BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
103 Hall Auditorium
September 20, 2012

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on September 20, 2012 in Room 103 of Hall Auditorium 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, Don Crain, Denise Lieberman and Sharon Mitchell. Committee members Robert Shroder and Harry Wilks were absent. Also in attendance were Trustees David Budig and Mark Ridenour, along with Student Trustees Lot Kwarteng and Arianne Wilt.

In addition to the Trustees Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs; and Barbara Jones, Vice President for Student Affairs, were in attendance. Also present to address agenda items or to provide support, were: Robin Parker, General Counsel; Deedie Dowdle, Associate Vice President for Communications and Marketing; Michael Kabbaz, Associate Vice President for Enrollment Management; Dr. Susan Mosley-Howard, Associate Vice President, Student Affairs, and Dean of Students; Dr. Carolyn Haynes, interim Associate Provost; Dr. James Kiper, Chair, University Senate Executive Committee; Dr. Katharine Ronald, Director, Howe Center for Writing Excellence; Mr. David Sauter, University Registrar; Mr. Brent Shock, Director, Student Financial Assistance; Mr. Nick Miller, Associated Student Government, Secretary for Academic Affairs; and Ted Pickerill, Secretary to the Board of Trustees; as well as several others attending to observe or assist.

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 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 Trustees Lot Kwarteng and Arianne Wilt were in attendance, but had no formal report.

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Associated Student Government

Secretary Nick Miller referenced the work of his predecessor, Tyler Sinclair, and reported that improving undergraduate academic advising is the top priority for his office this year. To help achieve this goal, he is serving on the Undergraduate Academic Advising Council and the University Retention Steering Committee. Beyond advising, he reported he is also focused on current academic initiatives underway on campus. He expressed support for the Winter Term, but also urged that opportunities for financial aid during the session be examined. Finally he informed the Board of his support for the Miami 2020 project and his role on one of the five Target Goal Teams.

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

University Senate

Professor James Kiper, Chair of the University Senate Executive Committee, highlighted the activities of the Senate to date this year. Actions included the receipt of several reports and approval of a new major in Biology.

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

Student Affairs Reports

Vice President for Student Affairs Update

Vice President for Student Affairs, Barb Jones, updated the Committee on recent activities, including; the Student Affairs Summer Summit and Summer Project Teams, "We've Got Your Back" training, the Greek Community Advancement Program, Men and Masculinities Conference, a "Miami Takes Manhattan" reception, and efforts to reestablish Omicron Delta Kappa on campus

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

Campus Safety and Student Conduct

Dr. Susan Mosley-Howard, Associate Vice President, Student Affairs, and Dean of Students, presented a report on Campus Safety. She discussed Clery Act reports and safety notifications, such as emergency notifications, crime alerts, and information bulletins. She also outlined intervention and education efforts, such as the Student of Concern Management System, the Institutional Response team, as well as brochures, safety cards, orientation, training, drills, and other efforts. She presented student behavioral data and crime data, discussed recent guidance from the U.S. Department of Education related to Title IX, and outlined Miami's sexual violence response system.

Dr. Susan Mosley-Howard's full report and presentation are included as Attachment D.

Student Affairs Written Reports

In addition to the presentations, the following written reports were submitted for review by the Committee:

- Orientation and New School Year Activities, Dr. Susan Mosley-Howard, Associate Vice President, Student Affairs, and Dean of Students, Attachment E
- Student Housing Update, Vice President Barb Jones, Attachment F
- Student Affairs "Good News", Vice President Barb Jones, Attachment G

Academic Affairs Reports

Provost Update

Provost Gempesaw discussed the new faculty hired to start the academic year; the new faculty included over thirty tenured or tenure track faculty. He also discussed the leadership transition within the Honors Program, with Dr. Carolyn Haynes moving to become interim Associate Provost, and Dr. Cynthia Klestinec becoming the new Honors Program Director. He also highlighted several faculty and student awards.

Provost Gempesaw's report is included as Attachment H.

Proposed Winter Term

Associate Vice President Michael Kabbaz briefed the Committee on the proposed winter term and associated adjustments to the daily class schedule, and the fall, spring and summer sessions. Changes to the fall and spring semesters include a reduction, by one week, in semester length, with no change in contact hours. The change to the summer session is an immediate start following the conclusion of the spring term, rather than the one week's delay currently in place.

Potential student benefits of the winter term include:

- Taking a course that applies to a second major or a minor, or taking a course to keep on track for on-time graduation
- Graduating early or beginning a 4+1 master's program
- Studying abroad for a student not able to travel during summer, fall, or spring term
- Interning with a company seeking a short, intensive experience
- Conducting undergraduate research with faculty not possible during regular terms due to school and study commitments
- Expanding existing research possibilities either in progress from the fall term or as a prelude to spring term
- Immersion into a foreign language after fall term study abroad or before spring term study abroad
- Expanding winter break employment opportunities for students

Potential faculty benefits of the winter term include:

- Offering on-line, campus-based, or hybrid courses which during other terms are not available or are over-subscribed
- Creating 1-2 credit hour special topic courses on an experimental basis that could lead to permanent courses
- Offering additional study abroad opportunities of shorter duration, either as stand-alone experiences or tied to prior fall or upcoming spring term opportunities
- Grant writing to seek external revenue sources
- Course preparation, University committee work, and other large-scale projects conducive to the additional break between terms

Following his remarks, a proposed resolution to create a winter session was presented. Mrs. Mitchell moved, Mr. Crain seconded and the Committee, by unanimous voice vote, recommended approval of the resolution to the full Board.

Mr. Kabbaz's winter session presentation is included as Attachment I. The proposed resolution is Attachment J.

Enrollment Management

Mr. Kabbaz next provided the Committee with an enrollment update. He reported on the demographics and profile of the freshman class. He also reported on diversity enrollment trends and outreach efforts, as well as other recruitment initiatives.

Mr. Kabbaz's enrollment management presentation is included as Attachment K.

Scholarship Planning

Mr. Kabbaz then briefed the Committee on scholarships, grants and loans. He focused on revisions to Merit Scholarship awards, a proposed Scholars Program, and the Miami Access Initiative.

Mr. Kabbaz's presentation on revising institutional aid is included as Attachment L.

Accreditation Update

Dr. Carolyn Haynes, interim Associate Provost, updated the Committee on the re-accreditation process. The process is titled Open Pathways and has two main components; an Improvement Process, and an Assurance Process. She explained that 100% of the academic departments have completed the necessary training to manage the data requirements for reaccreditation, and training of administrators is now set to begin.

Dr. Haynes' report and presentation are included as Attachment M.

Academic Affairs Written Reports

In addition to the presentations, the following written reports were submitted for review by the Committee:

- Report on Strategic Priorities Recommendation 6, New Revenue Opportunities, Dr. Raymond Gorman, Associate Provost, Attachment N
- Academic Affairs "Good News", Provost Gempesaw, Attachment O

Program Directors' Reports

Howe Center for Writing Excellence

Dr. Kate Ronald, Director, Howe Center for Writing Excellence, briefed the Committee on the Writing Center. She discussed the many services the Center provides, not only for students but for faculty as well. She discussed the Undergraduate Consultants who assist in the Center, highlighting the research many are conducting and the numerous majors they represent.

Dr. Ronald's report is included as Attachment P.

Other Items

Following Dr. Ronald's remarks the Committee toured the Howe Writing Center located in King Library.

Additional Written Reports

The following additional written reports were submitted for Committee review:

Construction update, Mr. Bob Keller, Associate Vice President for Facilities, Planning and Operations, Attachment Q

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

ASSOCIATED STUDENT GOVERNMENT

MIAMI UNIVERSITY

Secretary for Academic Affairs

Nicholas M. Miller

September 10, 2012

Report to the Academic and Student Affairs Committee:

Ladies and Gentleman of the Board,

It is extremely hard to believe that we are already entering the 4th week of the school year and thus a quarter of the way through the semester. When I last met with you in June I was still getting adjusted to my new role and examining my responsibilities and that is an ongoing process. But as this is the beginning of the school year, I think it would be wise to go back to the end of the school year to examine where my predecessor, Tyler Sinclair, left off. In his last report to this committee, Tyler presented a new vision for undergraduate academic advising (Appendix A). Since that meeting, I have learned that his rationale and foundation for the vision came from two reports that were completed in 2007 by outside consultants that led to a set of recommendations from the Offices of the Provost (Herbst) and the Vice-President of Student Affairs (Nault)(Appendix B).

At present, the Student Body President John Stefanski has instructed me to make improving undergraduate academic advising my chief priority for the school year. To achieve this task I am serving as a member of the Undergraduate Academic Advising Council and the University Retention Steering Committee. It is my hope that these committees will produce fruitful results and will progress our advising system into the 21st century.

Beyond academic advising, I am finding my role early on to be largely focused on the current academic initiatives underway on campus. One of the projects that most excites me as a student is the addition of the winter term. I believe it will provide an additional opportunity for Miami students to have a transformative experience that will continue to separate our alumni from our peer institutions. I would also

like to commend Michael Kabbaz (Associate VP of Enrollment Management) and Dave Sauter (University Registrar) for their diligent work on this tough implementation process. I would however urge them, the administration and ultimately the Board to continue to examine ways to provide students with financial aid during this term. As a student who receives Pell Grant money, I know that it would be nearly impossible to pay for this transformative winter term experience without some sort of assistance. We should strive to provide opportunities on this campus that all students can participate in.

This semester I will have honor and privilege to serve as a member of the Miami 2020 Dynamic Organization Design Target Group. This overall Miami 2020 Initiative is a great step in the right direction for this university and makes me proud to be a student at a university with such forward thinking. I envision this initiative will continue our tradition of strong academic excellence. I particularly enjoy the goals of Target Team 1: Innovative Learning and Discovery because it points to enhancing the use of technology in the classroom. This will become increasingly more important moving forward in the field of education.

At the ASG level we are just really getting started as the first Student Senate meeting took place on September 9th. As the senators learn the legislative process, I will begin to present this committee with bills and resolutions that I find to be the upmost importance to the student body and therefore this institution.

I look forward to an exciting and productive year.

Love and Honor,

Nicholas M. Miller

Appendix

A. Tyler Sinclair's report on Academic Advising

Recommendations on Academic Advising

Associated Student Government

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

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

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

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

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

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

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

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

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

   learning how to interpret their DAR report. This also provides an opportunity for students to begin creating a personal relationship with an advisor that they will be comfortable relying on during their final years at Miami when the occasion arises that they need

further assistance in selecting courses. With proper planning this can be used to identify students that might be considered at risk for academic reasons.

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

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

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

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

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

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

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

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

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

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

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

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

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

structure is used by many universities and should be explored for implementation at Miami University.

B. Report from Herbst/Nault

University Senate, January 28, 2008
Agenda Item 3.b.

Response to Report from the Coordinating Council
For Undergraduate Academic Advising

Jeffrey Herbst, Provost and Executive Vice President for Academic Affairs
Richard Nault, Vice President for Student Affairs

January 7, 2008

Background
Miami University's Five Year Strategic Goals call for Miami to become an "Engaged University." By "engaged," we mean accessible to all citizens of Ohio, connecting to both local and global communities to improve the common good, and "thinking deeply and creatively about how students and faculty are engaged in scholarly, creative and intellectual pursuits on campus, both inside and outside the classroom and laboratory."

Outstanding advising is essential to achieving many of Miami's strategic goals. If we are to move to a paradigm that focuses on inquiry-driven, active education, increase retention and graduation rates, and grow the proportion of students involved with direct, meaningful research, we must offer an advising system that is more effective than our current efforts.

As a community, we have questioned several times how we might strengthen our advising programs. We conducted comprehensive studies of our advising system in 1999 and in 2002. A small task force of four administrators made considerable progress in strengthening our advising system during 2004-06. Last year we commissioned a four-person Coordinating Council for Undergraduate Academic Advising to recommend to us what steps we should take to enhance student advising on the Oxford campus, fully aware of the possible impact for all Miami students, particularly the 1,500 students yearly who take classes on multiple campuses. As part of their work, the Council members invited two outside consultants—Dr. Jennifer Bloom, Clinical Associate Professor at the University of South Carolina and President of the National Academic Advising Association, and Dr. Lydia Voigt, former provost at Loyola University (New Orleans) and consultant for Noel-Levitz—to appraise our systems.

Outcomes of these studies
We refer persons to the report of the Coordinating Council, which includes the recommendations of Dr. Bloom and Dr. Voigt. The consultants applaud many of our strengths. Professor Bloom commented, for example, that "all the constituents I met with seemed to realize the importance and value of academic advising and were committed to doing whatever they could to ensure that Miami students receive high quality academic advising." Dr. Voigt notes that Miami University represents a "culture of care" and wrote that, "This is a strong and pervasive theme, which is at the top of most peoples' lists of institutional assets suggesting that members of the academic community across

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campus care about students and want students to be successful; everyone wants to do a 'great job!'"

But while acknowledging our considerable strengths, these consultants also conclude that our system is marked by dysfunctional fragmentation.

- "Make no mistake that the advising system is daunting and confusing to undergrads. Every department and division utilizes a different advising model. As far as I could tell, there is no one on campus that has a document that lists the advising system for each major." Professor Bloom

- "There appears to be a chasm between the First Year Advisors[1] and the Faculty Advisors and advising administrators. …The advising administrators seem to perceive that the FYAs make a lot of advising mistakes and the FYAs perceive that the Faculty Advisors don't do a good job of advising." Professor Bloom.

- "While several philosophical statements and definitions of advising have appeared in various documents and reports, no university-wide consensual definition/philosophy of academic advising operationally exists at Miami University." Professor Voigt

- "There is no formal system of integrating advising activities at the university and no accompanying system of communication—each unit operates more or less in a silo, giving the appearance of a disconnected system." Professor Voigt

- "Role confusion among different types of advisors is reflected in students' confusion over where to go or whom to go see. There does not appear to be a clear articulation between the parts of the system. The sum of the parts does not add up to a clear process or system of advising. Some have referred to the multi-system/organization structure represented on campus in terms of 'advising clutter.'" Professor Voigt

None of these criticisms change our deep respect for the skilled and insightful support advisers across campus are providing students. As the outside consultants observed, the advisers do significant work in mentoring the intellectual and personal growth of our undergraduates. But, we have concluded that our structure impairs the efforts of these committed advisers to support students, and more importantly, the academic support our students are receiving.

After studying these reports, we believe if we are to develop an advising system that will best equip Miami students to become engaged learners, we must be bold in reforming our

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[1] The Miami pattern is to use the spelling "adviser." The consultants use "advisor." We use both spellings in this document, depending on the context.

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system. For over twenty-five years we have "tinkered" with our advising system, but
have left it a decentralized model that too often is marked by fragmentation that does not
serve students as well as needed. We are proposing that we inaugurate a reform of our
advising programs, taking this semester initial steps that will culminate in major changes
by our bicentennial—changes that will provide a coherent institutional approach to
advising and mentoring students. We outline below what we believe should be the broad
principles that shape that reform.

