School of Business Professional MBA program, and houses the Corporate & Community Institute (which provides customized training and workforce development throughout the region).
    o The **Greentree Health Science Academy** opened August 2011 on the Atrium Medical Center Campus in Middletown
        – The Greentree Health Science Academy is an innovative public/private collaboration. The founding partners are Atrium Medical Center, Miami University and Warren County Career Center. Cincinnati State Technical and Community College leases space from Miami to provide additional programs. The City of Middletown and the State of Ohio were involved in securing financing for the project.
        – Miami University offers portions of the BSN and the RN to BSN, as well as blocks of classes in Health Care Exploration and Miami Foundation Exploration.
    o **Combined regional campus enrollments** have grown by 35% since 2006 to more than 6,000 students (Miami Office of Institutional Research).

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- **Undergraduate Majors and Degrees**
  Bachelor Degrees
    o Bachelor of Integrative Studies
        – Organizational Leadership
        – Applied Kinesiology
        – Families, Gender & Society
        – Cross Cultural Leadership
        – Environmental Studies
        – Applied Sociology
        – IT Strategy for Organizations
        – Contemporary American Experience
        – Geographic Information Science
        – Understanding Visual Media and Culture
        – Health Care Administration
        – Personal and Community Health Perspectives
        – Self-Designed
    o Bachelor of Science in Applied Science (Engineering Technology)
        – Electro-mechanical Engineering Technology
        – Mechanical Engineering Technology
    o Bachelor of Science in Information Technology, with a major in Health Information Technology
    o Bachelor of Science in Nursing
  Associate Degrees
    o Associate of Applied Business
        – Accounting Technology (66 semester hours)
        – Business Management Technology (66 semester hours)
        – Marketing Management Technology (66 semester hours)
        – Real Estate Management Technology (66 semester hours)
        – Business Software Technology (66 semester hours)
    o Associate in Applied Science (Computer Information Technology)
        – Computer and Information Technology, career option (64 semester hours)
        – Computer Technology, continuation option (64 semester hours)
    o Associate in Applied Science in Criminal Justice (67-68 semester hours)
    o Associate in Applied Science (Engineering Technology)
        – Electrical & Computing Engineering Technology (66 semester hours)
        – Mechanical Engineering Technology (66 semester hours)
    o Associate in Arts in General Studies (64 Semester hours)
    o Associate in Applied Science in Pre-Kindergarten Education (64 semester hours)
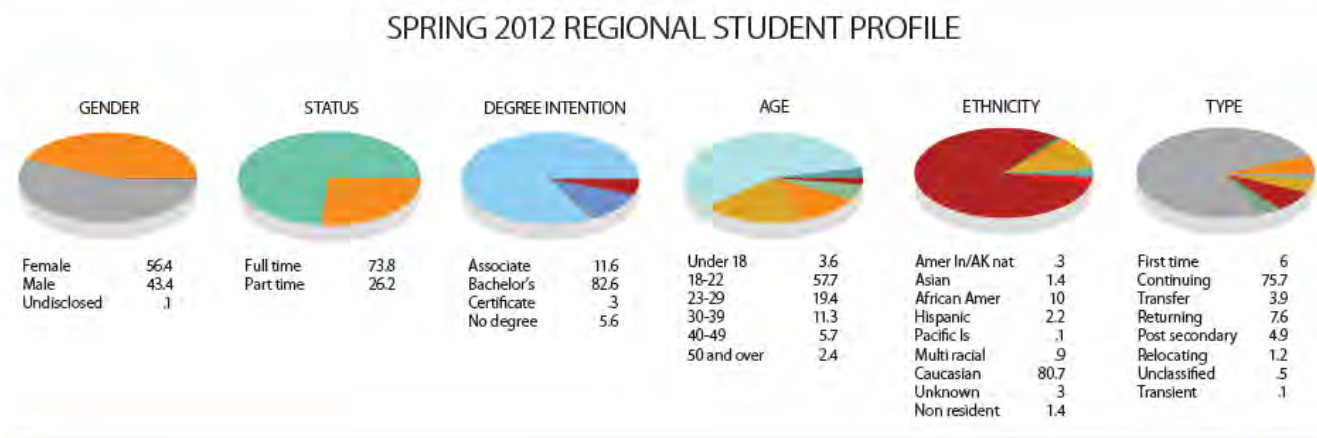   o Associate of Technical Study (64 semester hours)
  Non-degree Program
    - Certificate in Geographic Information Science

- **Relocation to the Oxford campus**
  Students in good academic standing who have completed 20 credit hours with a 2.0 GPA at the regional campuses may relocate to continue their path towards one of the degrees offered on the Oxford campus.

  Relocating students have the opportunity to fully engage in Miami University's Oxford campus academic and social life.

- **Spring 2012 Regional Student Profile**

SPRING 2012 REGIONAL STUDENT PROFILE

GENDER		STATUS		DEGREE INTENTION		AGE		ETHNICITY		TYPE	
Female	56.4	Full time	73.8	Associate	11.6	Under 18	3.6	Amer In/AK nat	.3	First time	6
Male	43.4	Part time	26.2	Bachelor's	82.6	18-22	57.7	Asian	1.4	Continuing	75.7
Undisclosed	.1			Certificate	.3	23-29	19.4	African Amer	10	Transfer	3.9
				No degree	5.6	30-39	11.3	Hispanic	2.2	Returning	7.6
						40-49	5.7	Pacific Is	.1	Post secondary	4.9
						50 and over	2.4	Multi racial	.9	Relocating	1.2
								Caucasian	80.7	Unclassified	.5
								Unknown	.3	Transient	.1
								Non resident	1.4		

- Spring 2012 Enrollments:

Miami U Hamilton unduplicated headcount   4471   Credit hours   40,319
Miami U Middletown unduplicated headcount   2808   Credit hours   23,854

1) 70% of students receiving financial aid
2) 13.5% of students enrolled in remedial courses
3) 57% are first generation college students (based on 2011-12 financial aid applications)
4) 82.6% of students intend to complete a bachelor degree
5) 73% are full-time students

II.   Regional Campus Strategic Priorities to date

Alignment of Strategic Priorities Task Force Recommendation 5: Encourage cooperation among campuses while optimizing new revenue opportunities on all campuses
Goal 1: Grow enrollments and revenue by expanding degree opportunities on the regional campuses that align with market demands in the greater Cincinnati area
1) New division structure will facilitate adding additional bachelor degree opportunities
2) Opened Greentree Health Science Academy to attract those interested in health fields to Miami's programs
   a) Warren County Career Center (high school and adult education students) and Cincinnati State Associate Degree students can easily transition to Miami programs
   b) Atrium Medical Center campus location is attractive to current health industry workers (at Atrium MC and elsewhere) who seek to advance their education
   c) Miami's teaching facilities include a human simulator, nursing laboratories and an IDVL classroom to enhance the learning experience for these students
   d) The Health Exploration Block repackages existing courses to facilitate student exploration of Miami's health related programs

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        e) Miami Plan courses at Greentree HSA introduce the liberal arts curriculum in a familiar setting

3) Hamilton Education and Workforce Development Hub project
    a) Planned collaborative educational program facility in Hamilton designed to provide seamless transition through several educational levels
    b) Educational partners will include Hamilton Schools, Butler Tech, Cincinnati State and Miami Regional Campuses
    c) Development partners include OBOR, Hamilton Chamber of Commerce, Hamilton Community Foundation, City of Hamilton

4) Articulation Agreements with area Community Colleges
    a) General articulation agreements with Cincinnati State Technical and Community College and Sinclair Community College (Courseview campus) were developed several years ago
    b) Cincinnati State's partnership at Greentree and their downtown Middletown site present opportunities to articulate specific programs and attract their associate degree graduates into bachelor completion programs. Discussions at the administrative and department levels are underway.

Goal 2: To focus these educational resources on meeting educational needs in the region for students not presently enrolled on any of Miami's campuses

1) *Complete a market study of demand for baccalaureate programs near regional campuses and identify those most likely to be fully enrolled.*
    a) Retained the Aslanian Market Research group to survey Butler and the adjacent counties. Their report, issued 2/7/2012, indicated
        i) 18% increase in the number of students age 25 and older from 2006-2010
        ii) 84% of adult students currently enrolled in a degree program are seeking a bachelor degree
        iii) Business, Health, and Education are the most sought areas
        iv) Miami University's regional campuses are strategically located within the Cincinnati and Dayton metropolitan region
        v) Miami University's regional campuses and programs are not well known to potential students
    b) Offered the BS in CIT Health Information Technology, Spring 2012
    c) Anticipate Board of Trustees and OBOR approval for BS in Criminal Justice

2) *Determine the impact of offering new programs at the regional campus on the Oxford campus and if changes to the regional campuses are necessary for the regional campuses to fully fulfill their mission and achieve improved financial outcomes*
    a) Following a series of reports issued in 2005, 2009, and 2010 and discussions throughout the spring of 2012, Miami will develop a new academic division for programs and degrees currently offered on the regional campuses.
    b) New academic degrees may be developed by the new academic division
    c) Academic degrees offered by the regional campuses will not duplicate degrees offered in other Miami University divisions

3) *Determine the mix of programs to be offered at the regional campuses and to develop business plans for each program.*
    a) Regional campus administrators and faculty will work with the Provost to assess and develop future programs
    b) A model for such business plans is under development

Implementation of recommendations of the Regional Campus Committee (2009)
The committee recommends that Miami University Hamilton, Miami University Middletown and the Voice of America Learning Center be re-envisioned and viewed as one administrative unit, headed by a Regional Campus Administrator.
Regional Campus Dean appointed summer 2010
Administrative Changes for 2011-12:

- Executive Council implemented July 2011 (6 administrative units formed to direct campus activity by functional area, region wide)
    - Academic Affairs
    - Administrative Affairs
    - Student Affairs
    - Budget & Finance
    - Advancement
    - Marketing and Public Relations
- All Academic Affairs grouped under Associate Dean Schorman and two faculty directors
- Academic Councils from both campuses meet jointly
- Faculty Coordinator structure is now aligned across campuses
- Faculty Forum structure aligned across campuses
- Communications and Marketing grouped as single unit
- Regional academic schedule developed (with two year schedule under development)
- Regional Physical Facilities Master Plan for MUH and MUM being finalized
- Regional IT administration (in process)
- Exploring reorganizing Admission, Financial Aid, Registrar & Advising into Enrollment Management model (in process)

III.   Regional Campus Initiatives and Priorities for 2012-2017

SPTF Recommendation 5: *Measurable Goal: Develop a clear mission for the regional campuses that aligns with regional needs and university strategic goals.*
1) Initiate Strategic Planning process to develop mission statements and visions for the regional campuses and the new academic division
2) Determine the mix of programs to be offered and develop business plans for each program
3) Significantly grow the number of Bachelor degrees in the next five years
4) Grow enrollment through a mixture of new degrees, creative alternative scheduling, and online offerings

Miami University 5 Year Strategic Goals
I. Make the Miami Undergraduate Experience among the Very Best in the Nation
1) Implement new branding and marketing initiatives for the regional campuses, division and programs:
    a) Collaborate with University Marketing and Communications and 160/90 to extend Miami's brand to regional campus operations
    b) Increase the focus on marketing to non-traditional and adult students while continuing to enroll students from area high schools
2) Develop new bachelor degree programs that align with market demands in the greater Cincinnati area:
    a) Expect to double the number of current bachelor offerings in 5 years
    b) Draft business plan indicates an increase of one new bachelor degree/year for five years could increase tuition revenue by nearly $2 million.

