

**BOARD OF TRUSTEES  
MIAMI UNIVERSITY  
Minutes of the Academic and Student Affairs Committee Meeting  
December 6, 2012  
BEST Library – 215 Laws Hall**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on December 6, 2012 in the Business, Engineering, Science and Technology (BEST) Library, Room 215 of Laws Hall on the Oxford campus. The meeting was called to order at 8:30 a.m. by Committee Chair Sue Henry. Also attending were Committee members, Don Crain, Dennis Lieberman, Sharon Mitchell and Robert Shroder, along with Student Trustees Lot Kwarteng and Arianne Wilt. Committee member Harry Wilks was absent.

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; Dean Phyllis Callahan, Dean, College of Arts and Science; Dean Jim Oris, Associate Provost and Dean, Graduate School; Dr. Susan Mosley-Howard, Associate Vice President, Student Affairs, and Dean of Students; Deedie Dowdle, Associate Vice President for Communications and Marketing; Michael Kabbaz, Associate Vice President for Enrollment Management; Dr. James Kiper, Chair, University Senate Executive Committee; Jerome Conley, Assistant Dean, University Libraries; Tom Dutton, Professor and Director, Miami University Center for Community Engagement in Over-the-Rhine; Mike Goldman, interim Director, Career Services; 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.

## **Associated Student Government**

Secretary Nick Miller updated the Committee on Associated Student Government (ASG) matters, in particular the status of nominating students to replace Student Trustee Lot Kwarteng, whose term will expire on February 28, 2013. Five nominations were sent to the Governor for consideration. A new aspect ASG has added, when considering possible Student Trustees, is a commitment on the part of potential nominees to refrain, throughout the two year term, from enrollment in semester-long programs outside the Miami University area.

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

## **University Senate**

Professor James Kiper, Chair of the University Senate Executive Committee, highlighted the recent activities of the Senate. Actions included endorsement of a new pre-medical co-major, and a recommendation that the Board approve the merger of the Departments of Zoology and Botany into the Department of 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 Inside Scoop internship program, National Hazing Prevention Week, the hire of Dr. Katie Wilson as Director of the Armstrong Student Center, and the Career Fair. Vice President Jones also discussed the transition plan as Dr. Susan Mosley-Howard returns to the faculty and becomes Chair of the Educational Psychology Department; the plan includes the appointment of Dr. Michael Curme, Associate Dean of the Business School, to serve as interim Dean of Students and Associate Vice President, beginning in January 2013.

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

## **Retention**

Dr. Phyllis Callahan, Dean, College of Arts and Science; and Dr. Barbara Jones, co-Chairs of the Retention Steering Committee, provided an update on the progress towards increasing student retention. They discussed "at-risk" groups of students and methods to address increasing retention. They also discussed efforts to promote data-

informed decision making and assessment, and the need for a comprehensive approach to academic advising. They concluded with a discussion of next steps.

The written report and presentation on Retention are included as Attachment D.

### **Career Data**

Mr. Michael Goldman, interim Director, Career Services, briefed the Committee on the recent third-party assessment of Career Services. The assessment yielded several key recommendations, for which groups have been formed to implement those recommendations. Mr. Goldman also discussed the results of the 2011-2012 graduation survey, career fair, on-campus recruiting, the learning opportunity inventory, and expansion of post-graduation employment opportunities.

Mr. Goldman's written report and presentation are included as attachment E.

### **Sexual Assault Prevention**

Vice President Barbara Jones briefed the Committee on sexual assault prevention. Her update focused on education efforts, prevention methods, and the university response to reports of sexual assault.

Dr. Jones' written report and presentation are included as Attachment F.

### **Student Affairs Written Reports**

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

- Service Learning, Ms. Monica Ways, Director, Community Engagement and Service, Attachment G
- First Year Intervention Update, Dr. Susan Mosley-Howard, Assoc VP, Dean of Students, Attachment H
- Occupancy Update, Vice President Barbara Jones, Attachment I
- Student Affairs "Good News", Vice President Barb Jones, Attachment J

### **Academic Affairs Reports**

#### **Provost Update**

Provost Gempesaw presented a resolution to merge the Department of Botany and the Department of Zoology into one department - the Department of Biology. Robert Shroder moved, Sharon Mitchell seconded and the Committee agreed by unanimous voice vote to recommend to the full Board of Trustees that the Resolution be approved.

The Provost also briefed the Committee on his recent visit to China, highlighting China's changing demographics whereby the number of Chinese students entering college each year will soon see a significant decrease, making it quite important for Miami to create and strengthen ties within China to ensure high school students are aware of Miami's many opportunities and to make Miami a university of choice for Chinese students.

The proposed Resolution is included as Attachment K.

### **Enrollment Management Update**

Associate Vice President Michael Kabbaz briefed the Committee on the Fall 2012 cohort demographics and on the status of applications for Fall 2013 entry.

The Fall 2012 cohort has a slightly improved profile when compared to the prior year. The average ACT is 26.5; the number of students ranking in the top ten percent of their high school has increased; the acceptance rate was more competitive - moving from 74.1 to 72.8; domestic students of color represent 12.6% of the class, versus 11.6% last year; non-resident enrollment is up to 38% overall; and alumni legacies comprise 22% of the class.

Regarding Early Decision applications for Fall 2013 entry, he reported applications are up more than 8% above last year's numbers, and that applications from out-of-state students are up by 10%.

Mr. Kabbaz also reported that enrollment in the American Culture and English (ACE) Program increased from 26 to 50 students, and the number of transfer students had dropped, from 275 to 223. He also presented enrollment numbers by Division and key initiatives for the upcoming year, which include a refinement of the merit scholarship strategy.

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

### **Center for Community Engagement in Over-the-Rhine**

Tom Dutton, Director of the Center for Community Engagement in Over-the-Rhine, along with John Weigand, John Blake, Tammy Schwartz and Bonnie Neumeier, informed the Committee about the Over-the-Rhine Residency Program and showed a video on the subject. (Visit: <http://arts.muohio.edu/cce/videos.html#> to view)

The program began in 2006, and allows students from any major to integrate a full course load of 15 hours with a full time living/working immersion in the Over-the-Rhine Community. In 2012 the Residency Program was named a regional outreach scholarship winner and one of only four finalists for the national C. Peter Magrath University/Community Engagement Award.