In presenting these recommendations, we recognize that the "devil is always in the
details," but we present these guidelines as the starting point for the more detailed
planning that will necessarily follow.

Recommendations

1. We recognize that effective advising is a University-student partnership. Students are
ultimately responsible for designing and completing their academic program. The
University is obligated to provide an advising infrastructure so that students can succeed.

2. We believe advising at Miami should be intentionally developmental. As much as
possible, academic advisers and faculty should serve as student mentors. Faculty and
staff should work collaboratively with students, support student acquisition of problem-
solving skills, and focus holistically on student development to assist students in
developing personally relevant educational and career plans.

3. We believe a central office, headed by an Assistant Provost for Academic Advising
who also has a dotted reporting line to the Vice President for Student Affairs, should
coordinate and deliver all the advising services to students before they begin to specialize
in their majors. This central office should include all current divisional advisers, advisers
in the residence halls, academic specialists (e.g., honors advisers, advisers of student
athletes, Scholastic Enhancement Program advisers, etc.). We recognize that many of
these staff will have other responsibilities and likely will have dual reporting lines. In
many instances, they will continue to do important work in the offices they now serve.
But, if we are to address the needs of students and respond to the problem of advising
fragmentation, we believe that in providing advising, the central office should be their
primary affiliation.

4. Staff in the central advising office should develop a coherent advising philosophy,
determine how developmental approaches should unfold, and prescribe the roles each
staff member in the office and partners outside the office will take in providing advising
continuity. The staff as well will manage academic suspensions and dismissals and have
the latitude to make exceptions to academic policies when they will advance student
learning and success.   Staff in the central advising office should be intentional in shaping
the advising and mentoring that will take place in the new sophomore residency program.

5. All students who have declared a major will be assigned a faculty adviser, even if they
make that declaration as early as their first year. The faculty will equip students in their
majors to become capable scholars in the discipline, make fulfilling career choices that

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build upon their skills, and engage students where possible in meaningful independent inquiry and research. We understand that faculty mentors will work most closely with their advisees after they have begun the substantive courses of their major, but the faculty will be available to answer student questions about the major as soon as the students have declared a major.

6. We endorse as well many of the specific recommendations of the Coordinating Council, among them:

- Mid-term grades should be mandatory for all Miami Plan courses.
- An advising sign-off should be mandatory for all students through the end of their sophomore year.
- The DARS advising system should be enhanced as an advising tool, adding such features as exploratory "what-if" capabilities; 24/7 chat rooms, etc.
- Adopt technological enhancements such as electronic workflow so that many routine advising functions (e.g., change of major) can be automated to enhance student service.
- Advisor Trac should be used throughout the time a student is on campus.

7. We believe these changes cannot be made quickly, but we urge that a search begin this semester for the Assistant Provost and that these principles shape the evolution of our advising efforts over the next two years. We believe a strengthened advising system should be one of the accomplishments we celebrate at our bicentennial.

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
James Kiper, Chair
Steve Wyatt, Chair-elect
University Senate Website: www.muohio.edu/senate/

September 2012

To: Academic/Student Affairs Committee, Board of Trustees

From: James Kiper, Chair, 2012-2013 Executive Committee of University Senate

Re: University Senate Actions

- August 27, 2012, University Senate Meeting
  o Provost Gempesaw welcomed Senators to the 2012-2013 academic year by highlighting the 2012 enrollment numbers and the formation of the Regional Campus Implementation Committee. The Provost invited members of Senate to attend President Hodge's University Address, September 6, during which he would announce the development of the Miami Plan 2020.
  o James Kiper reviewed the responsibility Senators have to inform their constituents of Senate actions and the parliamentary procedures followed by Senate.
  o Special Reports delivered to Senate included:
    ▪ Changes to Systems Management Tools and Processes for Workstations, Joseph Bazeley, Assistant Vice President and Information Security Officer.
    ▪ Academic Calendar Implementation Update, Michael Kabbaz, Associate Vice President for Enrollment Management, and Dave Sauter, University Registrar.
  o No Items of Old Business or New Business were discussed by Senate.

- September 10, 2012, University Senate Meeting
  o Special Reports delivered to Senate included:
    ▪ Benefits Committee Report, Melissa Thomasson, Chair, Benefits Committee, and Dawn Fahner, Director of Employee Benefits and Wellness.
    ▪ Update on Miami Logo, Branding, and Domain Name, Deedie Dowdle, Associate Vice President for University Communications and Marketing.
    ▪ Departments of Botany and Zoology Restructuring, John Weigand, Process Coordinator, and Phyllis Callahan, Dean, College of Arts and Science.
  o No Items of Old Business.
  o New Business
    ▪ New Major in Biology for both the Bachelor of Arts and Bachelor of Science.
      Per the *Miami University Policy and Information Manual,* University Senate is the final approving body for a new major or program at the undergraduate or graduate level. Action by the Board of Trustees is not required. Upon approval of the September 10, 2012, Senate minutes, the biology major will be officially adopted on October 10, 2012, unless opposed by members of Faculty Assembly. Final action will be reported at the next meeting of the Academic/Student Affairs Committee.

cc: Bobby Gempesaw, Provost

Student Affairs Update
Academic and Student Affairs Committee
Board of Trustees
September 2012

Summer Project Teams

Student Affairs Summer Project Teams are wrapping up recommendations on the project assignments including:

- o Exploring the implementation of first year experience classes
- o Minimizing the impact of academic and disciplinary suspensions on student success
- o Improving the Miami experience for out of state students
- o Making the most of the student employment experience

Summer Summit

Student Affairs held its second Student Affairs Summer Summit in July with over 50 professional staff in attendance. Megan Gerhardt, Naus Family Faculty Scholar in the Farmer School of Business, facilitated the day-long meeting. The goal of the summit was begin the 2020 strategic planning process for the Division. Eric Buller is chairing the on-going planning process and serves as the Student Affairs member of the campus 2020 planning group.

We've Got Your Back

We've Got Your Back training for facilitators of the by-stander behavior intervention program has begun for staff and students. This program will roll out fully this fall and is designed to help students better understand and intervene in situations that put other students at risk.

Greek Community Advancement Program

The Greek Community Advancement program was introduced this August. The purpose of the Community Advancement Program is to ensure chapters are meeting minimum standards of providing relevant experiences for chapter members on the Miami University campus. Relevant experiences are defined by efficient and effective use of programming opportunities and chapter planning initiatives for membership development. The Community Advancement Program provides the Cliff Alexander Office of Fraternity and Sorority Life and Leadership an opportunity to recognize chapters that consistently exceed these programming and member development expectations, as well as provide assistance to chapters that need additional support. The program is a result of the Fraternity and Sorority Coalition Assessment Project and the Blue Ribbon Committee (2009-11) comprised of students, alumni, advisors and campus partners. The program will be reviewed on an annual basis.

The Community Advancement Program will set a baseline expectation of compliance with the Cliff Alexander Office of Fraternity and Sorority Life and

Leadership, as well as a higher standard for determining the recipients of the annual Fraternal Excellence Awards. Chapter compliance with the standards of the Community Advancement Program will determine chapter standing with the office and the university. Chapters that meet all standards will be in good standing and given access to office and university resources. Failure to meet the standards will result in a loss of good standing and may lead to loss of university recognition and privileges. Chapters failing to meet minimum standards for one year will have a chapter improvement plan for one year. Chapters failing to meet minimum standards for two consecutive years will lose university recognition.

Additionally, in order to be eligible for any Fraternal Excellence Awards, all chapters must meet the minimum standards of the Community Advancement Program. These standards are translated into eligibility requirements for the Five Pillar assessment that determines the recipients of the Fraternal Excellence Awards.

Men and Masculinities Conference

Student Affairs sponsored the *(In)Visible Masculinities on Campus Summit* in July with over 80 attendees from approximately 10 institutions and national fraternities. The discussions, workshops and keynotes centered on gender identity issues and men. The conference was co-sponsored by the Association for Student Conduct Administration.

Miami Takes Manhattan

Student Affairs is sponsoring a reception for parents and friends of Student Affairs following the concert at Carnegie Hall October 7, 2012.

Omicron Delta Kappa

Miami University has been placed on the Omicron Delta Kappa Society's List of Approved Colleges and Universities. We are petitioning to reestablish the honorary at Miami in the spring semester.

Miami University Campus Security Reports
Board of Trustee Overview

While crimes on college campuses continue to be a significant concern in higher education, data from the Department of Education show no significant climb in on-campus crime statistics. However, provisions in the Higher Education Reauthorization Act (HERA) have instituted additional measures that colleges and universities are to use to further enhance campus safety.

This report provides an electronic link to data submitted by Miami to the Department of Education in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Like all public and private universities who wish to participate in federal financial assistance programs, these data are submitted in the following category of crimes: aggravated assault, arson, burglary, negligent manslaughter, murder and non-negligent manslaughter, theft (motor vehicle), forcible sex offenses & non-forcible sexual offenses (statutory rape, incest), and hate crimes.

We continue to use safety campaigns to educate the campus community about emergency preparedness, safety, and support services for those victimized by crime and consequences for committing crimes.

Educational and Intervention tools to enhance campus safety:

- Immediate reporting of crime and annual crime reports
- Issuing of emergency notifications (text alerts) and timely warnings (crime alerts/information bulletins)
- Educational information & Training (annual briefings, brochures, drills etc.)
- Emergency, care and threat assessment teams

Student Behavioral Data

- In the 2011-2012 academic year, 1,262 cases were adjudicated in the ***Office of Ethics and Student Conflict Resolution***, and the majority of these cases were for alcohol violations (847). In 2010-2011, 1605 cases were adjudicated and again the majority of cases were alcohol related (773).
- Sanctions for various offenses range from a reflective paper, to substance abuse and alcohol education & counseling, to disciplinary probation and suspension. Violations for dishonesty require an ethics seminar and in 2011-2012, 232 students completed the seminar. In 2011-2012, 26 students were suspended for one or more semesters and 3 students dismissed.

Crime Data: Below is the link to Miami's Campus Security Act Report from years 2008-2010. The data for 2011 will be posted by October 1, 2012. The data are divided by

campus and organized under the campus crime tab on the Miami University Police website entitled "annual report of campus safety and security policies".

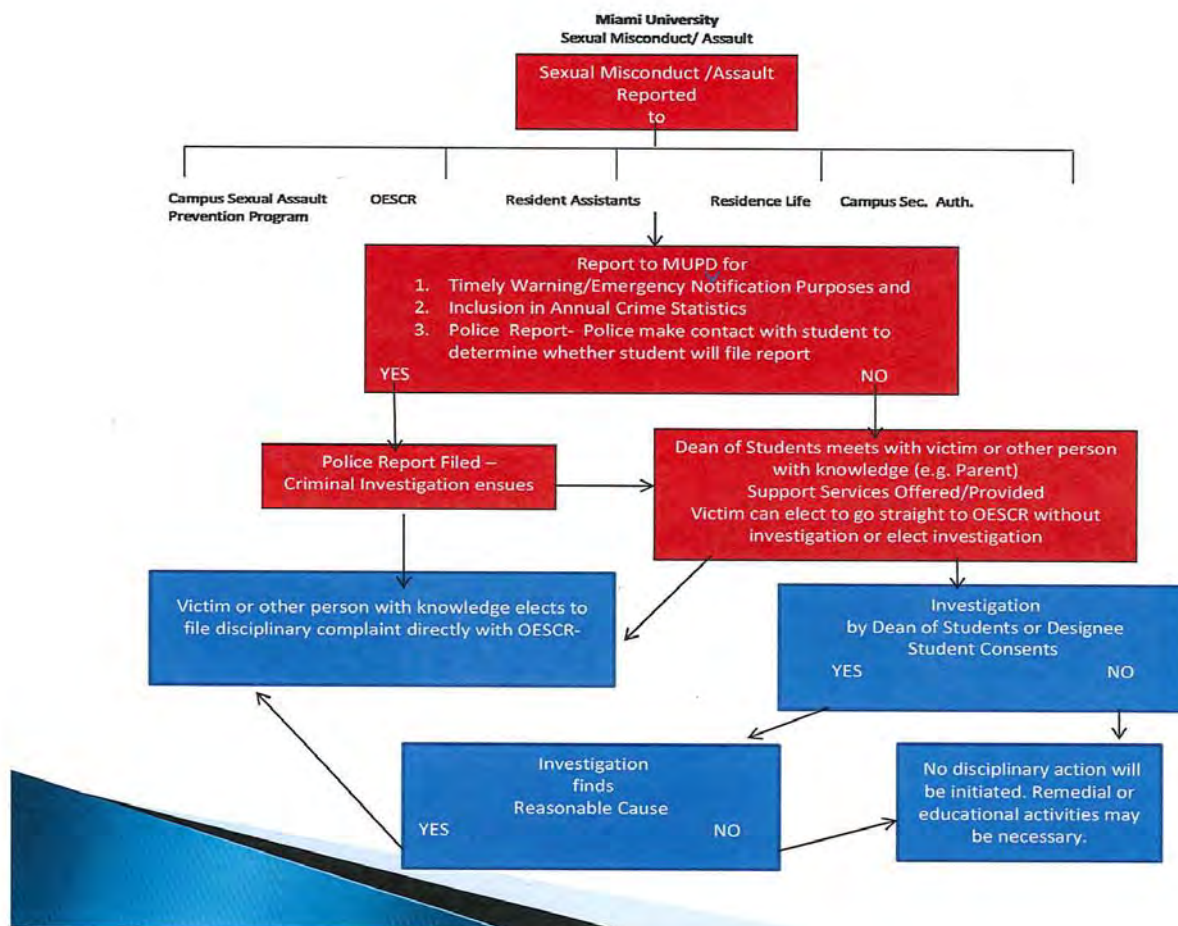http://www.miami.muohio.edu/campus-safety/crime-stats/oxford.html

New Developments

Recently guidance from the U.S. Department of Education related to Title IX (Education Amendment of 1972 establishing no discrimination on the basis of sex) has prompted universities to reexamine and enhance institutional response to sexual violence. Miami's response system is outlined in the attached flow chart. This system is overseen by three title IX coordinators; the ***director of equity and equal opportunity***, the ***dean of students*** and the ***assistant athletic director in intercollegiate athletics***. All reports of sexual violence/assault or misconduct are handled by an inter-disciplinary team of police officers, health and mental health providers (when requested), and the dean of students. The dean of students may initiate any of the following support mechanisms:

> ➢ General support for the reporting student, impacted friends and family
> ➢ Make i**mmediate** changes to the student's academic and living conditions – options include:
> > ✓ Change in residence hall so that the victim and alleged perpetrator do not share the same residence or dining hall
> > ✓ Safe-Room
> > ✓ Change in class assignment so that the victim and alleged perpetrator do not share the same classes
> ➢ Provide Academic Accommodations
> ➢ Offer and arrange for Medical, Counseling and Other Support Services
> ➢ Assist the student in filing a complaint with the Office of Ethics and Student Conflict Resolution (OESCR) if the alleged assailant is a student or take other appropriate remedial action
> ➢ Protect the student(s) from retaliation

We have educated all front-line Campus Security Advisors (CSAs) about their responsibility in supporting this Title IX provision and have launched a campus-wide education plan to inform students, faculty and staff about the nature of sexual violence and the accompanying support and/or consequences should one be a victim or perpetrator.