3) Expand accessibility of regional campus programs and courses to area students by offering full programs online, or in weekend or evening schedules
4) Expand online courses in targeted areas to positively impact both graduation and retention rates as well as increase tuition revenue
5) Recruit and retain a higher quality student to positively impact graduation rates through development of an enrollment management based recruiting/admission/advising structure
6) Recruit and retain a higher quality student via externally funded merit scholarships
7) Encourage/facilitate funded faculty student research opportunities
8) Increase efforts to recruit and retain a diverse student body
9) Encourage student life opportunities for new campus or regional student organizations
10) Consider adult and non-traditional student honors associations

II. Ensure Excellence in Graduate Education
1) Explore opportunities to develop professional Masters programs within the new academic division
2) Continue to provide space and support for the Professional MBA and SEHS classes at regional campus sites

III. Raise the Level of Scholarly Accomplishments
1) Increase the proportion of bachelor degree seeking students
2) Advertise and recruit students to University Honors (initiated 2012)
3) Implement College Readiness Assessment Program and other retention efforts to enhance student success

IV. Maximize Miami's Contributions to Regional, State, National, and Global Communities
1) Explore opportunities to bring international students to the regional campuses
2) Increase opportunities for regional campus student to participate in study abroad courses
3) Continue reciprocity agreements with adjacent counties in SE Indiana and Northern Kentucky
4) Expand internship and experiential learning opportunities to include new bachelor degree programs

V. Establish a Firm Foundation for our Future Success by Maximizing and Leveraging our Resources
1) Increase externally funded scholarships beyond current levels ($630,000 awarded to 410 recipients)
2) Continue to seek funding for faculty and program endowments
3) Continue to seek naming opportunities for both capital and programmatic resources
4) Continue developing Nursing and Integrative Studies Alumni groups; develop similar organizations for other regional programs and for regional campus alumni
5) Continue to support Miami University's campaign *For Love and Honor* in cooperation with University Advancement. The regional campuses have already surpassed their goals for this campaign
6) Continue to academic grants and contracts for regional campus programs and faculty research
   a) Hamilton Campus (7-1-2011 to 5-30-12) $ 667, 076
   b) Middletown Campus (7-1-2011 to 5-30-12) $ 631,357
7) Work with Provost's office and Office of the VP for Finance to develop budget model for regional campus operations

G. Michael Pratt
Associate Provost and Regional Campus Dean
June 11, 2012

Miami University Regional Campuses

2012 Bachelor of Integrative Studies Commencement
Dave Finkelman Auditorium

Report to Academic and Student Affairs Committee • June 21, 2012
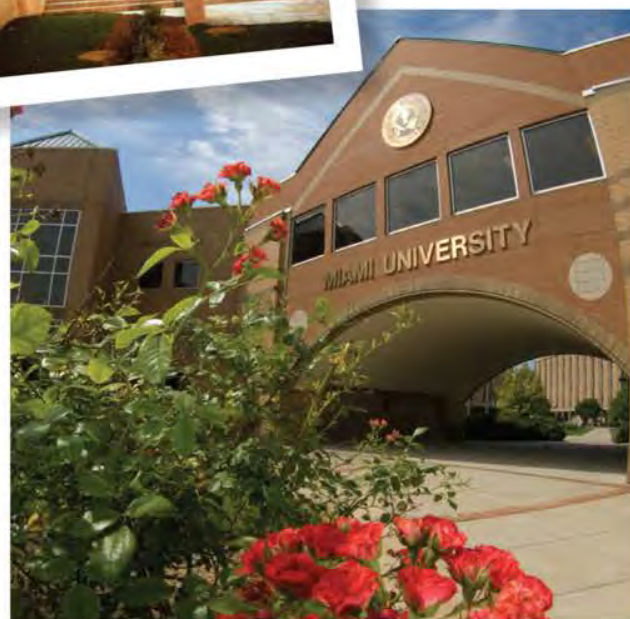
Attachment I

Miami University Middletown **1966**

Voice of America Learning Center **2009**

Miami University Hamilton **1968**

Greentree Health Science Academy **2011**

Report to Academic and Student Affairs Committee • June 21, 2012

With our new division structure, a new mission and strategic plan will be developed with a focus on providing students with the liberal arts-based knowledge and skills necessary for success in the region's 21st Century economy.

Report to Academic and Student Affairs Committee · June 21, 2012

Attachment I

Regional Undergraduate Majors & Degrees

- Bachelor of **Integrative Studies/BIS** (13 concentrations)

- Bachelor of Science in Applied Science
  Engineering Technology/ENT

  Electro-Mechanical Engineering Technology
  Mechanical Engineering Technology

- Bachelor of Science in Information Technology
  with new major in **Health Information Technology/HIT**

- Bachelor of Science in **Nursing**/BSN

- Bachelor of Science in **Criminal Justice/CJS**
  (anticipated August 2012 or January 2013)

Report to Academic and Student Affairs Committee • June 21, 2012

Attachment I

Miami University Regional Campuses

BACHELOR'S DEGREES AWARDED, Spring 2012

45 Integrative Studies

49 Nursing

35 Engineering Technology

Also in the pipeline...

91 currently declared Health Information Technology majors

264 currently declared Criminal Justice majors

Report to Academic and Student Affairs Committee • June 21, 2012

Students in good academic standing who have completed 20 credit hours with a 2.0 GPA at the regional campuses **may relocate** to continue their path towards one of the degrees offered on the Oxford campus.

Report to Academic and Student Affairs Committee • June 21, 2012

Attachment I

SPRING 2012 REGIONAL STUDENT PROFILE

Of **7,279** total students,

70% received financial aid

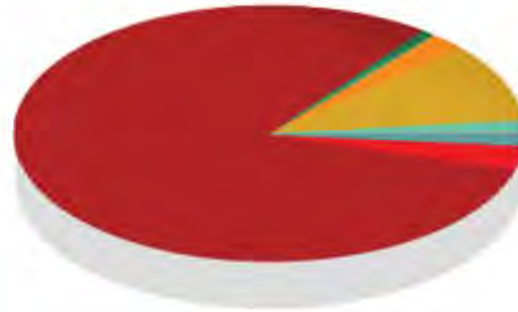**13.5%** enrolled in remedial courses

57% are first generation college students

82.6% intend to complete a bachelor degree
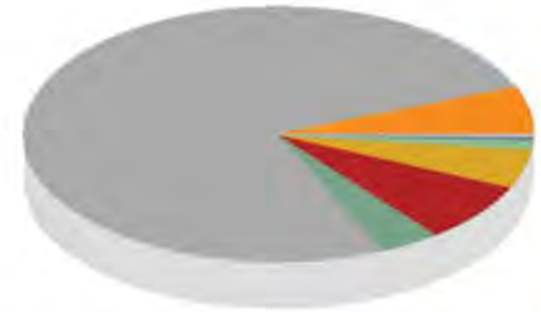
73% are full-time students

19.3% are considered diverse populations

ETHNICITY

Amer In/AK nat	.3
Asian	1.4
African Amer	10
Hispanic	2.2
Pacific Is	.1
Multi racial	.9
Caucasian	80.7
Unknown	4.4

TYPE

First time	6
Continuing	75.7
Transfer	3.9
Returning	7.6
Post secondary	4.9
Relocating	1.2
Unclassified	.5
Transient	.1

Report to Academic and Student Affairs Committee • June 21, 2012

REGIONAL STUDENT SERVICES

- Comprehensive Orientation
- Academic Advising, Tutoring & Learning Assistance
- Reading, Writing & Math Specialists
- English Language Learners & Multicultural Resources
- Disability Services
- Career, Co-op & Internship programs
- IT Support Services
- Childcare
- Personal and/or Career Counseling

Report to Academic and Student Affairs Committee • June 21, 2012

STUDENT LIFE

Athletics

Student Government

Clubs & Service
Organizations

Cultural &
Community Events

Report to Academic and Student Affairs Committee • June 21, 2012

Yearly, full-time tuition at Miami's regional campuses is extremely competitive in the marketplace.

YEARLY TUITION full-time undergraduate, lower division		IN STATE	OUT OF STATE
Oxford		$13,067	$28,631
Regionals	(lower division)	$4,922	$13,811
	(upper division)	$7,481	$16,369
Cinci State		$4,523	$9,046
Wright State		$8,070	$15,633
UC-Cinci		$10,419	$24,942
UC-Blue Ash		$5,691	$14,025
UC-Clermont		$5,034	$11,886
NKU		$3,744	$6,084

U-PHOENIX tuition varies by campus and type of degree program.

Report to Academic and Student Affairs Committee • June 21, 2012

Strategic Priorities Task Force Recommendation 5:

Measurable Goal: Develop a clear mission for the regional campuses that aligns with regional needs and university strategic goals.

Report to Academic and Student Affairs Committee • June 21, 2012

Regional Campus Initiatives & Priorities for 2012-2017

- Initiate Strategic Planning process to develop mission statements and visions for the regional campuses and the new academic division

- Determine the mix of programs to be offered and develop business plans for each program

- Significantly grow the number of Bachelor degrees in the next five years

- Grow enrollment through a mixture of new degrees, creative alternative scheduling, and online offerings

Report to Academic and Student Affairs Committee • June 21, 2012

Attachment I

Miami University 5-Year Strategic Goals

GOAL ONE: Make the Miami undergraduate experience among the very best in the nation.