Mr. Dutton's report is included as Attachment M.



## **Academic Affairs Written Reports**

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

- SPR 13: Interdisciplinary Report, Carolyn Haynes, interim Associate Provost, Attachment N
- Re-Accreditation Updates, Carolyn Haynes, interim Associate Provost, Attachment O
- Academic Affairs “Good News,” Provost Gempesaw, Attachment P

## **Academic Deans’ Reports**

### **Graduate School Update**

Dr. James Oris, Associate Provost and Dean of the Graduate School updated the Committee on External Funding, Strategic Goals, Research and the status of recommendations from the Strategic Priorities Task Force.

Dr. Oris reported that external funding for FY2012 was over \$21,000,000, from 281 awards, with the bulk of the awards and total dollars coming from Federal grants and contracts (over \$13,000,000). Industry and business supplied nearly \$3,000,000 and the State of Ohio approximately \$1,500,000, with the remaining awards coming from other government agencies, foundations, associations, license fees and royalties.

Dean Oris stated a goal of the Graduate School is to maintain or increase these external funding levels. The plan is for the anticipated reduction in government funding to be offset by emphasizing private sources and new opportunities, to include technology transfers and business partnerships.

Dr. Oris also provided updates on the progress in implementing the recommendations of the Strategic Priorities Task Force. The updates included discussion of the combined Bachelor and Master program which will encourage and allow undergraduate students to pursue a graduate degree concurrent with and/or immediately after their undergraduate degree.

Dean Oris’ report and presentation are included as Attachment Q.

## **Other Items**

Following Dean Oris’ presentation, Jerome Conley, Assistant Dean, University Libraries, led the Committee on a tour of the Business, Engineering, Science and Technology (BEST) Library.

### **Additional Written Reports**

The following additional written reports were submitted for Committee review:

- Construction update, Mr. Cody Powell, Associate Vice President for Facilities, Planning and Operations, Attachment R
- Information Technology Update, Debi Allison, Vice President for Information Technology, Attachment S

### **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

Nicholas M. Miller  
Secretary for Academic Affairs  
Associated Student Government  
[Mille534@miamioh.edu](mailto:Mille534@miamioh.edu)

November 19, 2012

Ladies and Gentleman of the Board,

Over the past two months the Associated Student Government has been hard at work. The Student Senate met for the first time just a few days prior to our last meeting and they have already been very impressive. The body has only passed a few pieces of legislation but they have conducted themselves in a very professional manner and most of the bills that have been presented were thought out thoroughly. There are a number of exciting ideas that are currently being researched and hopefully I will be able to report on them at our next meeting.

Recently, my committee within ASG, the Academic Affairs Coalition, has been working with Michael Kabbaz and the rest of the winter term implementation committee to prepare a student survey to gauge enrollment interest. It is my hope that this survey will allow the implementation team to create a series of course offerings and opportunities that will best serve the needs of our students.

At present, I am very happy to report that a number of committees that I am serving on have been very productive as of late. In my last report I spoke about the need for reform in academic advising. I believe that Dr. Carolyn Haynes has done an outstanding job over the past few months in laying out a roadmap for this reformation and I look forward to working with her, and the rest of the Undergraduate Academic Advising Council, to achieve her vision over the remainder of the year.

I also serve on the Retention Steering Committee, Miami 20/20 Target Goal Team Dynamic Organizational Design, and the Miami Plan Redesign Team. I believe that each of these groups has had their unique challenges but I can confidently say I believe that each of them are on the right track.

In the coming weeks, the Associated Student Government will be combing through applications and holding interviews to regrettably replace our current senior Student Trustee, Lot Kwarteng. Our Chief of Staff to the Student Body President, Forrest McGuire, will be chairing and conducting the search. I will have the names of our nominees to Governor Kasich at the next Academic and Student Affairs Committee meeting.

Love and Honor,

Nicholas M. Miller


**UNIVERSITY SENATE**

Raymond Gorman, Secretary, University Senate  
 University Senate Website: [www.muohio.edu/senate/](http://www.muohio.edu/senate/)

November, 2012

To: Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs  
 James Kiper, Chair, Executive Committee of University Senate  
 From: Raymond Gorman, Secretary, University Senate  
 Re: Recap of University Senate Actions

The following summarizes items of University Senate business conducted since the Board of Trustees last met on September 21, 2012, and which have exceeded the 10 class-day period during which time Faculty Assembly may challenge Senate action. As noted below, the only Senate resolution which must be presented to the Board of Trustees is SR 13-02, academic department consolidation.

- Curriculum
  - New Major\*
 

NOTE: Per the *Miami University Policy and Information Manual*, Section 11.1.F, Adding a New Major or Program, new majors do not require approval by the Board of Trustees.

    - Biology Major (SR 13-01, 09/10/2012).

\* On November 19, Senate endorsed a proposed pre-medical co-major. This action becomes final only after Senate approves the meeting minutes and following the 10 class-day period during which time Faculty Assembly may challenge Senate action.
  - Academic department consolidation
 

NOTE: Per the *Board of Trustees Regulations*, Article III, Section 5, Educational Program of the University, "the number and designation of (academic) departments shall be determined by the President, subject to approval by the Board".

    - Departments of botany and zoology consolidation into one department, the department of biology (SR 13-02, 09/24/2012).  
 Attached: November 7, 2012, letter stating the Provost's and President's approval.
  - Academic Program Review Process
 

The Academic Program Review Committee, a standing committee of University Senate, reviewed Miami's current process of academic program review and requested Senate's endorsement of the concept to revise the academic review process, making the process a forward-thinking process. Senate resolution SR 13-03 (09/24/2012) charged the Committee to develop specific guidelines by which the academic program review process may be revised and to present a proposal to Senate in order that, if endorsed, the revisions could be implemented during the 2013-2014 academic year. This item of new business will be on a future Senate agenda.