Miami University
Sexual Misconduct/ Assault

Sexual Misconduct /Assault
Reported
to

Campus Sexual Assault   OESCR   Resident Assistants   Residence Life   Campus Sec. Auth.
Prevention Program

Report to MUPD for
1. Timely Warning/Emergency Notification Purposes and
2. Inclusion in Annual Crime Statistics
3. Police Report- Police make contact with student to
    determine whether student will file report

YES   NO

Police Report Filed –   Dean of Students meets with victim or other person
Criminal Investigation ensues   with knowledge (e.g. Parent)
                                          Support Services Offered/Provided
                                        Victim can elect to go straight to OESCR without
                                            investigation or elect investigation

Victim or other person with knowledge elects to   Investigation
file disciplinary complaint directly with OESCR-   by Dean of Students or Designee
                                                          Student Consents
                                                    YES   NO

                        Investigation   No disciplinary action will
                           finds   be initiated. Remedial or
                       Reasonable Cause   educational activities may
               YES   NO   be necessary.

Susan Mosley-Howard & Susan Vaughn, 2012
Attachment D - Report

Student Conduct & Campus Safety Report

Miami University Board of Trustees

September 20, 2012

CLERY ACT (1990)

- A federal statute compelling all colleges and universities receiving federal financial assistance to provide data about crimes on or near its campuses by October 1st each year.

- Miami Clery Reports are posted on:

http://www.miami.muohio.edu/campus-safety/crime-stats/oxford.html

Safety Notifications

- **E2Campus text alerts** (used in cases of immediate threat to health or safety of the campus)

- **Crime Alerts** (Timely-Warning: Clery Act crimes considered to be an on-going threat or concern)

- **Information Bulletins** (information about critical, criminal or environmental incidents may be posted on the myMiami page or disseminated via email)

Intervention & Education

- Student of Concern Management System

- Institutional Response Team and Care Team

- Education materials
  - On-line
  - Brochures
  - Safety cards
  - Orientation & residential hall programs
  - Staff training and drills

Student of Concern Management System

Sexual Assault Protocol

- Crime is reported (police, MU staff, victim)

- Miami Police determine timely warning, record incident as statistic, take report

- Title IX (dean of students) intervention
  - Support and academic and living accommodations

- Investigation phase
  - University-based disciplinary action

Miami University
Sexual Misconduct/ Assault

Sexual Misconduct /Assault
Reported
to

Campus Sexual Assault   OESCR   Resident Assistants   Residence Life   Campus Sec. Auth.
Prevention Program

Report to MUPD for
1. Timely Warning/Emergency Notification Purposes and
2. Inclusion in Annual Crime Statistics
3. Police Report- Police make contact with student to determine whether student will file report

YES   NO

Police Report Filed –
Criminal Investigation ensues

Dean of Students meets with victim or other person
with knowledge (e.g. Parent)
Support Services Offered/Provided
Victim can elect to go straight to OESCR without
investigation or elect investigation

Victim or other person with knowledge elects to
file disciplinary complaint directly with OESCR-

Investigation
by Dean of Students or Designee
Student Consents

YES   NO

Investigation
finds
Reasonable Cause

YES   NO

No disciplinary action will
be initiated. Remedial or
educational activities may
be necessary.

Student Disciplinary System

- Anchored in Miami's core value that *intellect and character* both matter

- Sanctions are intended to provide:
  - Educational opportunities to learn
  - Consequences, growth and self-reflection

- Adjudication occurs through an administrative hearing officer or two hearing boards. Appeals are embedded in the process.

Conduct Violation Data

(Office of Ethics & Student Conflict Resolution)

Year/Violations	2009-2010	2010-2011	2011-2012
Dishonesty*	121	111	105
Sexual assault	1	2	6
intoxication	354	339	340
Prohibited use of alcohol	600	434	507
Drug use/paraphernalia	131	142	193
Disorderly conduct	155	149	96
*academic & non-academic violations adjudicated separately; these are non-academic violations			

Miami Student Transition Pathway
Divisions of Student Affairs and Academic Affairs

A key element in college student success is ensuring that students have an effective transition from high school to college. Among the components needed for an effective transition are: 1) opportunities for students to know their capabilities and establish a focused direction and goals, 2) meaningful information to equip students with the tools needed for their academic journey, 3) information pertinent to academic and social integration, 4) knowledge of support resources and the opportunity to leverage those tools. The transition process begins with the office of admission building critical relationships and providing the pipeline to introduce families to the *Miami experience*. The incredible success Miami has obtained with transition is sparked by these long standing connections. Last year we outlined efforts being made 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 provides an overview of transition programming and data from this past academic year. Transition experiences are still aimed at introducing students to campus life and establishing academic and social expectations.

The transition-oriented programs facilitated by student affairs and academic affairs are:

TRANSITION-ORIENTED PROGRAMS
- Admission Recruitment and Yield Events
- The Parent Lantern
- Orientation
- MADE Program (Mentoring Achievement Diversity & Excellence)
- Welcome Week
- First Year Programs
- Second Year Programs

IMPACT OF TRANSITION PROGRAMS

ADMISSION TRANSITION INITIATIVES (2011-2012)

- Pre-Senior Year: Sent over **3 million recruitment emails** and mailed nearly 60,000 view books in addition to dozens of other brochures and postcards
- Fall of 2011: 20,314 first-year applications were received and 2698 students admitted from 2698 high schools across the nation; Red Carpet & Open House days are held from which **80% of attendees actually applied**
- Admission staff had a presence at **673 high schools** across the nation and the globe, attended 285 college fairs, and facilitated 576 counselors events
- **10,221** students participated in campus **Info-Tour sessions**, 60% of those students applied and 30% of that number confirmed.
- There were 685 **early-decision** acceptances mailed, 9,290 **early-action** acceptances mailed, and 3,940 **regular-decision** acceptances mailed.
- 2051 accepted students attended 10 "**Make It Miami" events** in the spring.

PARENT LANTERN (2011-2012)

- 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.

SUMMER ORIENTATION PROGRAM SURVEY (2012 data)

- <u>Change this year</u>: We collected assessment data (2,737) on a "rolling basis" as opposed to waiting until the end of the program, which provided the capability for making interim adjustments in programming. Discussion groups on topics like: connecting with advisors and alcohol, were facilitated by Student Orientation Undergraduate Leaders (SOULs) following skits.
- About 3,785 first year, transfer and relocation students completed orientation this summer, and 5,207 family members/guests attended.
- Of the 3,529 **first-year students** that attended summer orientation 99.1% (3,496) were enrolled the first day of fall semester (only 33 students did not enroll).
- 98% of students report orientation led them to feel **confident** about their transition
- 97% said they were more **comfortable** at Miami.
- 97% said they were more **connected** to new peers.
- 98% stated being more **curious** about their upcoming intellectual experience.
- 98% of students feel **more prepared** for their first year at Miami after attending Orientation.

MADE (2011 data)

- 225 students participated in the "Mentoring, Achievement, Diversity, Excellence" (MADE) program (30 were ACCESS, 122 were domestic, and 53 were international)
- A pre-post survey measured student participants': 1) sense of belonging, 2) perception of the climate of acceptance, 3) perception of whether Miami cares, 4)understanding of campus resources.
- We found a <u>significant</u> <u>increase</u> in participants' pre versus post scores on *understanding of campus resources*.

WELCOME WEEK (2012 data)

- Significant and substantial changes in the Thursday, Friday & Saturday night events occurred this year for First-year students leveraging extensive collaboration from New Student Programs, Student Activities, Athletics, Rec Sports, and the Health Center.

- There was a new second year picnic and welcome back concert for all students.
- All student affairs areas were represented in the Welcome/Back Week programs.
- 91 events total in Welcome/Back Week in cooperation with over 44 campus offices.
- In 2011 there were 45,000 students in attendance at all events – we anticipate 2012 being on track for similar or increased participation.
- Collaboration with the City of Oxford included an uptown "pig roast" cookout held the first week of classes.

FIRST YEAR LIVING LEARNING COMMUNITY EXPERIENCE (2012 data)

- 61% of Living Learning Community (LLC) residents reported having one-on-one sessions with their RAs and 69% perceived those sessions as helpful.
- Honors LLC students reported sharing the most courses in common with peers, followed by the Chinese LLC, the Change LLC and the Celebrate the Arts LLC
- 52% of the Courses In Common (CIC) community reported that the community helped with forming study groups.
- There are significant differences in experience between students who live in CIC LLC's as opposed to other LLC's for the following dimensions (CIC had higher mean scores):
    - Satisfaction with educational programs
    - Hanging out with corridor peers is important
    - Believe community cares about their well-being
    - Hanging out with community peers on weekends
    - Being myself
    - Know everyone in corridor
    - Discussing classroom material in the corridor
    - Discussing politics, race and careers
- Overall, communities with courses in common have a stronger impact
- Change for the future: First Year Experience courses will be piloted this year and offered on a broader scale next year to deepen the intellectual engagement and transition experience for first year students

SECOND YEAR PROGRAM DATA (2012 data)

- Pre-post mean scores (n=450) were obtained from sophomores on issues related to:
    - *careers,*
    - *interaction with faculty,*
    - *confidence in graduating within the major,*
    - *connection to faculty in major,*
    - *alcohol use awareness, diversity,*
    - *values and reflection on actions,*
    - *citizenship and satisfaction with Miami.*
- All Post test means were higher for these sophomores signally they learned or benefited from the programs, however significant differences were only found for "*exploring other cultures*" and "*interacting with faculty in the major.*

Susan Mosley-Howard, Gwen Fears & Ann Larson, 2012

Attachment E

MIAMI UNIVERSITY DEPARTMENT OF HOUSING, DINING, RECREATION & BUSINESS SERVICES

Office of Housing Options, Meals & Events (H.O.M.E.)

2012-2013 Occupancy Report #2 (After No Shows)

8/31/2012

First Year Halls

	Standard Capacity	Residents	Occupancy %	Vacancies or (Over Capacity)	Doubles Sold as Singles
Anderson	224	227	101%	(3)	0
Brandon	169	170	101%	(1)	0
Clawson*	107	118	110%	(11)	0
Collins*	142	152	107%	(10)	0
Dennison*	178	245	138%	(67)	0
Dodds	205	209	102%	(4)	0
Dorsey	245	241	98%	4	0
Emerson*	326	335	103%	(9)	0
Havighurst	311	311	100%	0	0
Mary Lyon	81	79	98%	2	0
McBride	142	159	112%	(17)	0
McFarland	172	174	101%	(2)	0
McKee	75	76	101%	(1)	0
Morris	352	359	102%	(7)	0
Peabody*	145	150	103%	(5)	0
Stanton	220	226	103%	(6)	0
Symmes	187	202	108%	(15)	0
Tappan*	294	296	101%	(2)	0
Thomson*	184	183	99%	1	0
Wells*	147	146	99%	1	0
Wilson	71	72	101%	(1)	0
Total First Year Halls	*3977*	*4130*	*104%*	*(153)*	*0*

Actual First Year Resident Calculation:	
First Year Hall Residents	4130
Upperclass RA's in First Year Halls	(146)
Upperclass Students in First Year Halls	(241)
First Year Transfer Students	(40)
Total First Year Residents	**3,703**
(includes 55 A.C.E. students)	

First Year Resident History	
2012-13	3,703
2011-12	3,547
Increase (Decrease)	**156**

Upperclass Halls

	Standard Capacity	Residents	Occupancy %	Vacancies or (Over Capacity)	Doubles Sold as Singles
Bishop	NA	NA	NA	NA	0
Elliott	35	34	97%	1	0
Flower	315	316	100%	(1)	0
Hahne	313	304	97%	9	0
Hamilton	181	176	97%	5	0
Hepburn	266	281	106%	(15)	0
Heritage Commons					
Blanchard House	72	71	99%	1	0
Fisher	72	72	100%	0	0
Logan	70	70	100%	0	0
Pines Lodge	72	71	99%	1	0
Reid	72	71	99%	1	0
Tallawanda	72	70	97%	2	0
MacCracken	196	197	101%	(1)	0
Marcum Hotel (Temp Beds)	0	0	0%	0	0
Miami Commons Leased Off-Campus Apartments	0	40	NA	(40)	0
Miami Inn	99	97	98%	2	0
Minnich	235	232	99%	3	0
Ogden	170	166	98%	4	0
Porter	182	197	108%	(15)	0
Richard	197	202	103%	(5)	0
Scott	271	273	101%	(2)	0
Stoddard	42	45	107%	(3)	0
Swing	229	226	99%	3	0
Total Upperclass Halls	*3161*	*3211*	*102%*	*(50)*	*0*

New Transfer Resident History	
2012-13	221
2011-12	245
Increase (Decrease)	**(24)**

Upperclass Resident History (including Transfer)	
2012-13	3,638
2011-12	3,681
Increase (Decrease)	**(43)**

	Standard Capacity	Residents	Occupancy %	Vacancies or (Over Capacity)	Doubles Sold as Singles
Grand Totals**	**7138**	**7341**	**103%**	**(203)**	**0**
One Year Ago	7143	7283	102%	(141)	1

Total Occupancy	
Increase (Decrease)	**113**

* Halls Housing Both Upperclass and First Year Students

Thomson count does not include 8 beds used for language faculty.

   Attachment F

Student Affairs Good News
September, 2012

- Joshua Hersh, M.D. (university psychiatrist) presented "Prevention and Treatment of Prescription Drug Abuse on the College Campus", at the annual American College Health Association conference in Chicago, May 28-June 1.

- Awarded to Miami University's coalition of mental health service offices across the Oxford, Hamilton, and Middletown campuses: a grant in the amount of $101,933 for the first of three years, titled Suicide Awareness and Prevention Project, by the federal Substance Abuse and Mental Health Services Administration (SAMHSA). (National announcement to be made September 10.)

- Demere Woolway presented "From Climate to Change: Designing and Presenting Assessments" and co-presented "Gender Neutral Housing" Co-presented at the LGBTQ Support Services, Consortium Institute in Milwaukee, Wisconsin in July 2012.

- Juanita Tate presented "Ohio Consortium Multicultural Centers in Higher Education (OCMCHE): A Model for Collaborative Partnership" at the National Conference on Race and Ethnicity in Higher Education (NCORE) May 29 – June 2, 2012 in New York, New York.

- Gwen Fears and Tim Kresse presented "Coordinating Divisional Assessment When it's No 'One's' Job" at the NASPA Assessment and Persistence Conference in Tampa, FL and at the Ohio State Student Affairs Assessment Conference in Columbus.

- New Student Programs changed the exit survey from an email survey after orientation to an iPod Touch-based collection device and increased the response rate from 44% in 2011 to 78% in 2012.