- Implement new branding and marketing initiatives

- Develop new bachelor degree programs

- Customize course delivery — hybrid/online/classroom

- Expand online offerings

- Offer flexible formats (day/evening/weekend) and variable term length (10- and 15-week semesters)

- Recruit and retain a higher quality student

- Encourage faculty/student research opportunities

- Continue to grow diversity and student life

Report to Academic and Student Affairs Committee • June 21, 2012

Miami University 5-Year Strategic Goals

GOAL TWO: Ensure excellence in graduate education

- Explore opportunities to develop new Masters degrees within the new academic division

- Maintain space and support for FSB Professional MBA and SEHS courses

GOAL THREE: Raise the level of scholarly accomplishment

- Increase the proportion of bachelor degree seeking students

- Recruit students to University Honors program

- Implement College Readiness Assessment Program

Report to Academic and Student Affairs Committee • June 21, 2012

Attachment I

Miami University 5-Year Strategic Goals

GOAL FOUR: Maximize Miami's contributions to regional, state, national, and global communities.

Explore new opportunities to

- bring international students to the regional campuses

- increase regional student participation in study abroad programs

- continue reciprocity agreements with SE Indiana and Northern Kentucky

- expand internship and experiential learning to new bachelor degree programs

Report to Academic and Student Affairs Committee • June 21, 2012

Attachment I

Attachment I

Miami University 5-Year Strategic Goals

GOAL FIVE: Establish a firm foundation for our future success by maximizing and leveraging our resources.

We will continue to

- Increase externally funded scholarships

- seek funding for faculty and program endowments

- seek naming opportunities for resources

- develop regional alumni groups

- support Miami's *For Love and Honor* campaign

- apply for academic grants and contracts

- develop budget model for regional campus operations

Report to Academic and Student Affairs Committee • June 21, 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 Science in Criminal Justice, beginning in the 2012-2013 academic year.

Report on Distance Learning*

Introduction/Executive Summary

This report follows up on recent reports to the Board of Trustees outlining the current status of distance learning activities at Miami University and the plans for moving forward. The principal focus of this report is the role play by the E-Learning Advisory Council (ELAC) in advancing this effort.

A. Brief History

The continuing education unit (Office of Lifelong Learning) on the Oxford campus has offered distance-based credit and non-credit courses since the mid-1980's through satellite and radio broadcasting, and into the 1990's and 2000's via the Internet. The individual courses offered have been at the graduate level, financially self-supported, and generally targeted at P-12 educators in the areas of chemistry education, STEM, educational inquiry, educational leadership, educational psychology, instructional technology, psychology, and composition and rhetoric. More recently, the Project Dragonfly graduate degree programs and courses are being offered through the continuing education unit – using a credit workshop financial model. The Project Dragonfly degree programs are in the areas of biology and zoology for educators (P-12, higher education and zoo educators). Also offered are distance courses through the Ohio Writing Project which may be used toward the MAT (Master of Arts in Teaching) in English Education. Faculty members on the Oxford campus occasionally offer traditional courses via distance delivery methods in the summer, or during the academic year, to meet student needs for flexibility (for example, scheduling conflicts between courses, work or co-curricular conflicts), and meeting degree requirements in an opportune time-frame.

The regional campuses (in Hamilton and Middletown) operate under a mission to serve the time- and place-bound student. They began offering Internet-based courses in 1999 to fill the needs of the non-traditional students who had family and work obligations and obstacles. Growth was very slow until 2006 when the Center of Online Learning was formed to help organize these efforts and ensure quality of delivery and an advisory council was formed. Utilizing the Quality Matters Peer Review process, the regional campuses received a Sloan C Best Practices Award in 2007. In 2008, Miami became a member of Quality Matters through the Ohio Quality Matters Consortium. A learning community model is used for the development of new online and hybrid courses in conjunction with a workshop model that offers three development cycles per year.

Recently, an initiative has been approved to redesign the Top 25 most frequently enrolled or transferred e-learning courses so that they are aligned with Quality Matters standards. The effort will emphasize student learning outcomes, student engagement, ongoing assessment, and technical fluency. This initiative will provide data comparing distance-delivered courses to face-to-face delivery courses on outcomes such as critical thinking.

B. Next Steps

To inform the strategic increase in courses offered via distance methods, we recently formed an advisory council to review existing and best practices and make recommendations for new policies and procedures related to the oversight, implementation, and management of distance learning. The council's recommendations will address distance methods' congruency with mission, curriculum and instruction, faculty support, student and academic services, sustainability and growth, and evaluation and assessment. The E-Learning Advisory Council (ELAC) is chaired by an academic dean, with faculty representatives from each academic division, and staff representatives from IT Services, Lifelong Learning (continuing education), the two MU regional campuses, student affairs, the teaching-learning center, registrar and the University Library. ELAC recommendations in all realms of distance education are subject to review and approval through the university governance structure.

In the next six months (July – December 2012), Miami anticipates limited growth in the offering of distance education programs (see table below) while ELAC develops its e-learning strategy.

Operational Data

Operational Data	Last year (actual tallies)	This year (estimate)	Next year (projected)
A. Total annual (academic year + summer) student credit hours generated	664,377	664,090	664,090
B. Total annual student credit hours generated in distance-delivered sections (if available)	30,275	40,931	52,107
C. Percentage of student credit hours in distance-delivered courses (B/C, or B divided by A, rounded up to the nearest integer)	5%	6%	8%
D. Total number of academic programs (i.e., counting different majors at all levels)	213	208	210
E. Total number of programs in item D above available via distance delivery (i.e., 50% or more of courses available as distance-delivered courses)	6	6	10
F. Percentage of programs available via distance delivery (100 x E/D)	3%	3%	5%

C. Vision for the Future

Future distance learning efforts at Miami will focus on three populations of learners currently served under the university mission: (1) a traditional, residential student population on the Oxford campus; (2) the non-traditional, adult population on our regional campuses; and (3) local, regional, national, and international professionals at the post-baccalaureate level. Future distance offerings targeted for the traditional student population will include growth in special session courses (for example, the university is modifying its calendar to include a winter intersession), certificate programs for students seeking to extend their career possibilities, personal enrichment, and courses that allow our growing population of admitted and enrolled international students access to educational opportunities at Miami University. The regional campuses, keeping in line with their central mission, anticipate development of new online bachelor degree programs, certificate programs, and opportunities for professionals to continue their education. For the post-baccalaureate population, future distance learning growth may come in the form of graduate professional programs, certificate programs, courses for licensure or recertification in academic disciplines taught at Miami, and personal enrichment.

Building on the model originally developed on the regional campuses (i.e., the Regional E-learning Council), ELAC in 2012-13 will address sustainability and growth of distance learning at Miami University. ELAC will seek advice from all levels of the university (administration, academic affairs, financial affairs, student affairs, IT Services, regional campuses, continuing education, academic support and student services) and input

from a range of constituents, including faculty, staff, current students, community (local and regional), and alumni. Its goal is to make recommendations to ensure strategically managed growth and resource sustainability of distance learning.

As ELAC's review continues, the organizational structures which are currently in place and feature significant experience administering distance learning will continue to ensure an efficient operation of distance education. These include:

- Lifelong Learning, the continuing education academic support unit (which provides efficient and structured oversight of all credit bearing workshop offerings as well as interim implementation and management of distance-delivered courses);
- Regional campus e-learning structure (which coordinates the review of current and new distance offerings and related faculty training efforts and is led by the Coordinator of Regional E-learning Initiatives);
- IT Services instructional design office and educational technology support services (which provide critical course implementation assistance); and
- Divisional curricular committees and the institutional curriculum approval process (which allow for strategic curricular oversight) as well as other relevant institutional level committees (which provide student services management).

D. Curriculum and Instructional Design

The IT Services instructional design and educational technologies staff work with faculty to assure good design in distance education offerings using Quality Matters standards. With Quality Matters at the core of the development process, quality is built into a distance-delivered course from the beginning. It is the responsibility of the department chair and academic division dean to ensure that all on-line courses meet the QM standards. In the future, ELAC will recommend additional university policies and procedures to ensure good instructional design processes. An initiative to develop distance versions of the Top 25 initiative courses was recently funded by the Office of the Provost. The initiative will be a cooperative effort among the teaching-learning center, IT instructional design, and the continuing education unit to revise the top enrolled undergraduate online courses. It will add a critical layer to the development of courses for distance offering, and ensure appropriate and high quality engaged and active online class experiences and integrated university assessment

E. Assessment

Over the next academic year, ELAC will develop long-term recommendations for assessment, review and evaluation of quality in distance learning courses and programs. In its deliberations and subsequent recommendations, it will address the issues of equivalent measures and techniques for distance delivery, as well as appropriate differences in techniques, levels of performance achievement, and continuous improvement.

Over the next twelve months, ELAC will make recommendations on a uniform process for ensuring continuous improvement of distance courses and programs across all campuses and divisions of Miami University. The regional campuses plan to administer formal Quality Matters reviews and periodic assessments on all online and hybrid courses, within the time frame set by ELAC.

*report prepared by Raymond Gorman, Associate Provost and Associate Vice President for Academic Affairs

Report on Online Course Evaluations*

Executive Summary

During the 2011-12 academic year the university began implantation of an online course evaluation system. A small pilot program was run in the fall semester with an expansion of the program made in the spring semester. While the program was well received by the students and faculty who participated in the program, the primary concern was the relatively low response rate. The committee has made recommendations that address this concern along with others. Full implementation of the program is planned for the fall 2013 semester.

Introduction and Context

Charge to the *Ad Hoc Committee** on Faculty Evaluations* from Interim Provost John Skillings (February 2011) --determine:

- the most productive strategy to implement the online evaluation process,
- whether in-house or external technology support is better,
- the financial exigencies associated with this process, and
- a time line to prepare the university community for online faculty evaluation implementation fall, 2012.

Advantages of an Online system

- Faculty will receive course evaluation results much quicker than with paper evaluations, (within **24 hours** after grades are due) so it will be possible to reflect and make improvements while courses are still fresh on faculty members' minds.
- Faculty should receive *more* and *better* written comments with online evaluations.
- Online evaluations provide a standardized, digital data set on courses across all divisions that can be merged with other internal data sources for purpose of institutional research (e.g., to examine questions such as "Are course evaluations generally lower in large sections?"). Faculty will also be able to download their own course evaluation data for similar purposes.
- Online course evaluations are also more environmentally responsible, and they are cheaper than paper evaluations. The annual net savings in terms of the cost of the paper, paper evaluations, staff time, and handling by both departmental and IT personnel are conservatively estimated at $50,000.