(over)

- Special Reports

Special Reports heard by Senate on the following subjects:

- Miami 2020 Plan
- Responsibility Centered Management (10/22/2012)
- Fiscal Priorities and Budget Planning Committee
- Regional Campuses Transfer of Department – Process Coordinator James Oris
- Fraternity and Sorority Life Update (11/19/2012)
- Academic Integrity Update (11/19/2012)

Attachment



## EXECUTIVE COMMITTEE of UNIVERSITY SENATE

James Kiper, Chair

Steve Wyatt, Chair-elect

University Senate Website: [www.muohio.edu/senate/](http://www.muohio.edu/senate/)

To: Provost Bobby Gempesaw

From: Executive Committee of University Senate  
Raymond Gorman, Secretary, University Senate *RG*

Date: November 7, 2012

RE: Actions of 2012-2013 University Senate Pertaining to SR 13-02, Merger of the Departments of Botany and Zoology.

On September 24, 2012, University Senate approved SR 13-02, i.e., the department of botany and the department of zoology be merged into the department of biology (resolution attached). Per the *Enabling Act of University Senate and Faculty Assembly*, Article Three, the minutes of University Senate must be approved (in this case Senate minutes were approved on October 22, 2012) and members of Faculty Assembly must be given the opportunity to challenge the actions of Senate within a period of ten class days after distribution of the summary of Senate action (in this case on or before November 6, 2012).

The effective date of Senate resolution SR 13-02 is November 7, 2012, as members of Faculty Assembly did not challenge Senate's actions regarding the merger of the departments of botany and zoology into one department.

Furthermore, per the *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs*, Step 6, University Senate recommends to the Provost that per SR 13-02 (attached):

1. the departments of botany and zoology be merged into one department, the department of biology; and
2. the reorganization be fully implemented by the fall semester of the 2013-2014 academic year.

Furthermore, per the *Board of Trustees Regulations*, Article III, Section 5, Educational Program of the University, "the number and designation of (academic) departments shall be determined by the President, subject to approval by the Board."

- over -

**Approval of the Provost and Executive Vice President for Academic Affairs**

I, Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs, approve/do not approve University Senate Resolution SR 13-02 (attached):

Approve	Do Not Approve	Senate Resolution	Description
✓		SR 13-02 (attached)	Departments of botany and zoology be merged into one department, the department of biology; and that the reorganization be fully implemented by the fall semester of the 2013-2014 academic year.

*Bobby Gempesaw*

\_\_\_\_\_  
Bobby Gempesaw, Provost

*11/7/2012*

\_\_\_\_\_  
Date

Please forward the Provost's recommendation to the President with a copy to Raymond Gorman, Secretary of University Senate.

**Approval of the President**

I, David Hodge, President, approve/do not approve University Senate Resolution SR 13-02 (attached):

Approve	Do Not Approve	Senate Resolution	Description
✓		SR 13-02 (attached)	Departments of botany and zoology be merged into one department, the department of biology; and that the reorganization be fully implemented by the fall semester of the 2013-2014 academic year.

*David Hodge*

\_\_\_\_\_  
David Hodge, President

*11/8/12*

\_\_\_\_\_  
Date

Please forward the President's recommendation to the Board of Trustees with a copy to Raymond Gorman, Secretary of University Senate.

Attachment: SR 13-02

c: James Kiper, Chair, Senate Executive Committee  
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

**SR 13-02**

Whereas, the department of botany and the department of zoology have voted to merge the two departments into the department of biology;

Whereas, the merger has the support of the chairs of the departments of botany and zoology, the dean of the College of Arts and Science, the Council of Academic Deans, and the Provost; and

Whereas, the requirements of Senate Resolution SR 08-09, *Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs*, have been fulfilled;

THEREFORE, BE IT HEREBY RESOLVED that University Senate endorse and recommend to the Provost that the department of botany and the department of zoology be consolidated into one department, the department of biology; and

FURTHERMORE, BE IT HEREBY RESOLVED that the consolidation be fully implemented by the fall semester of the 2013-2014 academic year.



## **Student Affairs Update Academic and Student Affairs Committee Board of Trustees December 2012**

### **Multicultural Student Leadership Conference**

On September 7-8, Miami University had its first Multicultural Student Leadership Conference. This program was created to bring together students who do not identify with the predominant culture at Miami University to talk about leadership and who they are. The two main keynote presenters for this conference were Jon Covington who is the president of the Men of Color in the Industry and actor and producer Fonworth Bentley. During this two day conference the total number of participants was 125 students. Friday there were 64 participants. On Saturday there were 61 participants.

### **New Internship Program**

The Inside Scoop internship program held October 30. Nearly 200 students attended the event and had the opportunity to network with 30 current Miami students who have had internships. These students represented over 25 majors and over 35 companies/organizations including but not limited to: *Miami University Undergraduate Summer Scholars, Make A Wish Foundation, Lorenz Educational Press, Target, John Carroll University, Nashville Predators, Proctor and Gamble, and GE.*

### **National Hazing Prevention Week**

Miami University recognized National Hazing Prevention Week September 24-28, 2012. Among the awareness campaigns and programming was an opportunity for organizations to make a public pledge against hazing. The keynote speech, "ResponseAbility" was presented by national speaker, Mike Dilbeck. He helps students transform their values into action and understand how seizing upon an opportunity to act can dramatically change their campus community.

### **Director of the Armstrong Student Center**

After a national search Dr. Katie Wilson was selected as the Director of the Armstrong Student Center. She will begin her duties in January 2013. She is currently the Senior Director of Student Engagement.

### **Career Fair**

The 2012 Fall Career Fair was held in Millett Hall on September 19. Nearly 240 employers attended, which broke the previous record of 218. Over 2,700 students participated in the fair, with many being interviewed by employers on the day after

the fair in Millett, and on Friday in Hoyt Hall. On-campus recruiting will continue through spring. A sampling of photos from the fair can be found at: <http://photobucket.com/cf 2012>

### **Endowments**

Student Affairs has received several recent endowments including Ciccarone Family Student Leader/Alumni Connection Fund, Manchester Scholarship, Parent Fund Endowment, and the Mary Evans Student Government Leadership Fund among others.