- Leslie Haxby McNeill, Assistant Director, Office of Student Wellness was an invited speaker at the August 8-9, 2012 Collegiate Prescription Drug Abuse Prevention Conference. Her topic was "Developing a Peer Education Approach to Address Student Risk Behaviors Around Prescription Drug Misuse." She presented along with the CEO of Bacchus Network, Janet Cox, and colleagues from Ohio University, University of Cincinnati, and the Ohio State University.

- The link below is the official announcement of National Endowment for the Humanities and National Science Foundation grant for the Myaamia Project. http://www.neh.gov/news/press-release/2012-08-09

- Jess Melita, SEAS/STEM Career Services Coordinator, presented a paper at the 2012 Ohio Student Affairs Assessment Conference with Buffy Stoll from New Student Programs entitled Achievable Assessment: Using Evidence to Influence Change.

- Craig Patrick, Career Services Marketing Coordinator, produced 5 new episodes of career podcasts, called CareerChat, with alumni, faculty, staff or employers. The podcasts have been recognized for excellence by the National Association of Colleges and Employers.

  Engineered for Success – Career Advice for Engineering Students
  Career Exploration – Discovering A Personal Career Fit
  Get Me Ace Kilroy – Cartooning Entrepreneurs
  Classroom Connections – Connecting Academics, Career Services, & Employers
  When In Rome – How Studying Abroad Supports Career Management

- Barb Jones presented "SSAO: Innovative Partnerships for Fund Raising" with Renee Romano, University of Illinois and Melissa Exum, Purdue University at the American Public Land Grant Universities Student Affairs Council meeting in June 2012.

- Barb Jones and Michael Kumler presented "Practical Tips for Cultivating Parents as Donors" at the Student Affairs Development Conference in Louisville in July 2012.

- Leslie Haxby McNeill received an Ohio Department of Alcohol and Drug Addiction Services, pass through funds from the Department of Health and Human Services, award in the amount of $4,000.00 for a project entitled "Miami University Bacchus Student Engagement Initiative."

- Jess Melita and Lisa Farthing of the Career Services Office volunteered at a career fair in Trenton offering career and resume advice to the chronically unemployed.

- Student response to date to the online career services newsletter that Craig Patrick, Career Services Marketing Coordinator sends to sophomores, juniors and seniors has been extremely positive:

  http://www.units.muohio.edu/careers/newsletters/2011/headstart/headstart_fall2011.html

  Per career services analytics, 1 in 3 students has opened the newsletter, many have opened it multiple times and, in most instances, on a mobile

device, all of which is encouraging. Career Services relies on multiple communication channels to share career service events with students, and between the digital newsletter, the home mailing and on-campus distribution, the office feels confident that we have maximized communication contacts with target student groups.

- Jenny Levering, Director of the Cliff Alexander Office of Fraternity and Sorority Life and Leadership received the Interfraternalism Recognition Award at the 173rd General Convention of Beta Theta Pi Fraternity.

- Eric Buller, Director of the Wilks Leadership Institute successfully defended his dissertation at the University of Kansas and will receive his doctoral degree in December.

Student Affairs Fall Assessment Series

The Student Affairs Assessment Committee is pleased to bring you a series of educational sessions designed to increase discussion and awareness of assessment.

Tackling Self-Study for your Departmental Review
The first step toward departmental review is to write a self-study report. But where do you start? What should you include? And how can you find time to get it done? The Office of New Student Programs considered all these questions and more in the approach to their recent self-study. Come hear about how to get started in this process, including important lessons learned. *Participants are encouraged to read the Self-Study outline description before attending, which can be obtained from any member of the Assessment Committee.* Presented by Christina Carrubba-Whetstine, Tim Kresse, and Buffy Stoll.
Thursday, September 6 from 10:00 – 11:00 am @ MPR-C, Shriver Center

Achievable Assessment: Using Evidence to Influence Change
Does assessment sometimes feel overwhelming? Want to know how to make your data work for you? Whether or not your job description includes responsibility for department-level assessment planning and analysis, we can use data to inform our work in decision-making and program planning. Join us to learn about practical approaches that can link your data to decision-making and positive change in your programs! This workshop is a great opportunity to learn about assessment as a cyclical process, exchange ideas with your colleagues, and craft a plan for using data in your decision-making. Presented by Kathy Jicinsky, Jess Melita, Buffy Stoll, and Katie Wilson.
Friday, September 28 from 10:00 – 11:00 am @ Bystrom-Reid Room, Shriver Center

Writing Questions to Assess Outcomes Workshop
You have learning outcomes, but do you know how to assess them? Or maybe you've written survey questions and want a second reader. Bring your learning outcomes, your survey questions, or any other assessment-related concerns to our workshop. Drop-in throughout the workshop, whenever you are free. Facilitated by members of the Assessment Committee.
Monday, October 15 from 10:00 am – 12:00 pm @ MacMillan 212

Using Alternative Measures for Assessment
You can write a survey, but there are many other ways to assess your learning and program outcomes. Discuss measures that use social media, portfolios, personal narratives, and much more. Facilitated by Jenny Levering.
Friday, November 9 from 12:00 pm – 2 pm @ MacMillan 212

Academic Affairs Report: Provost Update (9-20-2012)

NEW FACULTY HIRES FOR 2012-2013

2 new (tenured) faculty
FSB   Geoffrey Kistruck,Cintas Chair in Entrepreneurship & Associate Professor, Management
SCA   Bruce Murray, Chair and Professor, Music

30 new (tenure-track) faculty:
Regional (Middletown) (4 CAS, 1 SEAS, 1 FSB)
Linh Dich, Assistant Professor, English
Sharon Farra, Associate Professor, Mathematics
Ziying Jiang, Assistant Professor, Geography
John Schaefer, Assistant Professor, Anthropology
Mazyar Amin, Assistant Professor, Engineering Technology
Thomas Mays, Assistant Professor, Business Technology

Regional (Hamilton) (3 CAS, 1 EHS)
Theresa Conover, Assistant Professor, Criminal Justice
Bryon Miller, Assistant Professor, Sociology & Gerontology/BWS
John Forren, Assistant Professor, Political Science
Anthony James, Assistant Professor, Family Studies and Social Work

Oxford Campus (7 CAS, 5 EHS, 3 FSB, 2 SCA, 3 SEAS)
CAS	Elise Clerkin, Assistant Professor, Psychology
CAS	Caleb Eckhardt, Assistant Professor, Mathematics
CAS	Christopher Kelly, Assistant Professor, Physics
CAS	Dara Marshall, Assistant Professor, Accountancy
CAS	Hamidreza Rahmati, Assistant Professor, Mathematics
CAS	April Smith, Assistant Professor, Psychology
CAS	Sandra Garner, Assistant Professor, American Studies
EHS	Javier Boyas, Assistant Professor, Family Studies and Social Work
EHS	Marc Nachowitz, Assistant Professor, Teacher Education
EHS	David Perez II, Assistant Professor, Educational Leadership
EHS	Stephen Quaye, Assistant Professor, Educational Leadership
EHS	Kyle Timmerman, Assistant Professor, Kinesiology and Health
FSB	Rhett Brymer, John Mee Endowed Assistant Professor, Management
FSB	Po-Chang Chen, Assistant Professor, Accountancy
FSB	Tyler Henry, Frank H. Jellinek Endowed Assistant Professor Chair in Finance.
SCA	Per Bloland, Assistant Professor, Music
SCA	Bruce Murray, Chair and Professor, Music
SEAS	Dhananjai Rao, Assistant Professor, Computer Science and Software Engineering
SEAS	Jessica Sparks, Associate Professor, Chemical and Paper Engineering
SEAS	Jason Berberich, Assistant Professor, Chemical and paper Engineering

37 New – (1) Clinical, (2)lecturers, (5) instructors (29) visiting Assistant Professors
(26 CAS, 4 EHS, 1 FSB, 4 SCA, 2 SEAS)
CAS	Andrew Busch, Visiting Assistant Professor, American Studies Program
CAS	Kathy Conkwright, Clinical Faculty, Communication
CAS	Doran O'Donnell, Visiting Assistant Professor, Communication, Middletown Campus
CAS	Michael Storr, Instructor, Communication
CAS	Gael Montgomery, Instructor, French and Italian
CAS	Brian Hunter, Instructor, Spanish & Portuguese
CAS	Meredith Cline, Lecturer, Chemistry & Biochemistry
CAS	Tatyana Pinyayev, Visiting Assistant Professor, Chemistry & Biochemistry
CAS	Phil Alexander, Visiting Assistant Professor, English
CAS	Rebecca Garvin, Visiting Assistant Professor, English

Academic Affairs Report: Provost Update (9-20-2012)

CAS	Devon Ralston, Visiting Assistant Professor, English
CAS	Maria Negrete, Visiting Assistant Professor, French and Italian
CAS	Mariana Ivanova, Visiting Assistant Professor, German, Russian & East Asian
CAS	Kathryn Burns-Howard, Visiting Assistant Professor, History
CAS	Yaroslav Prykhodko, Visiting Assistant Professor, History
CAS	William Kuby, Visiting Assistant Professor, History
CAS	Emily Rush, Visiting Assistant Professor, Classics
CAS	Raushan Bouziakova, Visiting Assistant Professor, Mathematics
CAS	John Todsen, Visiting Assistant Professor, Political Science
CAS	Jonathan Kunstman, Visiting Assistant Professor, Psychology
CAS	Deborah Wiese , Visiting Assistant Professor, Psychology
CAS	Chih Ling Liou, Visiting Assistant Professor, Sociology and Gerontology
CAS	Steven Nelson, Visiting Assistant Professor, Sociology and Gerontology
CAS	Heather Stottmann, Visiting Assistant Professor, Zoology
CAS	Rad Borislavov, Visiting Assistant Professor & Postdoctoral Fellow GREAL/Havighurst Ctr
CAS	Ping Ning, Visiting Asst Prof & Assoc Director, Confucius Institute/GREAL
EHS	Melissa Vennefron, Instructor, EDT
EHS	Nina Dorsch, Visiting Assistant Professor, Educational Leadership
EHS	Mahauganee Shaw, Visiting Assistant Professor, Educational Leadership
EHS	Shane Fudge, Visiting Assistant Professor, Kinesiology and Health
FSB	Michael Wathen, Instructor, Management
SCA	Elizabeth Hoover, Lecturer, Music
SCA	Samantha Skelton, Visiting Assistant Professor, Art
SCA	Stephen Beus, Visiting Assistant Professor, Music
SCA	Carlia Francis, Visiting Assistant Professor, Theatre
SEAS	Fletcher Glancy , Visiting Assistant Professor, Information Systems & Analytics
SEAS	Harry Pierson, Visiting Assistant Professor, Mechanical and Manufacturing

New Interim Director, Honors Program

CYNTHIA KLESTINEC has been appointed as the interim director of the University Honors Program. An associate professor in the Department of English, Dr. Klestinec brings a wealth of experience, talent and interest to the position. A 1994 graduate of the University of Georgia, Klestinec earned a master's and a doctoral degree at the University of Chicago in 1995 and 2001 respectively.

2012 PSAAA recipients, recognized at a luncheon ceremony on Aug. 17, 2012:

The recipients were selected based on nominations from Miami faculty. The award is given annually to 10-15 students who have completed their third year at Miami (a minimum of 75 credit hours) who have achieved academic excellence while making sustained and significant contributions to the intellectual climate of a department, an academic division or the campus. Students are awarded with a $1,000 scholarship and certificate of recognition.

Stephanie Babiarz, kinesiology major **Charles Ebersole**, psychology major, political science minor, **Erica Fox,** anthropology and environmental principles and practices co-major, global perspectives on sustainability minor, **Erin Hingsbergen**, middle childhood education (mathematics and language arts) major, **Joshua Kaine**, biochemistry and biological physics double major, computer science minor, **Choolwe Mandona**, chemical engineering major, **Ryan Martin**i, integrated mathematics education major, American literature and gerontology minors, **James Morton**, quadruple major in computer science, electrical engineering, engineering physics and mathematics and statistics, Chinese minor, **Karen Otzen**, business economics major and international business minor, **William (Billy) Price**, supply chain and operations management major, political science minor, from Cincinnati.
Catherine Scott, graphic design major, marketing and interactive media studies minors, **Jeffrey Segrave**, marketing major, economics and communications minors, **Teresa "Sky" Sloderbeck,** English literature and creative writing double major, women's studies minor, **Christopher Walsh**, music education major, **David Wang**, finance and accounting double major, mathematics and Chinese minors.

Academic Affairs Report: Provost Update (9-20-2012)

Awards Announced at Faculty Assembly on September 5, 2012
Distinguished scholars: The Distinguished Scholar Award celebrates the accomplishment of outstanding Miami researchers each year. Distinguished Scholars receive a grant for the pursuit of further research or creative endeavor.

Quinn Li is a professor in the department of botany. He received his undergraduate and master's degrees from Xiamen University and his Ph.D. in Plant Molecular Biology and Biochemistry from the University of Kentucky in Lexington. Quinn joined the faculty at Miami in 2001, was promoted to associate professor in 2007, and to professor in 2010.

Kate Rousmaniere is professor of Educational Leadership. She has been at Miami since 1992, serving as chair of the department for the last 10 years. She received her AB degree from Oberlin College, her MA from the Ontario Institute for Studies in Education at the University of Toronto, and her Ph.D. from Teachers College at Columbia University.

Early Career Distinguished Scholar
Hong Wang is being recognized as an Early Career Distinguished Scholar. This award recognizes "faculty who by virtue of the high quality of their early contributions have demonstrated great potential as scholars or artists. Candidates must be eight years or less beyond their highest degree."

Distinguished Service Award: The Distinguished Service Award is the most significant recognition that Miami has to offer for distinguished service to the university community by members of the faculty, classified/unclassified staff, or administration

Carolyn Haynes, interim associate provost for undergraduate studies
A professor of English, Haynes was previously a professor in the School of Interdisciplinary Studies from 1993 – when she joined Miami – through 2007, when she joined the department of English. She also has served as director of the Ida Montimer Windate Writings Center, director of the Western College Memorial Archives and served on Miami's Engaged University initiative. She also created the Community of Practice on Engaged Learning (COPEL). She served as chair of the First in 2009 Steering Committee and Coordinating Council that facilitated strategic planning in academic affairs from 2003 to 2006.

John Skillings, professor emeritus of mathematics and statistics, CAS dean 1999-2004 and interim provost 2010-2011. Skillings began his career as a faculty member in the then-department of mathematics and statistics in 1976. He served as chair for six years, and became associate dean of the College of Arts and Science in 1994, where he became dean in 1999 serving until retirement in 2004.   A transitional period within the university drew Skillings back from retirement to serve as interim provost and executive vice president for academic affairs 2004-2005 and then as vice provost, serving until 2008. Skillings tried again to retire, but in 2009, he served one year as special assistant to the president for enrollment management.