Issues addressed/decisions made by the committee:

Choice of a vendor:

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- The vendor selected, CollegeNet's *What Do You Think* (*WDYT*) developed its platform at Stanford, and is currently used at (among other schools) Stanford, Princeton and Oregon.
- In the long run, it is quite possible that online course evaluations will be administered through the Sakai (Niihka) open source platform. However, the current Sakai evaluation system was not ranked as highly as *WDYT*.
- CollegeNet made a one-time exception by allowing Miami to pilot (rather than purchase) the software this fall since they felt the pilot experience would be so positive.
- When fully costed, the CollegeNet platform is likely cheaper than supporting in house course evaluations.

Student response rates:

- The committee felt that the potential for digital course evaluations to enhance teaching and learning depends critically on increasing the student response rate above the level observed in the pilot.

- The committee was disappointed with the response rate for the Fall pilot--roughly 60%. A survey of student and faculty participants indicates that students were aware of the online course evaluation process and that the evaluations were easy to find and complete. The only incentives for completing digital course evaluations were the urging of faculty, a small student run marketing campaign, and the chance to win tickets to a MU hockey game.

- The committee worked with University communications, PR Visions (a strategic communication student organization), the Associated Student Government, and the chairs of the participating departments to inform the university community of the pilot.

- Faculty have the option of having students bring laptops into class to complete the course evaluation as a way of increasing response rates.

    Other issues:

- Matching evaluations to course: Cross listed courses, co-taught, and multi-section courses—while matching the correct paper course evaluation to any given class is a relatively easy task for an instructor, there were a number of challenges associated with digitally identifying each unique "class" (specific instructor/student combination) to be evaluated.

- The length and timing of the evaluation period, and in particular whether the evaluation period should overlap the final exam period.

- The process for adding (or changing) evaluation questions at all levels (university, division, department, instructor, and across other attributes such as honors courses, Miami Plan courses, etc.).

- Access rights and processes for using the resulting data for purposes of institutional research, etc., including rights to review results across different levels (university, division, department, instructor, etc.).

- Timing of the evaluation period; some faculty strongly believe that the evaluation period should close before final exams begin. The committee's review of current practice in the top 20 *U.S. News and World Report* colleges suggests that 19 of the 20 use online course evaluations, with 9 closing the evaluation period after finals are over, and 8 closing the evaluation period before the start of finals.

Results

Fall pilot

- Two departments from each division participated in the fall 2011 pilot.

- The committee created an entity email account (courseevals@muohio.edu) to use for correspondence with faculty and students having questions about or trouble with the *WDYT* digital evaluation system. In addition, the IT Help Desk was set up to provide phone support for students and faculty with questions or concerns.

- Overall, about 393 instructors in 960 courses/sections and around 12,000 students were included in the Fall pilot.

    Response rates and overall system performance.

    o   Overall, the student response rate was about 61% for the fall pilot. However, the 61% response rate includes a number of sections that were expected to use digital evaluations that ultimately opted to use paper instead. The actual response rate of nearly two-thirds was achieved in spite of the absence of significant explicit incentives. The only material incentive for students was the chance to win one of three 5 seat blocks in a suite for the Friday, January 21 Miami-WMU hockey game.

    o   Students (103 respondents/957 invitations): Students indicated overall satisfaction (4.13) with the *What Do You Think* platform, and all questions regarding system performance had means in excess of 4.

- o The IT help desk received only 6 calls regarding the *WDYT* platform, and 4 of these were for help locating the link. Given that almost 12,000 students and roughly 400 faculty members were involved in this phase of the pilot, the committee's assessment is that the platform performed well and is easy for students and faculty to use.

Responses to follow-up survey

- Faculty (138 responses/367 invitations): Faculty were widely split with respect to their overall satisfaction and ranking of the *WDYT* platform relative to Miami's paper evaluation system. On a five point scale, with 5 being the most favorable, the breakdown was:

Issue Rating…	1	2	3	4	5	Mean
Satisfaction	27	21	21	31	32	3.15
Prefer to paper	33	17	29	14	41	3.10

The committee notes that the voluntary respondents to this survey seem to have been drawn disproportionately from the tails of the distribution. Open ended comments from faculty were as expected: e.g., concerns emphasized low response rates and the greater likelihood of responses from very (dis)satisfied students. Positives focused on the quick feedback and ease of use.

- Students (923 responses/11,709 invitations): Of the students who indicated why they did not complete the online evaluations, only 3 claimed that it was because they did not know about the online evaluation process. About 70% of respondents indicated that their instructor had mentioned online evaluations in class, and/or that they had received an email notification/reminder. On a 5-point scale, students express considerable overall satisfaction (4.23) with the *What Do You Think* platform, and expressed a preference for the digital system over the current paper process (4.07).

Students indicated that the ability to have a voice was the most important reason for completing online course evaluations. There was general agreement that the length of evaluation period and number of reminder e-mails was about right. The length and quality of student written comments was perceived to be about the same as with paper evaluations. Questions related to the functionality and ease of use of the system all had means higher than 4 (out of 5) from both faculty and students.

Spring 2012

In the spring semester, an additional 25 departments and programs used online course evaluations, involving over 15,000 in one or more courses. Once again the participation rate was less than what had been hoped for. The overall participation rate was again 60%, with the School of Engineering and Applied Science having the highest participation rate (68%) and the lowest coming from the school of education, Health and Society. A report due out this summer

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from the Senate CELTUA committee will provide more analysis of the results from the spring semester.

Ad hoc Committee Recommendations:

1. *The committee strongly recommends that more explicit response incentives be introduced as soon as possible if the decision is made to stay with digital course evaluations.*

2. *The committee urges the institution to immediately start a conversation (that includes the registrar, IT, etc.) related to the significant challenges associated with defining the "unit of observation" for course evaluations within a digital system.*

3. *The committee recommends that the responsibility for policy decisions related to digital evaluations be transitioned to the Academic Policy Committee. This has since been changed to the CELTUA Senate Committee.*

4. *More university communication to students regarding the use and value of course evaluations, and more communication to faculty regarding the need to encourage students to complete course evaluations.*

5. *The establishment of a more formal timeline for the university-wide adoption of digital course evaluations.*

6. *The development of a consistent process for the centralized downloading and storage of all data and reports generated by the What Do You Think system.*

7. *The university adopt the most commonly used incentive associated with online course evaluations: earlier access to grades for students who complete all course evaluations.*

8. *Miami should also consider allowing students who complete course evaluations to view summary information on instructors' prior evaluations.*

* report prepared by Raymond Gorman, Associate Provost and Associate Vice President for Academic Affairs

**Committee members

Sarah Bauer (student representative)
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Diane Delisio (SEAS)
Susan Ewing (SFA)
Ann Frymier (CAS/GSOARS)

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Carole Johnson (University Communications)
Don Kidd (IT)
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MIAMI UNIVERSITY
OXFORD OHIO

Summer Greek Task Group Report
2010
Final Update
June 2012

Barb Jones
Vice President for Student Affairs

September 3, 2010

Committee Members:

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Summer Greek Task Group Report
2010

Known for its challenging academic programs, supportive faculty and staff, and its engaged student body, Miami prides itself on the quality and character of its graduates. Miami students and alumni feel a strong connection to the university and its history and tradition. The fraternity and sorority community has been a part of the fabric of the campus for 177 years and represents almost one third of the undergraduate population of the campus. Miami is often called the "mother of fraternities" with five chapters founded on the Oxford campus. However, recent events in the Greek community have caused some to question the value of the community to the university. Incidents involving excessive use of alcohol, uncontrolled behavior, and lack of respect for people and property have caused concern for student safety, embarrassment to the Greek community and the University, and concern among members of the Miami family.

While the incidents in the spring focused attention on the Greek community, the University recognizes that current trends in student behavior around the nation have an impact beyond fraternities and sororities. Recent reports from Wake Forest University, James Madison University and more than 400 citations issued to students at two Minnesota universities during their move-in weekend are just a few examples that underscore the pervasive nature of this problem.

The Summer Greek Task Group was formed to assess issues of student behavior at Miami as a result of the incidents that occurred in the spring. The group was made up of Greek students, non-Greek students, faculty, staff, and community members. Some members were involved through meetings held in Oxford and others were connected through email as the process evolved. Three primary areas of discussion were identified at the first meeting: standards and expectations, student organization discipline processes, and educational programming. The Task Group met weekly either as a full group or in sub-groups examining the areas listed previously.

This report highlights the recommendations of the Task Group and the processes that will be used to evaluate and/or implement the recommendations. These recommendations are designed as a starting point for conversation and commitment to addressing negative behavior on the part of students as members of the University and greater community.

Summer Greek Task Group Subcommittee on Standards and Expectations

In the document "A Call For Values Congruence," college and university presidents, the presidents of the American Association of State Colleges and Universities (AASCU), the National Association of Independent Colleges and Universities (NAICU), the National Association of State Universities and Land-Grant Colleges (NASULGC), and inter/national Greek organization executive directors joined to develop a presidential initiative to transform the collegiate Greek environment. This group expressed concern about the incongruence between what Greek organizations espouse as values and the behavior of some chapters and members of the Greek community. These behaviors, most often fueled

by the abuse of alcohol, often put students at risk and result in decision-making that does not live up to the standards and expectations of the University and the Greek community.

One of the enduring strengths of the Greek community has been its opportunity for students to engage in self-governance and regulation with the support of the university, alumni, advisors and the national organization. Miami is committed to the engagement of students in the teaching and learning process inside and outside the classroom. As the discussion about standards and expectations began, students expressed the desire to take the lead in developing policies and practices to address the behavior issues at off campus events. They acknowledged that the existing "risk management policy" was not addressing some of the changing needs and behaviors at off campus events. The students spent long hours researching best practices from across the country including the University of Michigan, University of Southern California, Auburn, Alabama. They also discussed the reality of events involving campus organizations. They focused on changes that would help them live up to the five pillars of the fraternity and sorority community. These pillars reflect the espoused values of the founders of their organizations: scholarship and learning, service and philanthropy, leadership, community, and brotherhood and sisterhood. Their goal was to raise community standards by holding each other accountable.