### **Associate Vice President/Dean of Students**

Dr. Susan Mosley Howard has requested a leave of absence as she prepares to transition back to the faculty where she will serve as Chair and Professor in the Department of Educational Psychology. Dr. Mike Curme will serve as Interim Associate Vice President/Dean of Students for the spring semester.

## **Retention Steering Committee Report Fall, 2012**

Retention and degree completion have taken on more significant roles as measures of individual and institutional success. Globally there is growing demand for highly educated and skilled work forces. This can be seen in our state and national agendas around degree attainment. Miami University has had enviable records of retention and graduation rates throughout its recent history; however, as a premier undergraduate institution we aspire to do better.

The Steering Committee for Retention and Graduation was established by President David Hodge in June 2011 for the purpose of increasing “the retention rate for undergraduate students particularly at the end of the first and second years, and thereby attaining a six-year graduation rate of 85%” as stated in Recommendation 36 of the Strategic Priorities Task Force. In his invitation to the committee the President stated, “This recommendation is a cornerstone for our future success. In order to meet this high goal, we will need to think even more purposefully, and act with even more intentionality, in creating an educational experience that is second to none. “

Since June 2011 the steering committee has engaged in extensive discussions, reviewed existing research and campus reports, conducted original research and focus groups, examined existing predictive tools, and develop a comprehensive review of the university’s interaction with students from application through the first year on campus.

The Retention Committee has developed a strategic plan to address these issues. Central to this plan is the consensus judgment that retention and student success must be imbedded as a key element in the Miami culture.

### Target Goals

1. Develop and enhance support for first and second year students.
  - Create a University Academic Scholars Program
  - Create a University Studies Program for undecided students
  - Develop a “Pathways to Oxford” Program to recruit and retain waitlisted students
  - Create new forms of support for at-risk students
  - Review, revise and refine need and merit based financial aid strategies
  - Simplify general education and divisional requirements
  - Develop Enrollment Center
  - Increase student involvement in high impact activities
2. Promote university-wide understanding of retention and one’s role in promoting it across the institution.
  - Develop communications and workshops for classified staff
  - Develop a clear message for the President’s Executive Council
3. Promote a well-coordinated organizational structure focused on retention and student success.
  - Create a coordinated structure for overseeing and advancing retention
4. Cultivate data-informed decision-making and assessment of retention efforts.
  - Develop clear outcomes and an assessment plan
  - Identify interventions for students with over 120 credits but have not graduated

5. Develop a comprehensive approach to academic advising.
  - Create comprehensive plan for continued development of advisors
  - Implement advising excellence awards
  - Develop a comprehensive plan to assess academic advising
  - Create a plan to leverage technology and data more efficiently
  - Enhance or develop new communications
  - Pilot new advising model for high-risk students
  - Create a grade repeat policy

Retention data, reports on surveys and focus groups and other materials have informed, and will continue to inform, decision-making of the steering committee. Analysis and extensive discussion of all of these materials form the basis for the Strategic Plan.

Based on data provided by the Office of Institutional Research, the committee defined students who may be at-risk for being retained at the desired increased level as those who have two or more of the following characteristics:

- First generation college status
- Miami Access student
- Student who do not declare a major (Undeclared/University Studies)

The first to second year retention rate for all students is ~88-89%, but ranges from ~78-85% for at-risk populations. This specific population also includes a larger proportion of multicultural students. Therefore, decreased retention for students facing the above listed potential barriers of at-risk students also negatively affects the overall diversity of our student population.

Student survey data identified three broad areas that contribute to attrition: financial, social/personal and academic. Informed by analysis of the retention and survey data, and other resource materials referenced above, the Retention Steering Committee has identified target goals, objectives, measurements, responsible parties, as well as a time line for accomplishing the goals. The metric we will use to determine success is an increase in the overall university retention rate of 2 percentage points.

The most recent information on retention and graduation rates was reported in November 2012. The Oxford campus had a retention rate for the 2011 cohort of 89% and a six-year graduation rate of 80%.

***Future initiatives or programs should encompass three broad areas: financial, social/personal and academic, since these have been identified as the most salient reasons for leaving the University.***

Additionally, the Retention Steering Committee will continue to work with the Office of Institutional Research to monitor and analyze data on non-returning students, students identified above as “at risk” and provide advice and support for other initiatives that will improve retention through the formation of working groups that will focus on specifically identified issues, activities or groups. These working groups will report back to the steering committee to coordinate future initiatives.



MIAMI UNIVERSITY

# Steering Committee for Retention and Graduation

Established by President David Hodge in June 2011

# *The Charge*

- Increase “the retention rate for undergraduate students, particularly at the end of the first and second years, and thereby attain a **six-year graduation rate of 85%.**”



# Members

**Barb Jones**, Vice-President, Student Affairs, Co-Chair

**Phyllis Callahan**, Dean, CAS, Co-Chair

**Rosalyn Benson**, Asst Dean, Chief Div Advisor (SCA)

**David Ellis**, Associate Vice-President, Budget & Analysis

**Gwen Fears**, Associate Dean of Students

**Carolyn Haynes**, Interim Associate Provost

**Michael Kabbaz**, Associate VP, Enrollment Management

**Brian Kirkmeyer**, Asst Dean and Instructor (SEAS)

**Denise Krallman**, Director, Institutional Research

**Marti Kyger**, Asst Dean, Director Div Advising (FSB)

**Nicholas Miller**, Student Representative

**Susan Mosley-Howard**, Dean of Students

**Carl Paternite**, Associate Dean, CAS

**Ron Scott**, Associate VP, Institutional Diversity

**Jeff Wanko**, Associate Dean, EHS

## Past Members

**Melissa Chase** (EHS)

**Brandon Patterson**, Student Representative

**Maggie Reinhart**, Student Representative

**Beverly Thomas**, Budget and Analysis

**Doug Troy**, Associate Dean (SEAS)



# *At Risk Groups*

<b>58</b> First Generation and Undeclared	81.0% Retention	19.0% Attrition
<b>138</b> First Generation and Miami Access Initiative	78.3% Retention	21.7% Attrition
<b><u>297</u></b> First Generation and low ACT scores	82.5% Retention	17.5% Attrition
<b>493 “At Risk” Students</b>		