MIAMI UNIVERSITY

Proposed Winter Term

Board of Trustees
Academic/Student Affairs Committee
September 20, 2012

Attachment I

Academic Calendar Recommendations

With the full endorsement from the Council of Academic Deans and the Provost and Executive Vice President for Academic Affairs, the University Senate on December 5, 2011 passed a Sense of the Senate Resolution for the following four recommendations from the Subcommittee:

1) Add a short winter term to the University academic calendar;

2) Restructure the fall and spring academic term calendar start and end dates;

3) Revise the time block grid to accommodate changes in the length of fall and spring academic calendar terms; and

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

Attachment I

MIAMI UNIVERSITY
Office of Enrollment Management

Academic Calendar Overview

Current Calendar Model

- "15+1" = 15 weeks of instruction, 75 days, with one week of final exams; fall and spring terms

- 12 week summer term

Fall 2013 and Beyond

- "14+1" = 14 weeks of instruction, 70 days, with one week of final exams; fall and spring terms

- 12 week summer term

- 3 week winter term, up to 23 instructional days including weekends; January 2-25, 2014

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Office of Enrollment Management

Proposed Winter Term Benefits - Students

- Some potential student benefits include, but are not limited to:
  - Taking a course that applies to a second major or a minor, or taking a course to keep on track for on-time graduation
  - Graduating early or beginning a 4+1 master's program
  - Studying abroad for a student not able to travel during summer, fall, or spring term
  - Interning with a company seeking a short, intensive experience
  - Conducting undergraduate research with faculty not possible during regular terms due to school and study commitments;
  - Expanding existing research possibilities either in progress from the fall term or as a prelude to spring term
  - Immersion into foreign language after fall term study abroad or before spring term study abroad
  - Expanding winter break employment opportunities for students

MIAMI UNIVERSITY
Office of Enrollment Management

Proposed Winter Term Benefits - Faculty

- Some potential faculty benefits include, but are not limited to:
  - Offering on-line, campus-based, or hybrid courses which during other terms are not available or are over-subscribed
  - Creating 1-2 credit hour special topic courses on an experimental basis that could lead to permanent courses
  - Offering additional study abroad opportunities of shorter duration, either as stand-alone experiences or tied to prior fall or upcoming spring term
  - Grant writing to seek external revenue sources
  - Course preparation, University committee work, and other large-scale projects conducive to the additional break between terms

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Office of Enrollment Management

Proposed Winter Term Next Steps – Fall 2012

- Continued engagement of all constituencies (on-going)
  - Students, faculty, and staff across all campuses
  - Community leaders
- Support Academic Deans' efforts to determine their divisional course proposals for winter term offerings (October 15, 2012)
- Survey current students to determine interest in divisional course proposals, and assess student needs (November 15, 2012)
- Conduct gap analysis between proposed offerings and student interest and needs (December 1, 2012)
- Based on demand and proposed course offerings determine resources and campus services needed to best support students (e.g., Office of Housing Options, Meals & Events, Residence Life, transportation)

MIAMI UNIVERSITY
Office of Enrollment Management

9/20/2012

RESOLUTION R2012-xx

WHEREAS, In December 2011, the University Senate passed a Sense of the Senate Resolution supporting the recommendation of the Calendar Subcommittee to add a winter session, to be held between the end of the fall semester and the start of the spring semester; and

WHEREAS, The proposed winter session will provide numerous expanded opportunities to enrich students' academic experience, which include, but are not limited to; studying abroad, conducting research, completing an internship, or taking an additional on-campus or on-line course;

NOW, THEREFORE BE IT RESOLVED: the Board of Trustees hereby authorizes the Provost and Executive Vice President for Academic Affairs to create and implement a winter session, separate and distinct from the fall and spring semesters, as a permanent term offering beginning with the 2013-2014 academic year.

MIAMI UNIVERSITY

Enrollment Update

Board of Trustees
Academic/Student Affairs Committee
September 20, 2012

Michael Kabbaz, Office of Enrollment Management

Attachment K

Preliminary Fall 2012 Highlights

- 3,773 active first-year registrations on August 20 (first day of classes)
  - Estimate approximately 3,725 first-year students enrolled on October 15 (Census Day)
- Academic quality is consistent with last year
  - Average ACT (SAT converted) of 26.5
  - Average GPA of 3.63 (out of 4.0)
  - Average Rank of top 19.8 percent
- Acceptance rate has dropped to 72.8 percent from 74.1 percent
- Non-resident enrollment is slightly up over last year
  - 38.5 percent overall, which includes 4.0 percent international
- Domestic students of color represent 12.6 percent, which is slightly up over last year
- The class hails from 40 states plus DC, PR, and VI, and 18 countries
- Alumni legacies comprise 21.7 percent of the class

Note: Attachment K Data highlights as of 9/7/2012

MIAMI UNIVERSITY
Office of Enrollment Management

Other Enrollment Projections

American Culture and English (ACE) Program

- Fall 2011: 26 first-year students and 11 transfer students

Fall 2012

- 55 first-year students, or a 112% increase over fall 2011
- 11 transfer students

Transfers (non-ACE)

- Fall 2011: 275 transfer students

Fall 2012

- 243 students, or an 18.7% YTD decrease versus fall 2011

MIAMI UNIVERSITY
Office of Enrollment Management

Fall 2012 First-year Division Enrollment by Residency

	Domestic Resident	Domestic Non-Resident	International	Total	% Non-Resident
College of Arts and Science	1214	677	70	**1961**	38.1%
Farmer School of Business	413	332	61	**806**	48.8%
School of Education, Health, & Society	307	109	4	**420**	26.9%
School of Engineering & Appied Science	270	115	17	**402**	32.8%
School of Creative Arts	125	72	2	**199**	37.2%
TOTAL	**2329**	**1305**	**154**	**3788**	**38.5%**

Note: data as of 9/7/2012

MIAMI UNIVERSITY
Office of Enrollment Management

Diversity Enrollment Trends

Entering First-year Class

	2012*	2011	2010	2009	2008	2007
Domestic Students of Color	12.6%	11.8%	12.3%	11.7%	10.4%	9.5%
International	4.0%	3.9%	2.5%	2.8%	2.9%	1.1%
Total Diversity	16.6%	15.7%	14.8%	14.5%	12.9%	10.6%

* data as of 9/7/2012

Total Enrolled Students

	2012*	2011	2010	2009	2008	2007
Domestic Students of Color	TBD	11.6%	10.8%	9.8%	8.5%	8.1%
International	TBD	4.8%	3.9%	3.1%	2.3%	1.0%
Total Diversity	TBD	16.4%	14.7%	12.9%	10.8%	9.1%

* TBD on October 15 (Census Day)

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Office of Enrollment Management

Diversity Outreach Efforts – Fall 2013

Diversity outreach efforts will focus on advancing three key strategic areas:

1) Significantly increase recruitment and outreach efforts

2) Expand institutional need-based aid to underrepresented populations

3) Expand campus engagement, yield activities, and programming

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OFFICE OF ENROLLMENT MANAGEMENT

Key Diversity Outreach Efforts – Fall 2013

- Significantly increase urban high school outreach visibility efforts and programming in Cincinnati, Cleveland, Columbus, and Dayton

- Create new and expand existing partnerships with key community-based organizations in urban areas

- Expand on-campus visits from underrepresented high school groups and organizations

- More deeply engage University offices and key staff and faculty in the recruitment and yield efforts

- Increase personalized communication efforts to students and key organizations

Attachment K

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FY13 Key Recruitment Initiatives

1) Increase non-resident domestic and international outreach
   - Non-resident recruitment staff has increased from 3 to 5 regionally-based positions
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
5) Utilize predictive modeling and enhanced data sources
6) Expand early outreach to prospective students and their key influencers
7) Refine the fall 2013 merit scholarship strategy

Attachment K

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OFFICE OF ENROLLMENT MANAGEMENT

Questions?

MIAMI UNIVERSITY

Revising Institutional Aid: The Roadmap For Change
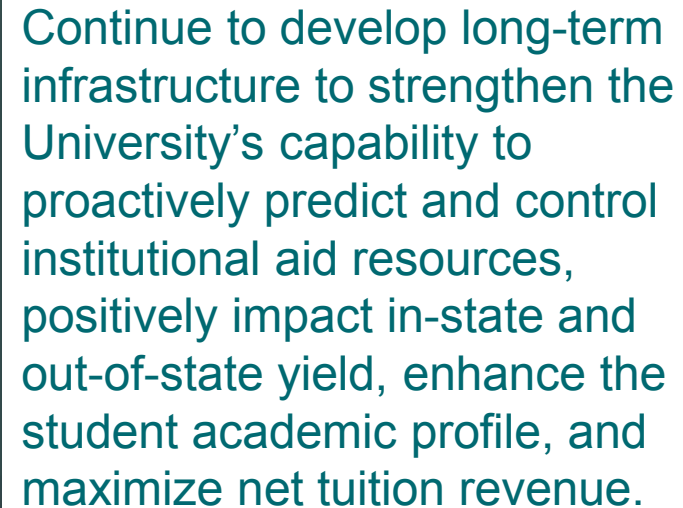
Board of Trustees
Academic/Student Affairs Committee
September 20, 2012

Michael Kabbaz, Office of Enrollment Management

Office of Enrollment Management 2012-2013 Goals

I. Continue to Advance Enrollment Management's Functional Identity, Organization, and Culture at Miami

II. Proactively Manage Undergraduate Enrollment Size and Composition

III. Enhance and Integrate Miami's State, Regional, National, and International Marketing and Communication Efforts to Increase Interest from Prospective Students, Parents, and Other Key Influencers

IV. Develop and Implement a Multi-Year Institutional Aid Strategy Plan

Continue to develop long-term infrastructure to strengthen the University's capability to proactively predict and control institutional aid resources, positively impact in-state and out-of-state yield, enhance the student academic profile, and maximize net tuition revenue.

Attachment L

MIAMI UNIVERSITY
Office of Enrollment Management

Session Agenda

- Review current and revised merit-based scholarship strategy – "Merit Guarantee"
- Review new pilot University Academic Scholars Program
- Update on the Miami Access Initiative

MIAMI UNIVERSITY
Office of Enrollment Management

Financial Aid Overview (2011-12)

- 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

- 54% of our recent graduates borrowed an average of $27,178

Attachment L
Note: all numbers based on 2011 Oxford/Lux campuses

MIAMI UNIVERSITY
Office of Enrollment Management

Merit Guarantee Scholarship Program (2010–2012)

Merit Scholarship Awards

OHIO RESIDENTS *merit scholarship awards*

AWARD:	TEST & GPA REQUIREMENTS:
$6,500 *(per year)*	» 30 or higher ACT composite or 1330 or higher SAT CR+M » 3.70+ GPA on 4.0 scale*
$4,500 *(per year)*	» 28 or 29 ACT composite or 1250–1320 SAT CR+M » 3.70+ GPA on 4.0 scale*
$2,000 *(per year)*	» 26 or 27 ACT composite or 1170–1240 SAT CR+M » 3.70+ GPA on 4.0 scale*

NON-OHIO RESIDENTS *merit scholarship awards*

AWARD:	TEST & GPA REQUIREMENTS:
$10,000 *(per year)*	» 30 or higher ACT composite or 1330 or higher SAT CR+M » 3.70+ GPA on 4.0 scale*
$7,000 *(per year)*	» 28 or 29 ACT composite or 1250–1320 SAT CR+M » 3.70+ GPA on 4.0 scale*
$4,500 *(per year)*	» 26 or 27 ACT composite or 1170–1240 SAT CR+M » 3.70+ GPA on 4.0 scale*

No preference is given for ACT or SAT, and Miami uses the highest test scores submitted. For ACT, the best composite score is used; for SAT, the best Critical Reading and Math sub-scores are used.

Merit Guarantee Scholarship Program Overview

- Established in Fall 2010
- 67% of Fall 2011 first-year students received Merit Guarantee Scholarship monies
- Stable, predictable, and marketable— both internally and publically
- Assumes all 3.7 GPAs are equal
  - no differentiation for rigor of high school curriculum
- Under-awards the most competitive students (ACT 31+, high GPAs), and over-awards the less competitive students (ACT 26, 3.7 GPA)
- Limits our flexibility for ultra-competitive students
- Virtually no ability to leverage merit-based aid with the current program
- Managing a fixed budget becomes increasingly difficult under this model

Attachment L

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Revised Merit Guarantee – Fall 2013 Strategy Overview

- Merit Guarantee still be in place for fall 2013, but with revisions

- Stable, predictable, and marketable, but with some flexibility to leverage aid

- Philosophically better aligns Miami's belief in a holistic admission application review process with the scholarship process

- Begins to differentiate quality of high school courses by adding in rigor of coursework as flexible criterion to determine exact scholarship amount

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Revised Merit Guarantee – Fall 2013 Strategy Overview (cont'd)

- Begins to correct under-awarding for the most competitive students (ACT 31+, high GPAs), and over-awarding for the least competitive students (ACT 26, 3.7 GPA and mediocre curriculum)

- Expands our flexibility to compete for the ultra-competitive students

- Mitigates risk as a transition year and positions us for a more robust scholarship program in fall 2014 and beyond

- Provides more flexibility to live within budget constraints and moves Miami to a Net Tuition Revenue (NTR) management model

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Financial Aid – Fall 2013 Merit Strategy

ACT/ SAT (CR+M)*	H.S. GPA (4.00 scale)	Additional Requirement	Scholarship Amount (Ohio Resident)	Scholarship Amount (Non-Ohio Resident)
32+/ 1400+	3.70+	Rigorous Coursework	$26,200–$52,300 (half to full tuition per year)	$57,300–$114,500 (half to full tuition per year)
29–31/ 1290–1390	3.70+	Rigorous Coursework	$16,000–$32,000 ($4,000–$8,000 per year)	$24,000–$48,000 ($6,000– $12,000 per year)
27–28/ 1210–1280	3.70+	Rigorous Coursework	$8,000–$24,000 ($2,000– $6,000 per year)	$16,000–$32,000 ($4,000– $8,000 per year)
26/ 1170–1200	3.70+	Rigorous Coursework	$2,000–$8,000 (up to $2,000 per year)	$2,000–$16,000 (up to $4,000 per year)

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2014 and Beyond Considerations

- 2013 transition program will determine revised scholarship ranges and approach for 2014

- Whether ―guarantee" continues to exist is pending success of fall 2013 transition program

- Scholarship program will be transparent, understandable, and marketable

- Continue transition from budget-based model to NTR driven planning model

- Adding back a ―premier" scholarship program offering a ―full ride" and related programming

  - Scholarship competition

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University Academic Scholars Program

Concept:

Create a new recruitment and yield scholarship program engaging each academic division, focused on program and/or departmental recognition to advance Miami's ability to attract and enroll more high-ability students.