The students recognize that they cannot completely eliminate risk or the possibility of inappropriate behavior but they can establish an atmosphere and expectation for students to engage in safe and respectful events.   To that end, the presidents of the Miami fraternities and sororities approved the revised risk management policy with the following highlights:

> Fraternities and sororities sponsoring events outside of Oxford will be required to hire security from a list of approved, licensed security personnel. Expectations for the role of the security officers will be clearly defined and they will be at the event from the loading of buses in Oxford to the return to Oxford.

Completed

> Sober liaisons will be members of the chapter who will serve as the liaison between the venue, security and chapter members.

Completed

> To avoid any confusion about what constitutes a "chapter event" versus events by individual members of the chapter, an event is defined as anything sponsored, financed, endorsed, or coordinated by the chapter including using chapter meetings, creating a facebook event, or using a listserv to announce the event. All events must be registered and abide by the risk management policy. Unregistered events will result in a six-month loss of social activities.

New Risk Management Policy was written and implemented. Updates per national requirements on advisor oversight and management were made spring 2012.

> ➢ There must be a 1:1 ratio of events without alcohol to social events where alcohol is present. To shift the emphasis of events to more academic, sisterhood/brotherhood events socials are limited to Thursday through Sunday.

Total Events Registered for Spring 2012 Semester:
　　Panhellenic: 105 Registered Socials, 133 Registered Non-Alcohol Events
　　IFC: 79 Registered Socials, 34 Non-Alcohol Events
One to one ratio was followed in almost all cases for the sororities. The fraternities had poor reporting this semester and will be on social suspensions in the fall due to lack of reporting.

In addition to these recommendations:

> ➢ The Greek community will establish an accreditation process to reward and hold chapters accountable to community standards.

A committee was established to draft an accreditation process. The draft is a good start but is going to be worked on by a few fraternity and sorority experts over the summer to make it something that will not be overwhelming to students and that will be able to tie in with the current Cliff Alexander Awards and Assessment Program.   Expected completion date of a final draft of the standards is fall 2012.

> ➢ Begin a dialogue about the concepts of "Love and Honor" and what those concepts mean to today's college student.

The concepts of "love and honor" were used in all of our programming for the year. ADVANCE, a Greek Leadership Program for chapter presidents and council officers had a focus on values based education. Chapter leaders also reflected on what "Love and Honor" means at leadership meetings, council roundtables and officer trainings and development programs.

Summer Greek Task Group Subcommittee on Organizational Accountability

All Miami University students and student organizations, including Greek organizations, are held accountable to the standards and expectations outlined in Miami University's Code of Student Conduct. The Code of Student Conduct outlines the rights and responsibilities of students, behaviors prohibited on and off campus, possible sanctions, and the procedural rights of students and student organizations.

The Code of Student Conduct is intended to create a set of expectations of student conduct, ensure a fair process for determining responsibility when student behavior may have deviated from those expectations and provide appropriate sanctions when a student or student organization has violated the Code.

The Greek Task Group subcommittee on Organizational Accountability reviewed the current student disciplinary procedures and sanctions at Miami University and considered

the effectiveness and applicability for Greek organizations. It was the consensus of the subcommittee that the procedures and sanctions outlined in Miami's Code of Student Conduct, though applicable to student organizations, do not always serve the process, the individual organization or Miami University well.

The subcommittee benchmarked several institutions including Bowling Green State, Ohio University, Penn State, Georgia Tech, Clemson, Ohio State and Vanderbilt universities, and the University of Kentucky and found:

- ➢ All institutions have a Code of Student Conduct

- ➢ All institutions address behavior of individuals and organizations

- ➢ Organizations were defined and when applicable included Greek organizations

- ➢ Some institutions have a separate Code of Conduct for organizations

The Greek Task Group subcommittee identified the "best practices" from the above named institutions and considered current practices at Miami, as it applies to student organizations. The following committee recommendations will be reviewed by the Student Affairs Council and others for inclusion in the Code of Student Conduct:

- ➢ The addition of a section to the Miami University Code of Student Conduct specifically for student organizations. This section would specifically address a situation in which a student organization, including a Greek organization, is alleged to have violated Miami University policy.

Completed

- ➢ A statement outlining when an organization may be considered to be in violation of university policies or rules.

Completed

- ➢ Adapt current sanctions in the Code of Student Conduct to more accurately address *group behavior.* These sanctions will include education, service to the community, and revocation of organizational privileges, probation and suspension. This is NOT an exclusive list of sanctions but examples of sanctions that would be applicable to the entire organization and not a few individuals.

Completed

- ➢ Mandatory sanctions for violations of the alcohol policy (consistent with current policy for all students) and participation by all members of the organization. Repeat offenses will result in suspension of the organization.

Completed

➢ Mandatory minimum sanctions for violations of the hazing policy. Currently there are no mandatory sanctions for hazing though suspension of the organization is likely if an organization is found responsible for acts of hazing. Mandatory minimum sanctions including suspension for a second offense of hazing though suspension may occur with the first offense.

Completed

➢ Hold an organization accountable for the behavior of members or guests. If members are aware of individual involvement and fail to report it, the organization is subject to immediate disciplinary action until such time as they disclose individual names. An organization and its members may *both* be held responsible for violating university policies.

Completed

Summer Greek Task Force Subcommittee on Educational Programming

The Office of Health Education, now the Office of Student Wellness, provides alcohol and other drug prevention education to:

➢ Individuals who violate the University Code of Conduct alcohol related sanctions.

➢ High-risk groups as identified by the National Institute on Alcohol Abuse and Alcoholism (NIAAA). These groups include student athletes and Greek affiliated students.

➢ Student groups, such as residence halls, who request prevention programs.

The educational efforts to address student alcohol high-risk behavior continue to evolve nationally, with the NIAAA framework making recommendations for programming to reduce the risk.

As part of the Greek Summer Task Group, Miami was benchmarked against the NIAAA framework that identifies three alcohol and other drug prevention education focus areas: individual students, the student body as a whole and the surrounding community. Miami's educational programs are listed below:

➢ At Miami the student body as a whole receives basic risk reduction education via the AlcoholEdu on-line education course for first year students. Additional education for student athletes has been provided using the CHOICES risk reduction program and education for members of the Greek community has been provided as a one-time presentation to a large audience.

➢ Individual students receive additional education if they are sanctioned by the Office of Ethics and Student Conflict Resolution.
➢ The surrounding community has been engaged through involvement with the Community Coalition that has worked with the local school district and other

members of the community to address alcohol availability and the local environment as it relates to alcohol.

Based on a review of the practices at other "public ivy" schools and experts in the field, in particular The Alcohol Prevention Coalition, recommendations for future alcohol and other drug education are:

➢ Work with the fraternity and sorority governing council leadership to replace their existing annual large group speaker presentation with the CHOICES program, a small group, participative education focusing on risk reduction and other targeted programming, particularly for new members.

For the past two academic years, the Office of Student Wellness has provided CHOICES educational programs to the new Greek members. In 2011, 911 new Greek members participated in the 2.5 hour educational sessions. In 2012, there was a total of 985 new Greek member participants. Evaluation data from both years indicate that the education resulted in an increase in knowledge about alcohol and suggested a positive shift in attitudes regarding legal, low risk behaviors related to alcohol use.

Individual students receive additional education if they are sanctioned by the Office of Ethics and Student Conflict Resolution.

➢ Explore participation in the National Alcohol Screening Day to assist individual students who may be at risk for developing alcohol abuse or alcoholism.

Rather than focus on a one-day event, the Student Health Service (SHS) began asking all students seen at SHS about their alcohol use using an evidenced based national tool called the AUDIT survey. We have used this data to refer students who engage in high - risk behavior to either the Office of Student Wellness or the Student Counseling Service. To date we have had 8596 students complete the survey, with a 40.2% return rate. Based on the scores, 180 students were referred to the counseling center and 1193 students were referred to the Office of Student Wellness for evaluation of their high-risk behavior.

➢ Work with faculty and staff, particularly the Office of Ethics and Student Conflict Resolution to identify other "risk groups" who may benefit from programs such as CHOICES.

We offered professional development opportunities to better understand the culture of college drinking (i.e. Vander Ven and EverFi onsite visit) to help administrators recognize current research into why our students drink and thus get sanctions.

➢ Explore the appropriateness of educational programs as sanctions to determine if some students may benefit more from other types of sanctions.

This has not moved forward.

➢ Continue to work with the Community Coalition, with an emphasis on reducing alcohol accessibility and consistent enforcement efforts.

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The surrounding community has been engaged through involvement with the Community Coalition that has worked with the local school district and other members of the community to address alcohol availability and the local environment as it relates to alcohol. Jenny Levering, Director of the Cliff Office will be serving on this committee beginning in May of 2012.

➢ Expand the pilot STEP UP bystander education program that was completed in the spring.

This year, a committee of Student Affairs Staff developed an intervention program for all students, entitled I've Got Your Back, and the plan is to roll the program out beginning fall of the 2012-2013 academic year.

➢ Assess the impact that broad based wellness programming has on overall Greek member wellness behaviors.

The Cliff Alexander Office is currently looking at a new programming model for all chapters. This programming will include wellness programs as well as other member development programming. Our hope is to have this be a part of the accreditation/standards program that will launch fall 2012.

The Office of Student Wellness continues to collaborate with the Office of Fraternity and Sorority Life on programming and assessment of broader wellness behaviors.

It is recommended that the following items be part of the ongoing broader discussion and actions:

➢ Examine existing campus dialogues about ethics, personal and social responsibility and respect and how these conversations can be expanded through university and community structures and programs.

Individual Council Officers have created programs that have created campus dialogue about ethics, personal and social responsibility and respect. Students have created the Greek Responsibility Initiative.

➢ Invite representatives of the national Greek organizations, advisors, and undergraduates to be part of a discussion on how we create the "model Greek community."

The Director of the Cliff Alexander Office has had continual conversations with representatives of the national Greek organizations, advisors, and undergraduates to be part of a discussion on how we create the "model Greek community." Through Advisor meetings and outreach in addition to conversations at the AFA annual meeting as well as with fraternity executives in the area the dialogue is happening.

➢ Strengthen our relationship with the Oxford community about issues of student behavior that impact the community and university and how we provide a consistent message about expectations and standards.

The director of the Cliff Alexander Office has improved our relationship with the Oxford community about issues of student behavior that impact the community and university and how we provide a consistent message about expectations and standards. Through weekly meetings with the Oxford Police Department communication about student conduct and negative behaviors are being addressed.