# Approach

**Objective** = Increase in Retention Rate of 2% Points (~70 students)

Identified:

- Specific target goals
- Objectives
- Metrics (ways to measure success)
- Responsible parties AND
- Time line for accomplishing the goals

# Goal 1

## Develop and Enhance Support for Entering, 1<sup>st</sup> & 2<sup>nd</sup> Year Students

- University Academic Scholars Program
- Special Advising for University Studies Program
- The Oxford Pathways (TOPs) -> increase number of relocation students; ease transition
- New Forms of Support:
  - ❖ Academic support for 1<sup>st</sup> year students and faculty in 1<sup>st</sup> year classes
  - ❖ Revise financial aid strategies
  - ❖ Simplify curriculum
  - ❖ Enrollment Center -> virtual service center
  - ❖ Increase student involvement in high impact curricular & co-curricular activities



# *Goal 2*

## **Foster Understanding of Retention and One's Role in Promoting It**

- Retention is a University-Wide Commitment
  - ❖ Offer student-centered workshops for staff
  - ❖ Clear message from PEC to their individual units



# *Goal 3*

## **Promote a Well-Developed Organizational Structure that Fosters Retention**

- **Form a smaller Retention Steering Committee to oversee and advance retention goals and objectives**
- **Create working groups with specific charges**



# Goal 4

## Cultivate Data-Informed Decision-Making and Assessment of Retention Efforts

- RSC partners with the Institutional Analytics Registrar & Retention (IARR) Project to:
  - ❖ Coordinate data needs across campus
  - ❖ Develop clear outcomes and assessment plan to promote continuous improvement
- Develop intervention strategies for students at more than 120 credit hours

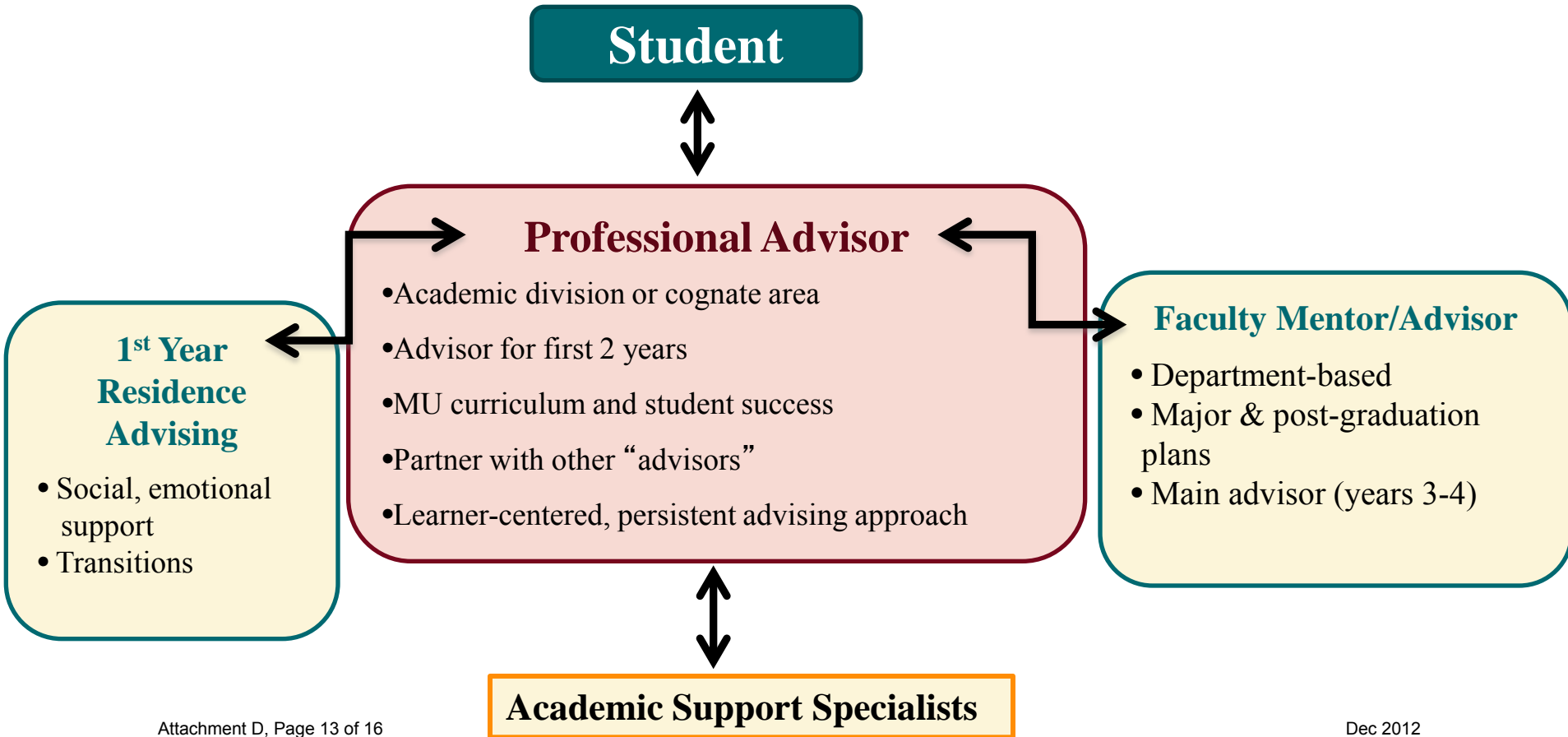
# Goal 5

## Develop a Comprehensive Approach to Academic Advising

- Create a comprehensive plan for continued professional development of advisors
- Implement the advising excellence awards
- Develop a comprehensive plan to assess academic advising more broadly
- Leverage technology and data more efficiently, effectively and consistently
- Make degree requirements more clear and comprehensible to students and advisors
- Create a grade repeat policy
- Pilot a new advising model



# Advising and Academic Support



# Next Steps

## Form Steering Committee with Representation from:

Unit	Current Member
❖ Academic Affairs	Callahan
❖ Advising	Haynes
❖ Analytics	Kabbaz
❖ Budget	Ellis
❖ Enrollment Management	Kabbaz
❖ Multicultural	Scott
❖ Regional Campus Representative	To be named
❖ Student	Miller
❖ Student Affairs	Jones
❖ Transitions (1 <sup>st</sup> and 2 <sup>nd</sup> year)	Fears