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University Academic Scholars Program (cont'd)

Key Goals:

•Attract more high-ability students to the applicant pool through heavy promotion of the program designations and associated benefits

•Yield more high-ability students in select programs or departments based on academic division priorities

•Engage the academic programs and/or departments in targeted, high-ability recruitment based on students' academic interests

•Enhance the effectiveness of the University-wide scholarship program. More specifically, the University Academic Scholars Program would be a financial "sweetener" with set programming on top of the baseline scholarship offered to the most desirable students

•Develop a complementary high-ability recruitment program to the current University Honors Program

Attachment L

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University Academic Scholars Program (cont'd)

Designation concept:

Each scholar designation would offer, at a minimum, four guaranteed tangible benefits not available to all students. These program benefits will be available beginning in the first semester of the student's enrollment and continue as they progress in their academic career. All benefits will be determined, managed, and executed by the home academic division department or program. Further, the development and execution of these offerings will be the most important product of the respective designation.

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University Academic Scholars Program (cont'd)

Example scholar designations under consideration or currently in development phase for fall 2013:

China Business Scholars
Creative Arts Scholars
Education Scholars (TBD)
Engineering & Applied Science Scholars
Law and Public Policy Scholars
Premedical Scholars

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University Academic Scholars Program (cont'd)

Funding:

The selected students will receive $1,000 to $2,000 in Scholar funding, in addition to their Miami University scholarship award. These scholarships are automatically renewed for four years, regardless of major, provided the student maintains satisfactory academic progress as stipulated in the financial aid award letter.

Implementation timeline:

Pilot 6-8 select designations for fall 2013, with additional designations for fall 2014.

Attachment L

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Miami Access Initiative (MAI) Background

- MAI Program started in 2007-2008 with the $14 million dollar gift of the Lois K. Klawon
    - Ms. Klawon was one of only 1 of 7 women to earn a business degree in 1939 from Miami
    - She eventually worked as an executive secretary for Progressive Corporation
    - Utilized a stock option and invested $2,000
    - Ms. Klawon passed away in 2005, leaving half of her estate to Miami University
- Spendable" Klawon Fund annual earnings of about $750,000
- Dependent students who are Ohio residents, with total family incomes of $35,000 or less are eligible for MAI
- Miami guarantees to meet the remaining cost of tuition and fees after the application of all other Federal, State, University Scholarships, and Klawon Fund

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MAI Enrollment Profile Overview (2007-2011)

- MAI first-year enrollment has ranged from 167 (2007) to 255 students (2010)
  - Estimate approximately 150 students enrolled for fall 2012
- Students of color generally represent about 33% of MAI enrollment
- More than 1 out of 2 MAI students are first-generation college students
- High school GPA is consistent with overall first-year student average, but perform slightly lower on standardized tests
- Ohio high school representation has ranged from 130 to 184 schools
- Ohio counties represented have ranged from 38-55 (out of 88)

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Miami Access Initiative (MAI)

Typical Package

Federal Grants:	$ 6,550
State Grants:	$ 670
Institutional Scholarships:	$ 4,665
Donor Scholarships:	$ 1,315
	$13,200

Loan Indebtedness at Graduation

All 2011 Graduates:	$27,178
Miami Access Graduates:	$25,692

Median Family Income (2010)

All Aid Applicants: $108,604

Miami Access Students: $19,956

Attachment L

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Office of Enrollment Management

Miami Access Initiative (MAI)

MAI Costs in 2011-2012 - $8.3 million

Pie chart:
- Donor $1,408,403
- Fed. Grants $3,398,786
- Inst. Scholarships $3,131,176
- State Grants $359,572

Legend:
- Federal Grant
- State Grant
- Institutional Scholarship
- Donor Scholarship

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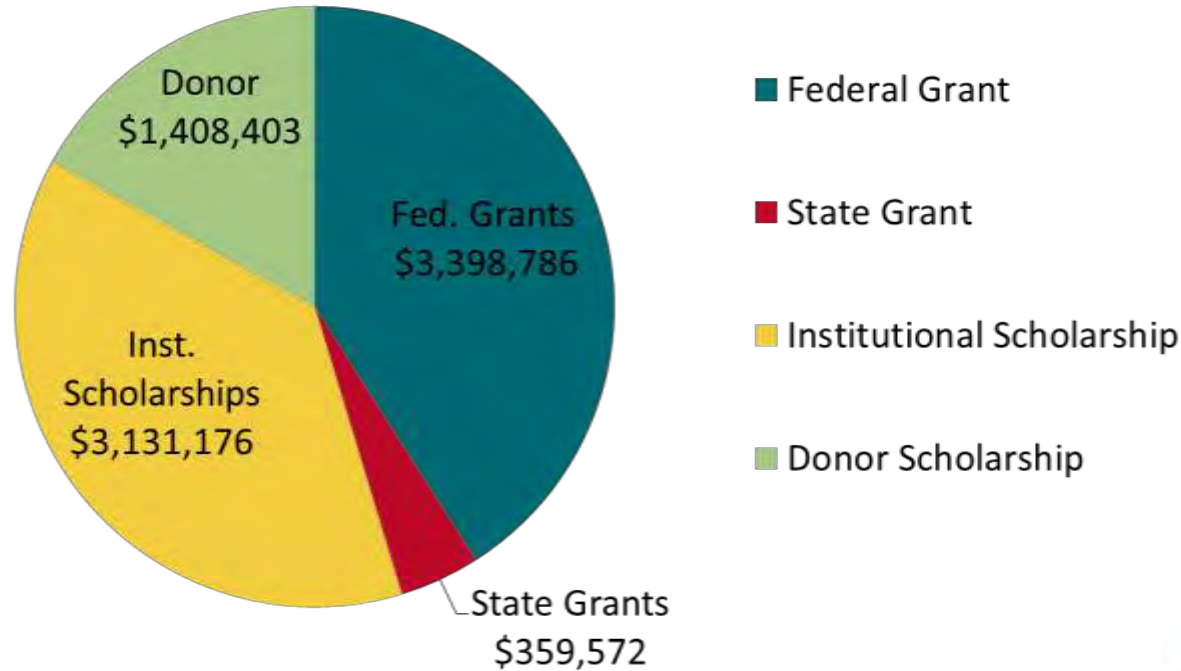
MAI Future Considerations

- Miami is committed to supporting MAI, but costs are a considerable barrier to maintaining and expanding the program
  - Costs for Miami (i.e., beyond Klawon fund)
  - Additional costs for student (i.e., room and board and other related educational expenses are not covered)
- Uncertainty of continued commitment of state and federal funds
- Increasing cost of tuition without additional financial resources (e.g., additional need-based donor funds) to support the program
- Likely future demand from prospective families who quality for MAI outstrips Miami's limited resources to meet the need

MIAMI UNIVERSITY
Office of Enrollment Management

Questions?

UPDATE ON RE-ACCREDITATION PROCESS

Miami University

OVERVIEW OF THE RE-ACCREDITATION PROCESS

In July 2011, Miami University signed an agreement with the Higher Learning Commission for Miami to be one of twenty institutions to pioneer "Open Pathway," a more streamlined, ongoing and electronic means for reaffirmation of accreditation than the traditional "Program to Evaluate and Advance Quality" (PEAQ) used in the past.

Open Pathway entails a ten-year cycle with two key components:

1) Assurance Process which includes a relatively brief electronic argument with key supporting evidence stored in an electronic warehouse; and
2) Improvement Process which showcases the institution's efforts at self-enhancement and innovation.

ASSURANCE PROCESS

To prepare for the creation of the assurance argument, we have taken the following key steps:

- Created an Accreditation Steering Team which oversees the entire re-accreditation process;
- Studied the new accreditation criteria thoroughly, and identified "red flag" issues that need to be addressed for a successful re-accreditation, and taken steps to address them;
- Developed a website to report on our work and progress;
- Purchased "Compliance Assist," a software which enables for the ongoing electronic collection and storage of institutional data;
- Developed templates for all academic departments and programs as well as non-academic units which will indicate the specific information and data needed not only for our re-accreditation process but also for other evaluation processes such as annual reports and program reviews;
- Created and held training workshops on completing the integrated templates for academic departments and programs (98% of departments have signed up for a session);
- Planned sessions for non-academic units (to be held in October).

IMPROVEMENT PROCESS: TESTING THE DEGREE QUALIFICATIONS PROFILE

This cohort of Open Pathway pioneers will undertake a special improvement project. These institutions will be examining the Degree Qualifications Profile (DP) promoted by the Lumina Foundation http://www.luminafoundation.org/publications/special_reports/degree_profile/. The Degree Qualifications Profile is a tool developed by the Lumina Foundation to illustrate concretely what students should be expected to know or do when they graduate with an associate, bachelor's or master's degree.

The profile includes five categories or areas of learning:

1. Integrative Knowledge
2. Specialized Knowledge
3. Intellectual Skills
4. Applied Learning

5. Civic Learning

Each area of learning contains associate, bachelor's and master's degree outcomes.

The Higher Learning Commission is exploring whether and how the Degree Qualifications Profile should be incorporated into the accreditation process. It is seeking the input of institutions with a strong accreditation history to offer feedback on the DP.

DEGREE QUALIFICATIONS PROFILE TESTING METHOD

To test the Degree Qualifications Profile, we held over 30 focus group sessions on the Degree Qualifications Profile with students, faculty from all associate, bachelor's and master's degree programs as well as Student Affairs staff and parents.

Focus group participants were asked to sort DP outcomes in the following ways:

- Faculty were asked to sort them into four piles: (1) we promote an outcome highly similar to this one in the degree program; (2) we don't promote it but it would be good if we did (these first two groups were collapsed for analysis to make them more comparable to the other constituencies); (3) the outcome should be promoted in the context of liberal education courses; and (4) we don't understand or don't agree that this outcome should be promoted at all.
- Parents and staff were asked to sort into four piles: (1) the outcome belongs in major; (2) the outcome belongs in Liberal Education; (3) the outcome belongs in co-curriculum; and (4) I don't understand/don't agree with the outcome.
- Students were given the same categories as staff or parents, but asked to respond according to where (if at all) they had experienced the outcomes being promoted. All groups were allowed to add comments or mark changes/questions on each of the items as they sorted them.

Two basic analytic strategies were employed for the sorting data, which give somewhat different views of the data.

- In the first analysis, we noted whether each outcome received at least 50 percent endorsement from the members of at least 2/3 of the different constituencies. In other words, the majority of constituencies supported this outcome by at least half their members.
- In the second analysis, we divided the outcomes into top and bottom halves in terms of the percentages of votes they received from a given constituency and then noted whether a given outcome was in the top half for at least 2/3 of the constituencies.   Thus, these items received the highest percentages of votes from their constituencies, but perhaps not a majority of the members of that constituency.

PRELIMINARY FINDINGS

- There is a strong consensus that the majority of outcomes should be conveyed by the major or degree program.
- The outcomes that were prioritized in the top 10 outcomes for the major were outcomes listed in the Specialized Knowledge area of learning. Only one outcome from the other areas of learning (intellectual skills, applied learning and civic learning) were ranked in the top ten outcomes.
- Outcomes that involved the creation of projects were included among the desirable outcomes for majors.
- Outcomes relating to quantitative reasoning, information literacy as well as most of the integrative learning outcomes and some of the applied learning and civic learning outcomes were perceived as belonging to the top 10 outcomes for Liberal Education.
- There was NO agreement among the constituencies about what outcomes would belong to the co-curriculum.

Following the sorting exercise, participants were asked to offer general reactions to the profile. Below are the most common responses:

- Most participants perceive a degree profile as useful in helping faculty, students, parents and staff think about what a particular degree might mean and encouraging them to consider how a Miami education may be unique. One student noted, "After reviewing the profile, I now realize what a good education I have received at Miami." However, a majority of the faculty, staff and students would not advocate for it to be used in a prescriptive fashion or as an assessment tool.
- Faculty participants thought it would be helpful to have more information on the theoretical underpinning of the profile. Many believed that the profile had some inherent biases, such as privileging project-based learning, integrative learning, positivistic thinking, and skills, and wondered why they were emphasized over other objectives or approaches.
- The wording of many of the outcomes (particularly at the bachelor's and master's degree levels) is cumbersome and overly lengthy.   Some terms, such as "field" and "language," were confusing or vague. For example, does "field" mean "discipline" or "subfield"? Does "language" mean "foreign language" or "discourse"?
- Some participants pointed out some notable omissions in the profiles. There was little emphasis on reflection, sociocultural diversity and intercultural understanding, history, quantitative reasoning. Student affairs staff, and parents noted the absence of an emphasis on leadership (e.g., teamwork, conflict resolution, listening, ethical reasoning) and life skills (financial literacy, self-understanding, emotional health and wellness).
- The vast majority of faculty indicated that they typically do not advance outcomes that call for students to practice or make connections in two or more academic fields as well as outcomes that promote public engagement or experiential learning. Students concurred but expressed a stronger interest in mastering these integrative and applied learning outcomes.

NEXT STEPS

2012-2013	Two representatives from all departments, programs and divisions participate in training workshops on the electronic storage warehouse and templates by November.
	Assessment Reports for undergraduate programs completed and uploaded onto Integrated Template on Compliance Assist by end of October.
	Assessment Plans for graduate programs due by end of October.
	Report on the effectiveness of the Degree Qualifications Profile is drafted, revised and submitted to the Higher Learning Commission by January,
	Finalize templates in electronic storage warehouse; departments and divisions begin completing templates. Deadline for completion: May 20, 2013
	Begin drafting assurance argument.
2013-2014	Assessment Reports for graduate programs (full report or progress report) are uploaded onto the Integrated Template by end of October.
	Continue compiling needed data for reaffirmation of accreditation and store in electronic warehouse.
	Create preliminary draft of Assurance Argument and begin process of vetting it with key stakeholders. Hold open forums to glean feedback.
2014-2015	Submit Assurance Argument and electronic Evidence File to Higher Learning Commission.
	Host visit by peer reviewers.

Open Pathways

A New Model for University Accreditation

- Belinda Barr (Library)
- Mike Curme (FSB)
- Diane Delisio (SEAS)
- David Ellis (Bus Services)
- Susan Ewing (SCA)
- Ann Frymier (GS)
- Carolyn Haynes (Chair)
- Becky Jolly (OEM)

- Denise Krallman (OIR)
- Susan Mosley-Howard (SAF)
- Rob Schorman (Regional)
- Cecilia Shore (CELTUA)
- John Tassoni (Lib Ed)
- Keith Tuma (CAS)
- Jeff Wanko (SEHS)

Accreditation Steering Team

Two Components

Improvement Process

Quality Improvement Project: Testing the DP

Assurance Process

Assurance Argument & Evidence File

Assurance Argument

Process of Development

Assurance: 5 Criteria

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

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

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

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

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

Three Key Steps for Assurance

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

Integrated Review System

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

1. Location

2. Mode of Delivery

3. Mission

4. Program/Department Description (enrollment, faculty/staff, facilities, accreditation status)

5. Program/Department Effectiveness (assessment, retention, teaching, research, co-curriculum, advising, outreach, continuous improvement)

Compliance Assist Template

Psychology 2012-13 - Academic Department Template - Compliance Assist! - Windows Internet Explorer

https://miamioh.compliance-assist.com/planning/entity.aspx?id=83a1478a-1514-4c5c-8f17-9dd06c15db88

Psychology 2012-13

View | Edit | Related | Activity | Permissions

☑ Options

Close

Title: Psychology 2012-13

Start: 7/1/2012

End: 6/30/2013

Progress:

Providing Department: Psychology

Responsible Roles: No Roles Selected

■ Name and contact information for person completing the template

■ General instructions: hover over (i) on edit page

■ List majors/programs offered within the department

■ Location of major/program

■ Mode of delivery

■ Departmental/Program mission statement

■ Brief history of department

■ Enrollment trends & student diversity (provided by OIR)

📄 Course Data - Credit hours, FTEs, S/F ratios

Internet | Protected Mode: On   🔍 100%

Training Sessions Underway

- 98% of academic departments have undergone or signed up for a training session.