➢ Develop materials to share with venues that may host student events that explain the expectations for student behavior by the university and provide them with a mechanism to provide feedback to the university.

Materials have been developed to share with venues that may host student events that explain the expectations for student behavior by the university and provide them with a mechanism to provide feedback to the university.

➢ Development of policies and procedures to address organizational accountability.

The Cliff Alexander Office is working collaboratively with the Office of Ethics and Student Conflict Resolution through the development of policies and procedures to address organizational accountability. We have improved our investigative process and are holding chapters accountable accordingly.

> This report is a compilation from multiple offices and includes the history of updates. The most recent are highlighted in yellow.

Recommendation 12: Reduce the number of departments /programs through consolidation and reorganization.

Recommendation 14: Conduct a comprehensive review of all centers, programs, and offices reporting to the Provost to identify further potential savings.

Recommendation 15: Streamline the administrative support to academic units.

Status: Accepted

Responsible area: Provost/Academic Affairs

Goal 1: Restructure the support staffs in academic units. Consider the support being based on buildings rather than departments and programs. Consider the use of more 9-month positions and more effective use of student workers.

Goal 2: Proceed with a reorganization of academic units to provide more collaboration, interdisciplinary work and efficiency. Such reorganization should reduce the number of departments/programs.

Action 1   The deans will identify potential cost savings that can be achieved in departmental and program administration/reorganization.

Action 2   The efficiency consultants will make additional recommendations on possible efficiencies that can be achieved in departmental and program administration.

Goal 3: Have fewer resources required to support the mission of the provost's office

Action 1   The review of the units reporting to the provost has commenced. Each unit has been asked to identify several cost-efficiencies, and the provost office is evaluating appropriate staffing levels in each office.

Measurable outcome: $700,000 in savings should be achieved by fiscal 2015.

Timeline:
Planning   Completed by July 2011
Implementation   Jan 2011 – July 2015

Accomplishments/Activities

- *Reductions in personnel in the following areas will lead to $550,000 in reallocation funds by July, 2011: Provost Office, Academic Personnel, Secretary's Office, Honors, and Registrar's office.*
- *Several departments have been reduced to "program" status to lessen administrative costs. This includes the following: Classics, Communication, and Comparative Religion.*
- *Recommendations from the Accenture review will be considered for implementation.*
- *A proposal is being developed to administer the six interdisciplinary programs in Arts and Science in a more efficient manner.*
- *A proposal to merge the Botany and Zoology Departments into a single Biology Department is being considered.*
- *Staff support for departments is moving towards a building approach. That is, rather than having support staff in each department, staff will be arranged in building units.*

- *The Office of Enrollment Management is moving towards a consolidation of the current practice of separate student interactions with the offices of the Registrar, Student Financial Aid, and Bursar into a "one-stop-shopping" experience as recommended by the Accenture/SASS committee.*
- *As part of budget give-backs, reductions in personnel in the following areas have led to more than $550,000 in reallocation funds by July 2011: Provost Office, Academic Personnel, Secretary's Office, Honor Program, and Registrar's office.*
- *Several departments are involved in possible consolidation discussions which include integrating Communication and Media Studies with Journalism; Classics with German, Russian and East Asian languages; and, Botany with Zoology. The proposal to merge the Botany and Zoology Departments into a single Biology Department will be reported to University Senate next spring.*
- *A proposal is being developed to administer several interdisciplinary programs in Arts and Science in a more efficient manner. These include programs in American Studies, Asian, Asian-American Studies, The Western Program, Black World Studies, Latin American Studies, International Studies and Women and Gender Studies.*
- *Staff support for departments is being explored towards developing and implementing a building staffing approach. This means that, rather than having support staff in each department, staff will be arranged in building units. FSB and EHS are already using this approach in providing staff support to academic units.*

- *The Office of International Programs now reports to the Office of Enrollment Management for improved recruiting, advising, and retention of our international students.*
- *The Junior Scholars program has been reorganized to report to the Office of Enrollment Management as a way to reduce costs and to increase the rate of eventual matriculation to Miami of the students participating in the program.*
- *Progress continues to be made on the merger between Zoology and Botany. The Undergraduate Curriculum Committee has recently approved a new major in biology in anticipation of the merger.*
- *Additional budget reductions in FY12 have led to the two associate provost positions not being filled.*
- *Plans are underway to Revise the Academic Program Review process and to link it with the university and division-wide accreditation processes.*

Recommendation 13:   Appoint a study group to further explore the benefits and costs of reorganizing our divisional structure.

Status: Modified the original recommendation to: Appoint a study group to explore ways to support and promote interdisciplinary teaching and research.

Responsible area: Provost/Academic Affairs

Goal 1:   Increase interdisciplinary teaching and research

Goal 2:   Provide clarity of interdisciplinary programs that help recruit students

Goal 3:   Increase grant activity in interdisciplinary groups

> Action 1   Appoint a study group to recommend ways to support interdisciplinary activities
> Action 2   Promote interdisciplinary opportunities that will be attractive to prospective students, and determine ways to promote these possibilities to students (e.g., interesting interdisciplinary clusters of courses / thematic sequences, minors and majors could be listed)
> Action 3   Have the Office for the Advancement of Research and Scholarship develop interdisciplinary research clusters to seek grant funding

> Measurable outcome: Increased interdisciplinary activity in the curriculum and research

Timeline:
Planning   Completed by December 2011
Implementation   Jan 2011 – July 2015

Accomplishments/Activities

- *An Interdisciplinary Enhancement Committee was formed and will have a preliminary report in May, 2011. The report will address ways to promote and support interdisciplinary initiatives at Miami.*
- *A structure to support the interdisciplinary, interdivisional work in the Armstrong Interactive Media Studies Program has been developed. The program may offer courses and degrees in any of the academic divisions.*
- *A structure to support an interdisciplinary program in Criminal Justice at the regional campuses has been developed. This will serve as a model structure for other interdisciplinary programs at the regional campuses.*

- *An Interdisciplinary Enhancement Committee has submitted its report to the Provost and will be presented to University Senate at the end of the fall semester. The report addresses ways to promote and support interdisciplinary initiatives at Miami.*
- *A new degree program within the Armstrong Interactive Media Studies curriculum has been developed and will be submitted to the University and Ohio Board of Regents for review.*

- *An interdisciplinary program in Criminal Justice at the regional campuses is being developed by the faculty.*
- *The Digital Innovation Center (DIC) will be established in the Bay Area and will host experiential learning opportunities through the Armstrong Interactive Media Studies Program. The Center is being launched this spring semester in San Francisco, CA with the first cohort of Miami students.*
- *The Interdisciplinary Advisory Council has been formed to promote greater levels of interdisciplinarity in teaching , research, and service.*
- *A new interdisciplinary minor in community-based leadership has been developed by the department of educational leadership.*
- *The sports leadership major has been revised to become the sports leadership and management major with more courses from other divisions being included in the program.*
- *A new degree program in Interactive Media Studies has been approved by the Board of Trustees.*
- *A new degree program in Criminal Justice has been passed by University Senate.*
- *A grant writer has been hired by the Office for International Education, in conjunction with OARS, who will help faculty apply for grants to fund research with an international focus.*

This report is a compilation from multiple offices and includes the history of updates. The most recent are highlighted in yellow.

Recommendation 36:   Increase the retention rate for undergraduate students and attain a six-year graduation rate of 85%

Status: This is an additional recommendation to those recommended by the Task Force.

Responsible area: Provost/Academic Affairs, Vice President for Student Affairs

Goal: To increase the retention rate for undergraduate students particularly at the end of the first and second years, and thereby attain a six-year graduation rate of 85%.

Action 1	Identify retention rates necessary at various levels to achieve an 85% graduation rate.
Action 2	Establish a committee to identify potential opportunities to increase retention.
Action 3	Identify specific segments of the population where targeted interventions can occur. Develop an intervention strategy for second-year "at risk" students.
Action 4	Analyze the effectiveness of academic support programs for specific student populations including students identified as "at risk." ("At Risk" is defined in the broadest sense meaning both academic and personal concerns.)
Action 5	Identify and address policies and practices that may impede the persistence to graduation of students.
Action 6	Annually survey non-returning students to determine causes of non-retention. Revise retention strategies based on this information.

Measurable outcomes: Increased graduation rates above the existing rate in the low 80% range in effort to achieve an 85% rate by 2015.

Timeline:

Planning	Through Dec 2011
Implementation	Jan 2011 – July 2015

Comment:

In addition to improving student success, achieving this goal will add about $8 million annual to the E & G budget

Accomplishments/Activities

- *Recommendations for improving Miami's retention rate are being developed by a working group.*
- *Second year intervention strategies have been implemented.*
- *Surveys are being completed with students who leave Miami to determine if patterns exist in the reasons for leaving. Intervention strategies will be developed.*
- *Strategies will be developed to help retain students who are unable to complete their desired major (e.g. communication, business.)*

- *A first to second year retention rate of 94.7% will be needed to achieve an 85% graduation rate.*

- *Student groups who appear to be most "at risk" include first year students living off campus, out of state students, students of color in STEM programs, Miami Access Program students, and first generation students.*
- *A telephone survey was conducted in October with 358 students who did not return for their second year. The results are being analyzed and compared with information on students who may be determined to be "at risk" based on entering characteristics or the MapWorks survey to determine appropriate interventions strategies.*
- *Focus groups were also conducted with students who have been successful to identify useful patterns in persistence.*
- *An inventory of existing academic support programs is underway to determine overlaps and gaps.*
- *Recommendations for a new course repeat policy have been developed and forwarded to the Academic Policy Committee.*
- *Division academic advisors will reach out to students who have 120+ credits but who have not graduated to determine the best way to help them complete successfully.*
- *A telephone calling project with parents of out of state students is currently underway.*

- *Approval by University Senate of new Course Repeat Policy-- The new policy will provide at-risk students a better ability to recover from the effects of receiving low grades during their first two years of study.*