MIAMI UNIVERSITY



# *Next Steps*

- Identify Reliable Predictors and Identify Risk Factors by Tracking:
  - ❖ GPA - completed hours
  - ❖ Mapworks data - determine specific characteristics (markers)
  - ❖ In state and out of state
  - ❖ Financial aid and % of need met
  - ❖ Family income
  - ❖ First generation
  - ❖ Access students
  - ❖ Parent educational attainment
  
- Connect to National Student Clearinghouse (NSC) Data to Track Students



# *Next Steps*

## **Working Groups:**

- ❖ Focus on high risk populations (1<sup>st</sup> Generation, Miami Access, Undeclared/University Studies)
- ❖ Identify strategies and responsible unit(s) to address major causes of attrition
- ❖ Representatives from appropriate units

**1. Academic:** *Academic Divisions, Advising, Regional Campuses*

**2. Financial:** *Financial Aid, Budget Office, Analytics/Enrollment Management.*

**3. Social/Personal:** *Student Affairs, Health Center, Student Organizations, Advising*



## Career Services Report—November, 2012

1. Sheila Curran was engaged by Barb Jones and Scott Walter to conduct an assessment of the career services office in late spring, 2012. Ms. Curran is the former Executive Director, Career Services at Duke University and is a leading consultant at institutions of higher education. Her assessment included a one-week site visit and interviews with multiple campus stakeholders. It also included an analysis of comparable career services data from peer institutions and the National Association of Colleges and Employers. The assessment yielded ten key recommendations:
  - Articulate a clear vision and mission, and ensure strategic goals aligned with the university's long-term strategy plan
  - Create a robust career community
  - Restructure the career services office and create higher levels of performance and accountability
  - Develop a long-range employer and internship development plan
  - Design and enhance a broad-based on-campus and off-campus internship program
  - Establish a joint career services/first year advisor program to expand the career planning process
  - Enhance collaborative relations with schools, divisions and departments
  - Increase career services visibility on campus
  - Expand the peer advising program
  - Increase the relevance of credit-bearing career courses
  
2. The office subsequently completed an assessment of core competencies, organizational capacity and operational priorities. Seven task forces were then chartered to implement the consultant's recommendations and related career services office goals, and to ensure alignment between Miami 2020 and the career services improvement plan. Draft proposals from each task force will be submitted to Barb Jones and Scott Walter in early December. The status of the task forces are as follows:
  - Career Services Mission and Vision—Draft document and scorecard complete
  - Alumni Integration into Career Services—Draft document due November 16
  - Strategic Career Services Communication Plan—Draft plan complete
  - Model for Collaboration between Career Services and Campus Stakeholders—In process; draft document will be complete by December 3
  - Expanding Linkages between Career Services Programming and Job Search Resources—Operational improvements are in implementation phase. Expanding Linkages between Career Services and LLCs—Draft document complete
  
3. A total of 2,953 Oxford campus students who received a bachelor's degree during the 2011-2012 academic year participated in the annual graduation survey and achieved an 85% response rate. The majority of participants (82%) completed the survey during the month immediately prior to graduation. The survey included specific questions concerning post-graduation employment. The results, as tabulated by the Office of Institutional Research, are as follows:

When asked what they plan to do the following fall, 74% of students reported that they plan to work.\*

- 56% plan to work full-time in their field of study

- 15% plan to work full-time outside their field of study
- 10% plan to work part-time
- 2% plan to serve in the armed forces

In addition, 26% of students plan to attend school the next fall.\*

- 20% plan to attend graduate school
- 5% plan to attend professional school
- 2% plan to pursue additional undergraduate study

Among students who are currently looking for employment:

- 41% have accepted an offer of employment or are already working at the company where they will be employed after graduation
- 14% have received at least one offer of employment but have not yet accepted a position
- 46% have applied for at least one job, but have not yet received any offers

Among students who have accepted an offer of employment or who are already working at the company where they will be employed after graduation:

- 3% reported an estimated salary of less than \$20,000 per year
- 3% reported an estimated salary of \$20,000 - \$29,999 per year
- 16% reported an estimated salary of \$30,000 - \$39,999 per year
- 30% reported an estimated salary of \$40,000 - \$49,999 per year
- 31% reported an estimated salary of \$50,000 - \$59,999 per year
- 11% reported an estimated salary of \$60,000 - \$69,999 per year
- 5% reported an estimated salary of \$70,000 or more per year

\*Participants were allowed to select more than one option.

4. The fall fair attracted the largest group of employers in the history of the event, with 240 firms and over 2,700 students in attendance. On-campus recruiting activity this year has also been strong with 227 employer visits, 2,110 interviews and 1,390 job postings. In addition, nearly 300 mock interviews have been conducted. Employer evaluations of the fair and on-campus recruiting have been positive.
5. An inventory of practiced learning experiences in the 2011-2012 academic year was completed, based on sample of experiences by division. The survey showed that nearly 19,500 learning experiences were provided, including internships, practica, clinical observations, faculty supervised research projects, student teacher placements, client-centered projects, studio projects, student employment, Honors and Scholar Leader activities, and service learning. The data has been incorporated into the proposed reorganization of career services.
6. New programs, designed to expand job search capabilities, were implemented this fall, including, a virtual West Coast career fair (additional regional fairs are being planned for the spring); a regional higher education expo for employers;; an inaugural alumnus-in-residence event in the sports leadership and management program (two other events are planned in CAS in the spring); LinkedIn and CareerShift workshops; a career services boot camp for CAS faculty; expanded major-specific job resource links on the career services Web site; a "reverse career fair" for employers highlighting 11 CAS majors; and a peer-to-peer internship information event. A student career development certificate will be proposed for the 2012-2013 academic year; the Parents' Council has expressed an interest in supporting the program with a grant.
7. Year-to-date, 237 career service workshops have been held, attended by 10,050 students.