- Training sessions for non-academic units will be held in October.

- Templates to be completed by May 20, 2013 and each year thereafter.

- Reports relating to any of the data topics can be attained within a few minutes.
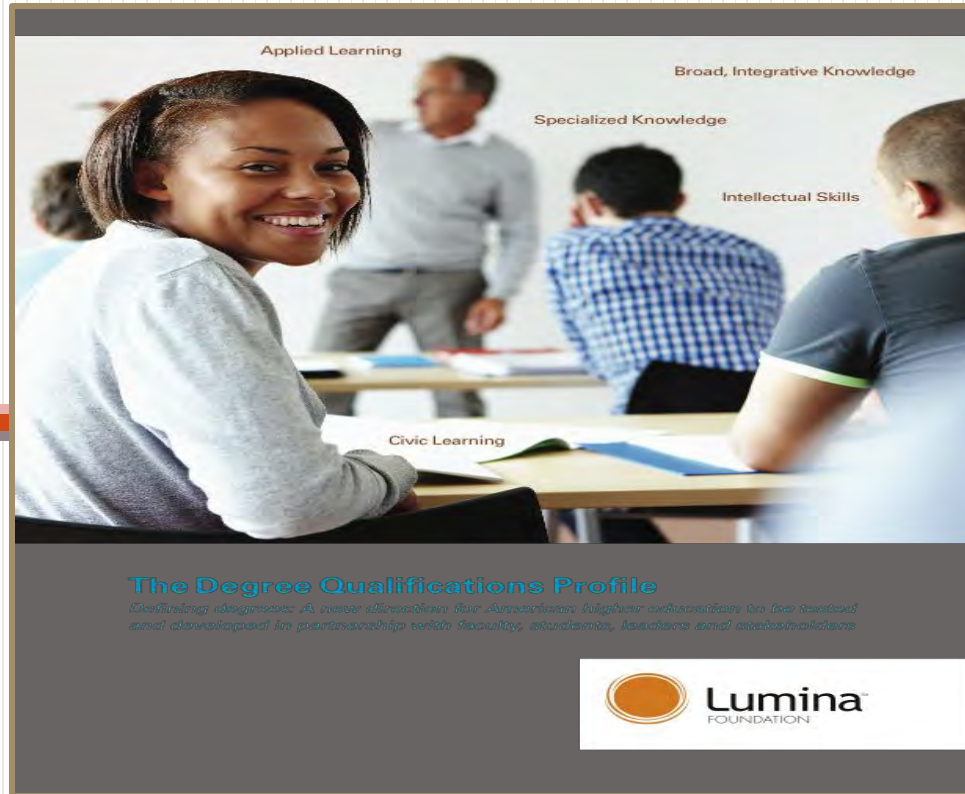
Our Quality Initiative:

Testing the Degree Qualifications Profile

What is the Degree Profile?

Describes learning at different degree levels

Is organized into five areas of learning:

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

Focus Group Study

■ Over 100 faculty, students, alumni & parents participated in one of 70 focus sessions to offer feedback on the DP and its usefulness.

■ Participants sorted DP outcomes into four groups: major; liberal education; co-curriculum; or none of the above.

Key Findings

- Majority of outcomes were assigned to the major.

- Highest priority outcomes that were placed in the major category were from the "specialized knowledge" area of learning.

- Outcomes relating to quantitative reasoning, information literacy as well as most of the integrative learning outcomes and some of the applied learning and civic learning outcomes were perceived as belonging to the top 10 outcomes for Liberal Education.

- No agreement about which outcomes were appropriate for the co-curriculum.

Timetable

Oct 2012	Training workshops for all units on the electronic storage system held
March 2013	Report on the Degree Qualifications Profile is submitted to HLC
May 2013	Divisions, departments, programs and offices complete templates.
June 2013	Begin drafting assurance argument.
Fall 2013	Create preliminary draft of Assurance Argument. Vet with stakeholders.
May 2014	All units update the templates
Fall 2014	Submit Assurance Argument to Higher Learning Commission.
Spring 2015	Host visit by peer reviewers.

Report on Strategic Priorities Recommendation 6, New Revenue Opportunities*

Introduction/Executive Summary

This report outlines the progress to date on six initiatives within the office of academic affairs that will lead to revenue enhancements consistent with the recommendations of the strategic priorities task force report: distance learning courses offered during summer 2012, certificate program expansion, additional 4+1 undergraduate/graduate degree programs, plans for the additional uses of the Voice of America Learning Center (VOALC), the American Cultures and English program, and new degree programs on the regional campus.

1. **Summer revenue and enrollment in online courses***

In recent years there has been a dramatic increase in the number of online courses and workshops offered during the summer even as overall summer enrollment has declined. Since 2010, revenue from online summer courses and workshops has increased at an average annual rate of 40%, totaling $2.9 million in 2012 compared to $1.5 million in 2010. Enrollment in online courses grew at a 26% for the same time period. At the same time, revenue and enrollment from traditional summer and workshop courses declined at average annual rates of 8% and 11%, respectively. Revenue from summer online courses now represents 12% of total summer revenue compared to 6% in 2010.

We expect this percentage to increase dramatically again next summer as faculty continue to create distance versions of existing courses. For example, in the Farmer School of Business, an initiative is underway to offer its already successful Summer Business Institute to a distance format. This is a three course, nine credit hour sequence for non-business majors that, with a distance education format, can easily double its enrollment to over 150 students. This effort is a precursor to other summer programs converting to a distance format, e.g., the management department's summer minor.

It is also noteworthy that even as overall summer school revenue and enrollment has declined during this time period, the net return (tuition revenue less instructional and administrative costs) has increased each since 2010. This is attributable to departments offering fewer low enrollment courses, also in keeping with the strategic priorities task force recommendations.

The work of the recently formed E-Learning Advisory Council will lead to other divisions offering more courses and workshops in a distance format. 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, certificate programs for students seeking to extend their career possibilities, personal enrichment, and courses that allow our growing population of admitted and enrolled

1

international students access to educational opportunities at Miami University. 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.

2. **New certificate programs for international students**

We have begun negotiations with universities in China and Korea to offer certificate programs in American language and culture to students from these universities. These are to be offered during the month of July, a time when classrooms and residence halls are underutilized. Initial plans call for about 50 students being enrolled for summer 2013 with expected revenues in excess of $100,000. As we pilot this program, we will be considering other potential partner schools for an expanded program.

3. **Combined Bachelor's + Master's programs****

Revisions to the Combined Bachelor's + Master's Program guidelines have been approved by Graduate Council, COAD, Senate, and Board of Trustees, and became effective for 2012-2013. In summary the revisions made to the program released restrictions that prevented or discouraged students from enrolling in the program, and should greatly increase the number of enrollments in the future.

During spring 2012, all graduate programs were invited to consider a combined offering and submit descriptions of combined program requirements. A total of 22 departments/programs provided a combined offering (attached sheets). These offerings are listed on the graduate school website, and information/materials were provided to Enrollment Management for recruiting purposes. In addition, information/materials were distributed during the enrolled student orientation in fall of 2012 to encourage students to participate.

Prior to the revisions in the program the average number of yearly admissions was 5.3 students. With the change in policies for the program, we will host an entering group in fall of 2013 of 26 students at the current count. Even if no additional acceptances are made this year, this represents a 5-fold increase in the number of students being admitted into combined programs compared to the historic average.

We will continue to promote and advertise the combined programs internally and externally (Jim Oris is visiting as many graduate departments this fall as possible, and this is a leading item of discussion; Ann Frymier is working with graduate directors to enhance visibility of programs).

Currently offered combined programs by Department:

CAS   **FSB**

Chemistry and Biochemistry	Accountancy
English	Economics
Environmental Science	
French	**SEAS**
Geography	Chemical Engineering
Geology and Environmental Earth Sciences	Computational Science & Engineering
History	Computer science
Mathematics (2 degree options)	
Philosophy	**SEHS**
Political Science	Educational Psychology
Spanish	
Speech Pathology (2 degree options)	**SFA**
Statistics	Theatre

**Report prepared by Jim Oris, Dean of the Graduate School

4. Increased utilization of the VOALC

Due to enrollment constraints, each year, hundreds of students with sufficient academic credentials for success are not selected for regular admission to Miami's Oxford campus (MUO). As a result, these students choose to matriculate elsewhere, even though their preference would have been to attend MUO. Preliminary plans are underway to provide accessible, affordable, and relevant education to meet the needs of students in the regional area and beyond who might not normally be able to attend Miami University.

The program would be a short-term and intensive learning program for students within driving distance (50 miles or less) of the Voice of America Learning Center (VOALC) who have solid academic records but are not admitted immediately to the selective MUO campus. Students in this program are offered courses and enhanced support for 1-3 terms. Upon successful completion of the coursework, they are admitted as fully matriculated students on the MUO campus. Students admitted into the program enroll classes during the summer, fall and winter sessions at the VOALC, and upon successful completion of program requirements, are fully matriculated into the MUO campus in the spring semester.

The program offers advantages to students, their families, Miami University, and the local region.

- Students are afforded the opportunity to pursue their university studies at the school of their choosing.
- For Miami University, the program will not only result in increased utilization of the VOALC, but also stabilize enrollment on the Oxford campus as the students take the places

of students who choose not to return to Miami University after their first semester. Having these students on the Oxford campus will also maintain the revenues earned between semesters.

Of the hundreds of good students who are not selected for admission to MUO each year, several hundred reside within a fifty-mile radius of Miami's Voice of America Leaning Center (VOALC), a facility which is presently under-utilized during the regular weekday business hours. Based on current enrollment projections and a survey of guidance counselors from regional feeder high schools, if admission to the program is offered to students living in Brown, Butler, Clark, Clermont, Clinton, Greene, Hamilton, Miami, Montgomery, Preble, and Warren Counties of Ohio, it is likely that approximately 30-50 students would take advantage of this opportunity.

5. **The American Culture and English Program (ACE)**

The American Culture and English Program (ACE) offers students with have a strong academic record, but with a TOEFL or IELTS score falling below our minimum score, the opportunity to improve their English skills while working toward their college degree. Typically, students in the ACE program receive an offer of conditional admission giving the students the privileges and rights of other Miami students; however, they must complete the requirements of the ACE program in order to receive regular enrollment to the University.

Students accepted to the ACE Program earn 15 college credits toward graduation during their first semester at Miami. The specially designed curriculum includes three classes focused on English language and American culture, and one elective course of the student's choice from the regular Miami course catalogue. Enrollment in the program has more than doubled from 26 students in 2011-12 to 55 students enrolled for 2012-13.

6. **New degree programs on the regional campuses**

In 2011, the Ohio Board of Regents (OBOR) approved a new Bachelor of Science degree program in Health Information Technology now offered on the regional campuses. This summer OBOR approved the new Bachelor of Science in Criminal Justice degree program which will be offered this fall. With the establishment of the new a new academic division on the regional campuses, we expect more new degree programs to be developed with consequent increases in enrollment and revenue.

*Report prepared by Raymond Gorman, Associate Provost

GOOD NEWS FROM ACADEMIC AFFAIRS

Two Miami students selected as Beckman Scholars 2012-2013
06/18/2012

Miami University students Dirk Auman and Christian Cerda-Smith have been selected as Beckman Scholars for 2012-2013, both earning scholarships valued at $19,300. Auman and Cerda-Smith will conduct research with their faculty mentors this summer and next and through the intervening academic year.

Alumnus receives Presidential Award for teaching excellence
07/16/2012

David
Bonner

Miami University alumnus David Bonner (BS '02, MS '04) received the 2011 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). Bonner was among 97 honorees who traveled to Washington, D.C. July 15 to receive their awards.

"DC was amazing and inspiring. It was like playing in an all-star game. I am so impressed with the other awardees and the government's genuine support of science and math education," Bonner said.

Two senior engineering majors win ION scholarships
7/16/2012

Senior electrical and computer engineering majors Chad Sobota and Robert Cole each received a $1,250 scholarship from the Institute of Navigation (ION).

They were awarded the scholarships based on their academic performance and their outstanding contributions and participation in navigation engineering. They were recognized at the ION Dayton Section annual dinner banquet June 21.

Interior design major wins $30,000 Donghia Foundation scholarship
07/30/2012

Kaitliin Boso

Kaitlin Boso, a senior interior design major at Miami University, received the 2012 Angelo Donghia Foundation Senior Scholarship Award. She is one of 13 students nationwide selected for the award from among more than 200 applicants.

The $30,000 scholarship was awarded based on a juried competition of portfolio submissions of a residential or commercial design project. Boso's entry was a Toms Shoe Store project (See PDF below) completed under the supervision of mentor Kim Martin, architecture and interior design visiting faculty member.

GOOD NEWS FROM ACADEMIC AFFAIRS

Wickline receives national teaching award
08/09/2012

Virginia (Ginger) Wickline, assistant professor of psychology at Miami University Middletown, has received the 2012 Wayne Weiten Teaching Excellence Award given by the Society for the Teaching of Psychology. The national award will be presented at the 2012 Convention of the American Psychological Association in Orlando, Fla., later this month.

Virginia Wickline

The award recognizes teachers who are not only effective and innovative in the classroom but who also excel in service and the scholarship of teaching and learning. Wickline was nominated because of her partnerships with the Butler County Board of Developmental Disabilities, Abilities First, and Middletown High School. The organizations gather for semi-structured social events (Parties with a Purpose) twice a year.

Social gerontology doctoral students receive grants, fellowship
08/10/2012

Two doctoral students in Miami's social gerontology program recently received national honors for their dissertation research.

Maricruz Rivera-Hernandez was named a Fahs-Beck Scholar and Phyllis Cummins was awarded the 2012 James Jacobs Scholarship Award.

Miami alumnus Paul Ryan named U.S. vice presidential candidate
08/12/2012

U.S. Representative Paul Ryan of Wisconsin, a 1992 graduate of Miami University, was announced Saturday, Aug. 11, as the vice presidential running mate for presumptive Republican candidate Mitt Romney.

Paul Ryan

Ryan, who was a political science and economics double major, also received an honorary degree from Miami in 2009 when he and fellow alumnus Congressman Steve Driehaus (Miami '88) were keynote speakers at Miami's Bicentennial Commencement.

Miami University makes The Princeton Review "Best Colleges" book
08/20/2012

Miami University again is recognized in the Princeton Review's annual best colleges guide. "The Best 377 Colleges-2013 Edition" is available now online and in print.