- *University Studies Program in the College of Arts and Science will serve undecided and students not accepted to Farmer School of Business*
  - *Program Highlights*
    - *Single faculty academic advisor will work with students from summer orientation until they are accepted into a major*
    - *First Year Advisors in the Residence Halls will work with transition issues*
    - *Special sections of EDL 100 Career Exploration will be established*
- *Analysis completed for focus groups conducted with successful students*
  - *Themes*
    - *Decision to attend Miami was influenced by campus tour*
    - *Peer support is invaluable to student success*
    - *Peer connections were made by finding multiple ways to get involved on campus*
    - *Students that were adept at self-advocacy-actively sought out the resources that would help them be successful at Miami University*
    - *Miami bureaucracy is even a struggle for successful students*
    - *International students feel very isolated from the university community*
    - *Students are concerned with the advising system*
    - *Students are concerned with diversity, or rather the lack of diversity*
- *Analysis of out-of-state parent phone calls*
  The majority of the calls were positive. Of the 281 phone conversations with parents, callers listed 30 entries with concerns only. Another 48 calls logged both positive and negative feedback.
  - *The top three areas of concern in order*
    1. *travel options*

2. *academic issues such as concerns about grades, issues with specific courses (physic and math)*
3. *social including not fitting in socially, looking for peer connections, and keeping up with Miami image.*
Other issues:
- *Alcohol/drugs*

Miami Student Transition Pathway
Division of Student Affairs in Partnership with Academic Affairs

A key element of student success is ensuring that students have an effective transition from high school to college. Effective transitions need to provide: opportunities for students to know their capabilities and establish a focused direction and goals, meaningful information to equip students with the tools needed for their academic journey, information pertinent to academic and social integration, knowledge of support resources, and the experiences and opportunity to leverage these tools. The intended outcome of the transition process is to help students become agents of their own growth, development and success while acquiring high levels of self awareness, a sense of responsibility, and intellectual and personal skills. This report is designed to provide the board of trustees with information regarding Miami's transition pathway. Transition experiences introduce students to campus life and establish academic and social expectations. We intend for students to understand that they are scholars; scholars who will partner with faculty/staff in knowledge acquisition, discovery and self-exploration. To do this, we set the standard, provide students with a pathway, and set the stage for them to do the work. For about 5 years, Miami has consistently reported an 89% to 90% first to second year retention rate and an 83% to 85% second to third year retention rate (Institutional Research).

In the attached charts is an explanation of the major transition-oriented programs facilitated by student affairs and academic affairs. Below are data that illustrate program impact.

TRANSITION-ORIENTED PROGRAMS
- The Parent Lantern
- Orientation
- Welcome Week
- First Year Programs
- Second Year Programs

(Note: There are admission programs that occur before the programs mentioned here, which are considered a part of the transition pathway)

IMPACT OF TRANSITION PROGRAMS

PARENT LANTERN (2011-2012 data)
- Over 5,000 first-year family members used the Parent Lantern and close to 15% responded to the parent lantern survey (n=845)
- Out of 845 survey responders, 667 indicated that they read the parent lantern because of the information about the campus experience
- 93% of respondents indicated that the parent lantern was helpful in explaining the student college experience
- 86% of respondents indicated that the parent lantern was helpful in connecting them with the campus community
- 83% indicated that the parent lantern is an important resource for supporting their student
- About 90% of respondents report being satisfied with the parent lantern

ORIENTATION PROGRAM SURVEY (2011 data)
- 97% of students report orientation led them to feel **confident** about their transition
- 97% said they were more **comfortable** at Miami
- 94% said they were more **connected** to new peers
- 97% stated being more **curious** about their upcoming intellectual experience
- 98% of students attending orientation are actually enrolled on the first day of class

WELCOME WEEK (2011 data)
- 83% of students report having read at least some of the first year summer book
- 84% of students thought that first-year discussion leaders were effective in engaging the group in an interesting conversation
- 89% met new friends
- 93% feel excited about being a Miami student
- 95% plan on getting involved in a campus team, organization or club
- 96% feel optimistic about their ability to succeed at Miami

FIRST YEAR PROGRAM (2011 data)
- Living Learning Community (LLC) survey students report appreciating the ability to get to know others with similar interest
- LLC communities connected to courses in common report discussing course material at higher levels, and discuss politics, race and careers more often
- On the previous 2 LLC surveys (2009 & 2010) data suggest that students participating in a LLC course report higher levels of engagement with their community compared to their peers

SECOND YEAR PROGRAM (2011-2012 data)
- 90 sophomores completed the intervention process
  - 31 sophomores opted for coaching, 43 opted for EDT 110, 16 opted for a learning specialist
  - 74% of coaching students were retained after sophomore year and 61% had above 2.0
  - 76% of EDT 110 students were retained and 79% had above a 2.0
  - 81% of the learning specialist group were retained and 81% had above a 2.0
  - 48% of those who did not participate were retained and 47% had above a 2.0
- Pre-post sophomore survey results suggest:
  - A positive impact on career aspiration (sophomore students solidified career choice & increased connection with faculty)
  - Increased knowledge of off-campus living responsibilities
  - Enhanced views on diversity, and mixed results (both an increases and decreases) in knowledge of various health related information
  - An increase in mean scores for feeling integrated into Miami culture and satisfied with the Miami experience

Miami Student Transition Pathway

Program	Select Goals	Sample Targeted Outcomes	Sample Experiences	When it occurs along the transition pathway
Parent Lantern: an on-line information-rich newsletter to assist parents with supporting students	• Raise family awareness of student experience • Guide families with developing their role • To survey parents about their Miami experience	• Increase parent agency • Increase parent connection and student support • Help student individuation	• Provides calendar of student matriculation pathway • Outlines parent connection opportunities	• Begins May (right after student acceptance deadline) and ends the following May at the end of the student's first-year
Orientation: A two-day experience for first year and transfer students and families designed to introduce them to the Miami experience	• To help students understand how to navigate their Miami journey • To help families understand their role in connection with their student	• To help students become confident about academic success, curious about scholarly inquiry, connected with the institution and comfortable with campus climate. • To help students understand Miami expectations	• Small goal-setting group experiences • Skills and discussions about advising/courses, friendships, respecting diversity, making wise social decisions	• June or August, right before the first semester of the student's first-year
Welcome Week: A series of experiences designed to enhance adjustment and connection to the institution	• To ease student adjustment to Miami life • To increase the chances of connection and institutional commitment	• Students will comprehend what a collegiate intellectual exercise entails • Students will understand that integrity is valued at Miami and become aware of their own internal moral compass • To know the role of the academic home • To know the wide array of engagement opportunities	• Convocation and first year book reading • Sessions on personal and social responsibility • Meetings with academic divisions-advisors • Mega-fair	• First 2-weeks of fall semester of the student's first-year

Program	Select Goals	Sample Targeted Outcomes	Sample Experiences	Point along transition pathway
First Year Programs: A series of curricular and co-curricular programs designed to enhance academic and inter-personal skills	• Increase self awareness, cultural competence, communication, critical thinking, use of university support resources	• Students will report use of university resources • Students will explore their own goals	• Living-Learning Communities • Residence Hall Programming • Select "University 101" courses	• During first year
Second Year Programs: A thematically organized set of experiences designed to enhance sophomore retention and engagement	• Increase personal responsibility and citizenship, wellness & healthy choices, commitment to major, awareness of diversity	• Students will select meaningful engagement • Students will develop connection with faculty and their major • Increase sense of belonging	• Peer wellness programs • Undergraduate Research (SEP-URO) • Creating Community Standards • Off-campus town hall • Inquiry Institute and Faculty Roundtables	• During sophomore year

Comparison of Retention & Graduation Rates
Miami University - Oxford Campus

Percent Retention to Sophomore Year by Cohort Year

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total Oxford Campus	89.6	89.9	89.6	90.3	89.6	90.7	88.9	90.3	89.4	89.6	89.0	89.4	88.8
Female	89.4	90.3	88.6	91.2	90.0	90.0	87.2	89.9	88.4	89.4	89.1	88.6	88.4
Male	89.9	89.3	91.0	89.2	89.0	91.6	90.1	89.6	90.6	89.7	88.9	90.4	89.3
Black	92.4	85.8	89.0	84.0	85.1	88.3	84.8	78.8	90.4	90.9	89.2	89.1	86.4
Hispanic	87.9	88.5	83.8	91.5	87.9	82.9	88.8	84.4	87.3	95.7	92.6	81.6	90.1
Asian	95.2	88.5	90.0	88.6	90.9	92.1	83.2	91.5	88.8	90.7	92.6	92.7	87.9
Native American	81.3	100.0	91.3	94.1	79.0	100.0	80.0	94.7	90.9	83.3	91.7	100.0	50.0
Multi-Racial	---	---	---	---	---	---	---	---	---	---	---	---	80.4
Domestic Minority	91.4	87.8	88.1	87.6	87.4	89.4	84.9	85.8	89.3	91.3	91.1	88.9	85.9
Non-Minority*	89.5	90.0	89.8	90.6	89.8	90.8	88.9	90.2	89.4	89.4	88.8	89.5	89.1
Non-Resident Alien	---	---	---	---	---	---	---	---	---	---	---	---	93.3
In State	---	90.1	90.7	91.5	90.1	92.7	89.8	90.2	89.8	90.4	89.9	90.4	89.2
Out of State	---	89.4	87.1	88.6	88.6	86.5	87.2	88.8	88.7	88.1	87.4	87.3	88.0

Percent Retention to Junior Year by Cohort Year

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Total Oxford Campus	83.1	83.3	84.6	83.3	84.8	84.1	82.0	85.4	83.8	84.9	83.9	85.1
Female	82.8	83.0	84.2	84.6	85.4	83.8	80.7	86.2	83.3	85.3	84.4	85.4
Male	83.5	84.5	85.1	81.5	83.9	84.4	83.6	84.5	84.3	84.3	83.2	84.7
Black	76.5	78.0	78.1	77.1	79.1	78.7	75.9	71.7	81.6	76.0	85.8	83.6
Hispanic	75.9	78.7	78.4	86.4	72.7	78.1	75.0	84.4	84.5	87.0	87.7	79.3
Asian	87.1	80.8	88.0	84.6	77.7	86.8	80.0	89.6	77.5	88.8	83.3	89.1
Native American	81.3	100.0	95.7	70.6	84.2	93.3	80.0	84.2	77.3	75.0	91.7	77.8
Domestic Minority	79.1	79.8	80.9	81.2	77.9	82.3	75.7	81.9	80.9	82.5	85.9	83.9
Non-Minority**	83.5	83.6	84.9	83.4	85.5	84.2	82.6	85.8	84.1	85.1	83.7	85.4
Non-Resident Alien	---	---	---	---	---	---	---	---	---	---	---	78.0
In State	---	84.2	86.4	85.0	86.8	87.0	84.3	86.0	84.5	85.9	85.4	87.0
Out of State	---	82.3	80.5	80.2	81.0	77.9	79.0	84.2	82.4	83.0	81.0	81.0