### 2012 Fall Career Fair Data

	CF 2012	CF 2011	Percent Change
	2722	2348	15.93%
SEAS	319	251	27.09%
CAS	620	515	20.39%
EHS	114	55	107.27%
FSB	1631	1498	8.88%
SFA	25	19	31.58%
Exchange	4	0	N/A
Regional	9	10	-10.00%

#### CF 2012 by Student Year

Freshman	9	0.33%
Sophomore	419	15.39%
Junior	946	34.75%
Senior	1236	45.41%
Alumni	51	1.87%
#N/A	61	2.24%
	2722	

# Career Services

## Board of Trustees Report



MIAMI UNIVERSITY

## Career Services Assessment

- **Third-party consultant completed assessment**
- **The assessment yielded 10 key recommendations**
- **Seven career services task forces were formed to implement recommendations and related projects**
- **Final task force proposals will be reviewed by Student Affairs leadership in December**



## 2011-2012 Graduation Survey

- Nearly 3,000 bachelor degree students and 85% response rate
- 26% plan to attend graduate or professional school
- 41% have accepted an offer of employment; 14% have at least 1 offer, but not yet accepted a position
- 46% have applied for at least 1 job, but not yet received an offer
- 93% report salary of \$30,00 or more





## Fall Career Fair and On-Campus Recruiting

- Record-setting career fair, both in employers and students
- Robust on-campus recruiting--227 employer visits, 2,110 interviews and nearly 1,400 job postings
- Nearly 300 mock interviews



## Sample Practiced Learning Inventory

- Surveyed divisional activity in 2011-2012
- Approximately 19,500 learning opportunities
- Reported activities included internships, service learning, clinical observations, faculty-supervised research, student employment, service learning, Honors and Scholar Leader, and client-centered projects



## Expanding Employment Opportunities

- Focus on non-business and engineering majors
- Virtual, regional and reverse career fairs
- Alumni-in-Residence events
- LinkedIn and CareerShift
- Expansion of major-specific job sites and job search presentations
- Faculty boot camps
- Student career development certificate



## Sexual assault prevention education and awareness at Miami University

Miami University takes the safety of our students seriously. Miami strives to create an environment and culture that is safe for all community members and is respectful of all individuals. Our programming starts with orientation in early summer for incoming students and their parents and extends into the first semester.

### Orientation

For at least seven years, students and families saw a skit that focuses on alcohol and sexual assault and participated in follow-up discussions. Currently entering students and their families participate in conversations about alcohol and sexual assault and personal responsibility regarding those topics. The students also attend debriefings with staff and SOULS (student orientation leaders) on related topics.

This year, conversations in evening programs with parents and students together covered sexual violence and alcohol. They hear from [Miami's Office of Equity and Equal Opportunity](#) (OEEO) about Title IX requirements, protocol for addressing and reporting offenses, as well as consequences for violations, and statistics about crimes on relatively sized campuses. Miami police discuss sexual assault prevention and other safety information with families. They make it clear that they take assault seriously and promise to treat those who report such crimes with respect and dignity.

### Start of the School Year

Personal safety and responsibility are among reminders mentioned in the [dean of students'](#) letter that goes out to all students before classes start each semester.

Within the first month of school, first-year students complete [alcohol.edu/sexualassault.edu](http://alcohol.edu/sexualassault.edu), an interactive online program that shows students consequences of choices they make. A hold is put on their second semester registration until they complete the program.

Programming is available to student groups throughout the year.

For off-campus students, volunteer employees and town residents perform walkabouts before classes start, personally delivering information on safety and alcohol.

### Residence hall resources

Residence hall safety begins with the existence of RAs on duty, the adviser on duty, electronic door locks, an escort policy, outside doors being alarmed and programmed to sound if they are propped open.

- 1) All residence life staff, including RAs, receives information and training on sexual assault and resources, OEEO, and Clery Act reporting obligations. The Behind Closed Doors activity involves a number of scenarios related to these issues, and staff from the Miami University Police Department (MUPD) and Student Counseling Services assist in this training.
- 2) All staff and 7,200 living-on-campus students received flipbooks that include information about sexual assault prevention as well as how to file a complaint and what to expect from the university.
- 3) RAs speak with students in their corridors at the start of the year about issues of campus safety (e.g., not walking alone) and resource availability.
- 4) 3,008 first year students went through the fire safety fairs held this year, in which MUPD, has one of the stations where students stop to hear more information about safety, not just fire safety, and 2,396 first year students completed the online fire safety training this year either prior to arriving or during the first week.
- 5) Bulletin boards in the halls on safety, alcohol, sexual assault resources exist. Each residence hall – 36 – has at least one, and likely there are multiple boards ones that have existed from August to now throughout the halls.

6) Based on programs submitted so far this fall, there have been 25 programs related to issues of safety, sexual assault, and alcohol education. Many have involved the Men Against Rape and Sexual Assault (MARS) and Women Against Violence and Sexual Assault (WAVES) groups and the MUPD.

7) The Residence Hall Association has done its annual lighting/walking check this fall, and this year, it included two walking tours at night around the Western campus construction sites, with the first being what improvements needed to occur and the second being a check on the improvements that were done. A small group of students/staff accompanied the residence life director and representatives from physical facilities.

8) When RAs are on duty and safety issues are brought to their attention, they are trained to respond, including submitting maintenance requests.

### **Special programming**

Intercollegiate athletics provides sexual assault prevention classes within our KNH112 class for freshmen student-athletes, led by Dr. John Ward and the WAVES coordinator.

Every team meets with MARS and WAVES annually for more specific programming geared toward that team's specific needs, be it alcohol education, identifying risk-taking behaviors, counseling, etc.

Every team meets with our NCAA compliance staff at the beginning of the year for NCAA rules education, but we also provide education on resources – where to go, who you can talk to.

The athletic academic support staff office (Gross Center) displays materials for sexual assault awareness and resources in the lobby area for student-athletes and staff.

The Miami [Women's Center](#), in addition to providing a welcoming, safe space for all genders and a space for learning about women's and gender issues, offers many resources and programming including this semester's screening of "The Invisible War."

The university's Disciplinary Board receives training on sexual assault.

Miami police offer self defense classes (for a fee).