Based on a survey of 122,000 students at 377 top colleges, students rate their schools on dozens of topics, including school administrators, career services, health center, campus food and residence halls. Only about 15 percent of more than 2,500 four-year colleges in the country are profiled in the Princeton Review's guide.

GOOD NEWS FROM ACADEMIC AFFAIRS

15 students receive Provost's Academic Achievement Award

08/21/2012

Fifteen students received the 2012 Provost Student Academic Achievement Award for their outstanding contributions to Miami University's intellectual environment.

Provost's Students Academic Achievement Award recipients (photo by Jeff Sabo).

The recipients were selected based on nominations from Miami faculty. The award is given annually to 10-15 students who have completed their third year at Miami (a minimum of 75 credit hours) who have achieved academic excellence while making sustained and significant contributions to the intellectual climate of a department, an academic division or the campus. Students are awarded with a $1,000 scholarship and certificate of recognition.

Fall 2013 academic calendar and addition of proposed winter session announced

Effective fall 2013, Miami University plans to move from a 16-week academic calendar to a 15-week format, including the addition of a proposed winter session in January 2014. The proposed winter session will be presented to the board of trustees for approval at its next meeting.

Miami regional campuses add four-year criminal justice degree

08/24/2012

Miami University has received approval from the Ohio Board of Regents to offer a new bachelor of science in criminal justice (BSCJ) degree program exclusively on the regional campuses in Hamilton and Middletown.

According to G. Michael Pratt, Miami associate provost and dean of the regional campuses, the curriculum is focused and flexible and designed to prepare students for careers in the U.S. criminal justice system, including police, courts and corrections.

Astronaut Joe Allen presents scholarship award to Miami senior

08/27/2012

Space shuttle astronaut Joe Allen will present Miami University senior Prashant Rajan with a $10,000 scholarship and will also share his space mission experiences at 7 p.m. Tuesday, Sept. 4, in Hall Auditorium.

Allen will present Prashant Rajan with the $10,000 scholarship from the Astronaut Foundation. Rajan is a senior biochemistry and zoology double major and molecular biology and neuroscience double minor from Mentor.

GOOD NEWS FROM ACADEMIC AFFAIRS

Carolyn Haynes and John Skillings receive Miami University's Distinguished Service Award

09/05/2012

Carolyn Haynes and John Skillings

Carolyn Haynes and John Skillings, the two recipients of Miami University's 2012 Distinguished Service Award, bring to their leadership roles breadth of knowledge, nationally acclaimed experience and heart-felt compassion.

The awards were announced at the Faculty Assembly meeting Sept. 5.

Distinguished Scholar Awards announced: Li, Rousmaniere, Wang

09/05/2012

Distinguished Scholar Awards for 2011-2012 have been presented to professors Quinn Li, botany, and Kate Rousmaniere, educational leadership, in recognition of a substantial and continuing record of outstanding scholarly work. Hong Wang, assistant professor of chemistry and biochemistry, received the Distinguished Scholar Award for a junior faculty member who has demonstrated great potential in research and achieved some standing in the field.

HOWE CENTER FOR WRITING EXCELLENCE

Usage Comparison - Fall Semester

	KING 2011	KING 2012	PEABODY 2011	PEABODY 2012	TOTAL 2011	TOTAL 2012
Week 1	23	32	0	0	23	32
Week 2	86	115	4	9	90	124
Week 3	99	116	12	18	111	134
	208	**263**	16	**27**	224	**290**

29.50% increase

Gross Center had 4 appointments

Comparison of Overall GPA*
Howe Writing Center Users versus Oxford Undergraduate Students**
Fall 2010 and Spring 2011

Comparison Categories	Howe Writing Center Users Overall GPA	N	Oxford Undergraduates** Overall GPA	N
Total	3.20	1,245	3.07	12,929
Men	3.07	408	2.95	6,238
Women	3.27	837	3.18	6,691
Freshman	3.14	483	2.89	2,483
Sophomore	3.21	305	3.05	2,988
Junior	3.23	202	3.10	3,262
Senior	3.30	235	3.17	4,118
International Students	3.27	241	3.04	291
Domestic Students	3.19	1,004	3.07	12,638
Major in:				
Arts & Science	3.19	429	3.02	5,185
Business	3.22	439	3.11	3,714
Education, Health & Society	3.26	230	3.14	2,328
Engineering & Applied Science	3.02	86	2.85	849
Fine Arts	3.32	41	3.22	775

* Overall GPA as of EOT Spring 2011
** Excludes the Howe Writing Center Users

Howe Center for Writing Excellence

Supporting Miami's commitment to advancing the writing abilities of all its students

www.MiamiOH.edu/writingcenter

Howe Center for **Writing** Excellence

Ever wonder how your assignments really sound to students?

The Howe Center for Writing Excellence is excited to announce a new service for faculty:

Student Feedback on Assignments

The Student Feedback on Assignments provides a way for faculty to gain invaluable feedback before you assign a paper to your class, or as you revise previous assignments. Specially trained Howe Writing Center undergraduate consultants will give you a realistic picture of how your students read and interpret your assignment sheets. (All assignments and responses will remain anonymous.)

They will answer your questions such as:

- Am I asking for too much? Too little? Do the students know clearly what I am, in fact, asking for?
- Am I asking for what I really want?
- Will students understand why I assigned this project? Do they see the learning outcomes?
- Are my directions easy to follow?
- Do my students know how I will evaluate their work?
- Please feel free to add your own assignment-specific questions

For more information contact Lucy Manley, haubnelb@MiamiOH.edu

Majors among Howe Center Consultants Undergraduate and Hourly Graduates

Accounting- 1 Undergraduate
Economics- 1 Undergraduate
Electrical Engineering- 1 Undergraduate
English: Literature- 3 PhD Candidates, 5 Undergraduates
English: Creative Writing- 1 Undergraduate
English: Composition & Rhetoric- 2 MAs
Finance- 1 Undergraduate
Geography- 1 Undergraduate
Health Promotion- 1 Undergraduate
History- 1 Undergraduate
Integrated English Language Arts Education- 5
Integrated Math Education- 1 Undergraduate
Interior Design- 1 Undergraduate
International Studies- 2 Undergraduate
Journalism- 3 Undergraduate
Marketing- 3 Undergraduate
Math- 1 Undergraduate
Political Science- 5 Undergraduate
Professional Writing- 2 Undergraduate
Psychology- 4 Undergraduate
Russia & East Eurasian Studies- 1 Undergraduate
Social Justice- 1 Undergraduate
Speech Pathology- 1 Undergraduate
Strategic Communication- 1 Undergraduate
Student Affairs in Higher Education- 1 MA
Women's Studies- 1 Undergraduate

Grad Assistants
1- English: Rhetoric & Composition MA
1- History MA
1- Ecology, Evolution, Environmental Biology PhD

Undergraduate Consultant Research Projects

Spring 2012

The Effect of Consultant Mood on Consulting
Body Language in the Writing Center
Consulting "Regulars" in the Writing Center
Back-Channeling and the Use of Filler Words in Consulting
The WC Website as a Resource for ESL Students
Writer Self-Efficacy in the WC
Methods Of Setting An Agenda
The Importance of Focus in Consulting
Building Rapport with ESL Students
Note-Taking as a Consulting Tool

Fall 2012

The Use of Technology as Detriment to Consulting
Marketing the Writing Center
The Writing Center as a Business Model
The Gap between Theory and Practice an the Writing Center
Employee Relationships and Their Effect on the Workplace
Writing Centers as Spaces
Meta-Cognitive Writing Processes
The Use of Metaphor as a Consulting Tool
Body Language and its Effect on Consulting
Online Resources as A Tool in Writing Centers
Directive Vs Non-Directive Consulting Methods

<div align="right">
Student and Academic Affairs
Construction Activity Report
September 20, 2012
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</div>

Student and Academic Affairs
Construction Activity Report

September, 2012

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

   Eleven projects were finished since the last report. Construction on the Central Campus Chilled Water project began in late 2011and now provides the increased capacity needed to cool the buildings in the center of campus including the additional load that will be created by the new Armstrong Student Center. The project included the installation of a new chiller in our South Chiller plant replacing the outdated and energy-demanding absorption chiller. The Western Campus Electrical Modifications project was completed in August and reconfigured our high voltage distribution system to feed the three new residence halls, the new Western Campus Dining Hall, and the new Geothermal Energy Plant building, all of which will be under construction this semester. Our Campus Hardscape/Concrete Repairs project for the summer of 2012 has replaced deteriorated sidewalks in the center of the campus, repaving of the Campus Avenue Building parking lot and other various sidewalk replacements around campus. The Marcum Conference Center addition and renovation was completed in time for Alumni Weekend and the Inn was converted to student housing for use this semester. Other projects included the final statue installation at the Cradle of Coaches Plaza, exterior painting projects, flooring replacements and bathroom upgrades in our residence halls.

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

   Three projects were added again this reporting period. On the Middletown campus we're planning a project to upgrade the mechanical systems in Thesken Hall. On the Oxford campus two irrigation projects are being initiated in areas with high pedestrian traffic in high visibility areas.

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

   Significant progress is being made on a number of projects that are part of the long range housing and dining plan. The MapleStreet Station food service and residence hall building is in full swing with structural steel framing nearing completion. Site and foundation work is underway on the new Etheridge Residence Hall adjacent to MapleStreet Station. Similarly, site work and utility work for the new Western Campus dining hall project has been initiated and a contract is being finalized for our first major design-build project for the new Western Campus Residence Halls. The first phase of the Cook Field Renovation has been completed and students are using the synthetic turf portion of the field and the new running track. The support buildings and natural turf south half of the field are on track for completion in May 2013.

   Construction continues on the Armstrong Student Center with a focus on construction of the new central portion of the building. The second floor slab is complete and the third floor is nearing completion.

Student and Academic Affairs
Construction Activity Report
September 20, 2012
Page 2

The **Armstrong Student Center** will provide spaces for student organizations, student engagement activities, food service venues, a theater, lounges and various ancillary spaces. The design concept includes the renovation of Gaskill, Rowan and Culler Halls, along with the new structure that will be situated between and connect the existing buildings into one new facility. The design has been developed to allow the project to be bid and constructed in two phases. Phase I will include a majority of the new construction and the renovation of Gaskill and Rowan Halls. Phase II will renovate Culler Hall and provide new construction required to join it with Phase I.

Work continues primarily on construction of the infill between Rowan and Gaskill Halls. The second floor slab has been placed. The third floor slab is nearing completion. The distinctive forms of the floor slabs at the rotunda are becoming evident. Roof structure installation will begin soon. Mechanical, electrical, plumbing and fire protection rough-ins are being installed in Gaskill Hall and the new structure.

Armstrong Student Center Site

The **Bishop Hall Renovation** is part of the first phase of the Student Housing Long Range Master Plan. The project reconfigures space vacated by the Honors Program to serve as community space for the students, and includes upgrades to the HVAC, electrical, plumbing, and IT systems, as well as interior finishes and furniture, fixtures and equipment. Selective interior demolition is proceeding and new interior partitions are underway. Site utility work is 90 percent complete.

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

Phase 1 is complete with the running track, north synthetic playfield, new backstops, under field storm drainage and irrigation system in place. The south, natural turf playfield has been seeded and construction on the new restroom and storage facility is in progress with excavation and subsequent placement of footers underway. The new support facility will be completed by December 2012.

Cook Field

Student and Academic Affairs
Construction Activity Report
September 20, 2012
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The **Equestrian Center, Phase 1** project will raise the existing outdoor riding arena and paddocks out of the current flood plain by adding fill to the site. New access roads, parking, outdoor riding arena, barns, and storm drainage will be provided. A potential later phase has been planned that can provide a new indoor arena on the newly raised grading, along with new horse stalls and classroom space.

This is a design-build project. Guaranteed maximum price negotiations have commenced and construction drawings are nearing completion. Fill is being hauled from the Western Campus Infrastructure Project and demolition of the existing structures is underway.

The Equestrian Center

The **Etheridge Residence Hall** project will create a new residence hall on the north end of the existing quadrangle with Morris, Emerson, and Tappan Halls as part of the Student Housing Long Range Master Plan. This new residence hall will house approximately 230 students. Foundations are complete. Structural steel erection is underway.

Etheridge Residence Hall Site

The **Knightsbridge Building Renovation** on the Hamilton Campus will provide for the update and adaptation of the recently acquired 23,500 square feet Richard Allen Academy building located at the intersection of Knightsbridge Drive and University Boulevard in Hamilton. A facility assessment to be used in developing program and renovation cost has been completed. The assessment has identified the need for mechanical/electrical upgrades as part of the renovation, reporting approximately $4,000,000 in probable cost. In response to a recent, professionally prepared campus plan identifying a shortage of approximately 40,000 square feet of general classroom space, the programmed scope of this project will provide for the relocation of the existing child care facility and the art department lab and classroom spaces from the Hamilton central campus.

A POR is developed for submission to the State of Ohio for approval and a RFQ for consulting design services has been prepared with selection of a firm anticipated in October and design to begin this winter. In order to have immediate access to needed space on the central campus as the building design and construction process occurs, some parts of the building will be used this fall for art studio classes (sculpture and drawing).

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

The new **Maplestreet Station** dining and residence hall will be a 500-seat dining facility that will replace the Hamilton and Scott Dining Halls, with additional capacity to handle the planned expansion of residential units at the Morris, Emerson, Tappan (MET) quad. The new facility will reduce operational costs and allow Hamilton and Scott to be taken off line for swing space during subsequent housing renovation projects as part of the Student Housing Long Range Master Plan. Maplestreet Station will feature seven restaurants with unique menus, design themes, and interior and exterior café seating.

Structural steel is complete to the roof deck. Mechanical, electrical and plumbing overhead piping and ductwork is installed from the basement through the second floor.

Maplestreet Station Site

The project for the **Recreational Sports Center Pro Shop and Fitness Area** creates a larger pro shop by reconfiguring the existing pro shop, customer service counter, and administrative spaces. The existing food service venue will be removed and a second floor constructed within the west racquetball court to create new group exercise and fitness spaces. The project is expected to increase revenue from the larger pro shop and to expand cardio fitness opportunities and group fitness classes for students and members. The selected AE firm is Moody-Nolan, Inc. The project has moved into the design development phase.

A new **Western Campus Dining Hall** will be constructed that will provide a 625 seat dining facility northwest of Mary Lyon Hall to serve the three new residence halls as well as the existing population on the Western Campus. Alexander Dining Hall will close when the facility opens. Site grading, underground utilities and excavation for the basement and foundations are underway.

Western Campus Dining Hall Site

Three new **Western Campus Residence Halls** with approximately 700 beds will be constructed on the north end of the Western Campus. The facilities were planned as part of the Student Housing Long Range Master Plan and will provide swing space for taking off existing residence halls as they are renovated. These residence halls are being designed with a focus on the second year student experience. A "Best Value" selection was made for a design-build team, and contract negotiations are underway. Construction is scheduled to begin in early spring.

Respectfully submitted,

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