Graduation in 6 years by Cohort Year

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Total Oxford Campus	78.4	80.0	78.7	78.1	80.1	79.3	80.3	81.2	79.8	80.5	82.8	80.0	81.5
Female	---	---	81.0	81.1	83.6	80.5	81.5	81.9	82.4	82.8	84.3	80.4	84.6
Male	---	---	76.1	76.8	81.7	77.8	78.8	80.3	76.5	77.7	80.9	79.5	77.9
Black	52.5	56.6	59.8	54.6	52.0	61.4	60.6	66.4	66.4	66.4	69.1	70.5	64.3
Hispanic	76.0	74.3	61.2	74.2	77.1	67.2	82.0	74.3	78.0	75.8	78.1	74.7	75.8
Asian	71.2	85.2	81.5	82.5	70.3	85.5	86.5	80.0	75.6	70.2	81.6	73.4	82.1
Native American	75.0	100.0	59.1	80.0	75.0	62.5	69.2	91.3	64.7	78.9	80.0	70.0	78.9
Domestic Minority	62.9	67.3	64.6	65.7	63.4	68.3	71.5	72.7	71.8	70.3	75.7	72.5	74.1
Non-Minority***	79.4	81.0	80.0	79.2	81.5	80.3	81.0	82.1	80.6	81.6	83.5	80.8	82.2
Non-Resident Alien	---	---	---	---	---	---	---	---	---	---	---	---	78.9
In State	---	---	---	---	---	---	80.5	81.4	81.2	81.3	84.2	81.4	82.0
Out of State	---	---	---	---	---	---	79.7	79.9	76.5	79.0	77.5	77.1	80.4

*Beginning with the 2010 cohort, the "Non-Minority" category includes White and Unknown students. Prior to the 2010 cohort, "Non-Minority" included White, Unknown and Non-Resident Alien students.
**Beginning with the 2009 cohort, the "Non-Minority" category includes White and Unknown students. Prior to the 2009 cohort, "Non-Minority" included White, Unknown and Non-Resident Alien students.
***Beginning with the 2005 cohort, the "Non-Minority" category includes White and Unknown students. Prior to the 2005 cohort, "Non-Minority" included White, Unknown and Non-Resident Alien student

GOOD NEWS FROM ACADEMIC AFFAIRS

Miami senior Alexa Pohl earns prestigious international doctoral award
e-Report 04/18/2012

Miami University senior Alexa Pohl, a zoology major and molecular biology minor, is one of only two students internationally to receive the Krishnan-Ang Studentship from Trinity College, University of Cambridge, U.K. The studentship is granted to exceptional overseas students in the natural sciences who have been accepted to the University of Cambridge to pursue research for a doctoral degree. It provides full funding (tuition, fees, a stipend and travel costs) for three years of doctoral Study.

Alexa Pohl

Six Miami University students receive Fulbright Scholarship
e-Report 04/25/2012
Four Miami University seniors and two 2011 Miami graduates have been awarded 2012-2013 Fulbright English Teaching Assistantships to various countries around the world. Miami seniors or recent graduates have won Fulbright awards to research or teach overseas 11 of the last 13 years. This year has the highest number of recipients.

Timothy Boll, a Russian, Eastern European and Eurasian studies major, will teach in Russia; Katelin Burke, a linguistics major and French minor will teach in Mongolia; Daniel Hawk, a diplomacy and global politics and German double major will teach in Germany; Corbin Mathias, a German education and German double major will also teach in Germany; Joseph King, an alumnus of the Russian, Eastern European and Eurasian studies program, will teach in Azerbaijan; and alumna Elizabeth Bersin, a diplomacy and foreign affairs major and German minor, received an Austrian Fulbright and will be an English teaching assistant in Graz next year.

Team Red Blade wins MU Interdisciplinary Technology Development Challenge
e-Report 04/25/2012

Team "Red Blade" was the winner of Miami's 2011-2012 Interdisciplinary Technology Development Challenge (MUITDC), "Realizing Tomorrow's Technologies: Focus on Ohio Third Frontier." Red Blade is an autonomous robot guided by differential GPS built with a platform that can plow snow or mow grass.

Team Red Blade, with President Hodge (left), Jade Morton, adviser, and Provost Bobby Gemepsaw (right)

The winners of the Technology Development Challenge were announced at the Undergraduate Research Forum April 11. Team Red Blade, which won $5,000, is led by Chad Sobota, senior electrical and computer engineering major and computer science minor; with seniors Mark Carroll, computer engineering major, computer science minor; Bob Cole, computer engineering major, computer science minor; Mark Stratis, computer engineering major, computer science and entrepreneurship minors; and junior Harrison Bourne, electrical engineering and computer science minor.

Miami student receives Best Paper award
e-Report 05/03/2012
Jun Wang (Miami '11), a first-year master's student in electrical and computer engineering at Miami University, received a Best Paper award at the joint IEEE/Institute of Navigation (ION) Position, Location and Navigation Symposium and annual meeting held April 24-26 in Myrtle Beach, S.C.

The awards are presented to the lead authors of the best paper in each track. The selection criteria include: technical content; innovation; importance and timeliness of the subject matter; and conciseness, clarity and completeness of the written material.

$1 million gift from Dick Thomas creates Farmer School Chair
e-Report 05/07/2012
Miami University and the Farmer School of Business have announced a $1 million gift from G. Richard (Dick) Thomas (Miami '48) to establish the G. Richard and Jane S. Thomas Endowed Assistant Professor Chair Fund. The fund will be used to assist the Farmer School of Business in attracting and retaining talented, tenure-track faculty.

A resident of Mason and former president of North American Carbide, Thomas was a marketing major at Miami. Named in honor of Thomas and his late wife, the gift recognizes his undergraduate experience and the faculty mentors who shaped his life.

"I am forever grateful to the professors who invested their time and effort in developing me as a young man," Thomas said. "Those relationships had a tremendous impact on my life, and I am honored to be able to pay that generosity forward by supporting great Miami educators."

GOOD NEWS FROM ACADEMIC AFFAIRS

Miami reports a record-breaking year for applications
e-Report 05/10/2012
Miami University received a record-breaking 20,299 first-year applications for the fall 2012-2013 academic year, an increase of more than 10 percent from applications the previous year.

The university experienced growth in all three application types (Early Decision, Early Action, Regular Decision). The most significant gain is in Early Decision, showing a 96 percent increase in applications for fall 2012.

Miami also surpassed its first-year admission acceptance goal as of the May 1 deadline. Currently, 3,916 students have confirmed to Miami.

"In a very competitive market, we believe students and their parents are clearly recognizing the value of a Miami education," said Michael Kabbaz, associate vice president for enrollment management.

The office of admission welcomed over 34,000 visitors to campus this year, in addition to the 5,050 visitors who attended Make it Miami!, an event designed specifically for admitted students. This brought the total number of visitors to campus to just over 39,000.

Andrew Cayton receives National Humanities Center Fellowship
e-Report 05/10/2012

Andrew Cayton

Miami University Distinguished Professor of History Andrew Cayton joins 32 other scholars as a Fellow at the National Humanities Center for the upcoming academic year, 2012-2013.

Cayton and the other Fellows, chosen from 436 applicants, come to the center from 16 states and the District of Columbia, as well as from Canada, France, Hungary, Japan, and the United Kingdom.

Each Fellow will work on an individual research project and will have the opportunity to share ideas in seminars, lectures, and conferences at the center.

Miami skaters honored by Ohio Senate and House resolutions
e-Report 05/14/2012
The Miami University collegiate synchronized skating team was honored by the state of Ohio with a Senate Resolution and a House Resolution congratulating the RedHawks on seizing their 14th overall and eighth consecutive national title in March at the U.S. National Synchronized Skating Championships in Worcester, Mass.

Head Coach Carla DeGirolamo along with assistant coaches Lee Ann Shoker and Katie Bowling and skaters Lauren McHenry, Ashley Malin and Jennifer Fontanella appeared in front of the Ohio House of Representatives on Tuesday, May 8. The Ohio Senate was out of session on Tuesday.

Miami professor part of national committee studying higher education teaching and learning in science and engineering
e-Report 05/21/2012
Miami University's Stacey Lowery Bretz, professor of chemistry, is part of a 15-member National Research Council committee that released findings today (May 21) that could help improve undergraduate education in science and engineering.

The report says disciplined-based education research (DBER), which investigates how students learn in particular scientific disciplines and identifies ways to improve instruction, has yet to prompt widespread changes in teaching practices.

Miami's Over-the-Rhine Residency Program honored for community service focus
e-Report 05/21/2012
Miami University's Over-the-Rhine Residency Program, where students live, learn and work near downtown Cincinnati, is a regional winner of the 2012 Outreach Scholarship/W.K. Kellogg Foundation Engagement Award, and is now a finalist for a national award.

The Outreach Scholarship and the national C. Peter Magrath University Community Engagement Award identify colleges and universities that have redesigned their learning, discovery and engagement functions to become even more involved with their communities. Miami was selected along with four other universities representing different U.S. regions. Other recipients are: East Carolina, Colorado State and both North Carolina State and North Carolina A&T State universities.

GOOD NEWS FROM ACADEMIC AFFAIRS

Miami shares in $3.8 million to establish Ohio Education Research Center

e-Report   05/21/2012

Miami University's School of Education, Health, and Society (EHS) and Ohio's Evaluation and Assessment Center for Mathematics and Science Education (E & A Center), along with nine other Ohio universities and organizations, received $3.8 million from the Ohio Department of Education to establish the Ohio Education Research Center.

The Ohio Education Research Center (OERC) is a component of Ohio's Race to the Top Plan (RttT). The primary task of the Ohio Education Research Center will be to develop and implement a coherent P-20 education research agenda to guide educational transformation and policy in the state.

Team Red Blade wins $10,00 and second place in ION Robotic Lawn Mower Competition

06/07/2012

A team of engineering students from Miami University won $10,000 and placed second out of 15 teams in the ninth annual Institute of Navigation (ION) Robotic Lawn Mower Competition held May 31-June 2 in Dayton.

The purpose of the competition is to design and operate a robotic unmanned lawn mower using the art and science of navigation to rapidly and accurately mow a field of grass.