Students Affairs has begun offering "I've Got Your Back" bystander training to student groups to make students aware of the importance of speaking up or intervening when they see dangerous or unacceptable behavior.

### **Title IX efforts**

- ▶ Our Title IX Coordinator- Kenya Ash, Interim Director of Office of Equity and Equal Opportunity
- ▶ Deputy Title IX Coordinator for Student Sexual Assault- Dean of Students- Dr. Susan Mosley-Howard
- ▶ Deputy Title IX Coordinator for Athletics- Ms. Jennifer Gilbert, Associate Athletic Director
- ▶ Task Force Title IX – sexual assault: This task force is charged with soliciting input and crafting steps that can be taken to address climate-related issues connected with sexual assault & violence. An action-based report addressing these issues from the Title IX task force is due by the end of this semester. There will be a publicly distributed briefing paper based upon this report released in December, 2012.
- ▶ We are working on creating a Title IX website.

### **Staff and faculty assistance**

A university official who has significant responsibility for student and campus activities is designated a campus security authority. They are responsible for reporting of a crime that they become aware of, including sexual assault/sexual violence, to the MUPD immediately.

Miami's Institutional Response Team (IRT) meets to plan and test safe practices for students and employees. The IRT alerts the community to personal crimes including sexual assaults.

A variety of faculty teach gender studies courses.

### **Peer educators**

Miami's HAWKS – Health Advocates for Wellness, Knowledge and Skills provide programming on healthy relationships and safe sex among other topics.

The MARS and WAVES groups lead programs to promote student awareness responsibility and safety for residence halls, students groups and athletic teams.

A student group, the F-word ("Feminists Working on Real Democracy," formerly the Association for Women Students), promotes sexual assault awareness through its "Take Back the Night" event and other efforts.

### **Safety-Related Transportation**

We remind students throughout the year to use two options to get them home safely from Oxford.

Miami funds a free Nighttime Door-to-Door van service (6 p.m. until 2 a.m. M-W and until 4 a.m. Th-Su) for students. Call (513) 593-2716 for this service.

The [Miami Metro](#) is free for students and runs until 1 a.m. Su-Th and until 3 a.m. F-Sa.

### **Online resources**

Miami maintains advice, resources and reports related to sexual assault and other personal crimes on the [Campus Safety and Security page](#), which has several links to emergency information, sexual assault definitions and statistics, an acquaintance rape resource guide, and more.

WAVES is promoting the [Circle of 6](#) phone app as a resource for students to use when they are in a potentially unsafe situation.

Miami police promise to treat sexual assault victims with courtesy and dignity and spell out what happens when they report a crime on the [police website](#).

### **Response to Rape Flyer**

#### **Background:**

A flier titled "Top Ten Ways to Get Away with Rape" was found in a men's restroom in a residence hall the evening of Oct. 8. In addition, there were acts of vandalism found in the same corridor.

#### **Miami's response:**

Miami University finds this act and the message reprehensible. Miami University strives to create an environment and culture that is safe for all community members and is respectful of all individuals. Miami's mission to develop successful students and model citizens is not reflected in this act, which may be the work of one person. "I was shocked when I saw this flier. This doesn't belong on this campus or any campus," said Barbara Jones, vice president for [student affairs](#). "The university takes this incident seriously and we are acting accordingly."

After learning of the anonymously posted flier, Miami officials called a mandatory meeting of all males in the hall.

In addition, these actions were taken with respect to this incident:

- The flier was immediately taken down and reported to authorities.
- The MUPD and OEEEO received a copy of the flier from Miami's [office of residence life](#)
- A police report was filed and Miami University investigated. The Butler County prosecutor's office accepted a guilty plea to disorderly conduct instead of going to trial. The student is no longer enrolled at Miami.
- Miami's [Office of Ethics and Student Conflict Resolution](#) (OESCR) investigated. The OESCR can take action if a student is found to have violated Miami's Student Code of Conduct. Potential code of conduct sections violated by the creation and posting of this flier and related damage in the corridor include section 103B – mental abuse or harm; section 104 – damage to property; and 113 – disorderly conduct.

Potential sanctions for a student found responsible for violating these sections include removal from the residence hall, mandatory educational programs and suspension.

- Miami communicated with residence hall staff to gather any relevant or additional information
- Miami's police chief, with agreement of the dean of students, has increased campus police presence in the hall

#### **Communication with male students in the hall:**

Staff who spoke with students at the hall meeting represented the MUPD, the office of residence life, Miami's [student counseling service](#) and a student representative of MARS.

They spoke with students in the affected corridor about how the flier represents the residents as men in our society, their families and friends, their views on women, and Miami University. Further, they discussed with all male students in the hall how to stop such behavior, the effects of vandalism, creating and maintaining a healthy and safe environment for everyone, and the bystander effect of actions on a community. They also provided information on relevant programs and actions.

#### **Additional Actions:**

Posting about the flyer on myMiami

Link to information sent to Parents through the Parent Newsletter

Letter from the President to the campus

Series of Town Hall Meetings

Title IX Task Force appointed with report due by the end of the semester

#### **On-going resources:**

[Miami University's Women's Center](#), MARS, and WAVES offer programming, information and support. The goal of these resources is to educate, create awareness about and prevent sexual assault and violence. Updated safety and security information is posted on Miami's [Campus Safety and Security website](#).

# Sexual Assault Prevention And Response



MIAMI UNIVERSITY



# Education

- Orientation
- [Sexualassault.edu](http://Sexualassault.edu)
- Residence Hall Programming
- MARS and WAVES
- Women's Center
- Bystander Training
- Athletic Programming



# Prevention

- Emergency Call Boxes
- Night Time Door to Door
- Annual Campus Lighting Walk
- Campus Police Self Defense Class
- Key Card Access to Residence Halls



# Response

- Title IX
- Support for Victim and Accused
- Referrals for Other Support-Medical, Academic, Emotional, Alternative Living Arrangements
- Prevention of Retaliation



**The Office of Community Engagement and Service (OCES),** Hanna House, 219 E. Spring Street

**Recipient of the 2012 President's Higher Education Community Service Award**

**Awarded the Carnegie Elective Classification for Community Engagement in 2010 – valid until 2020**

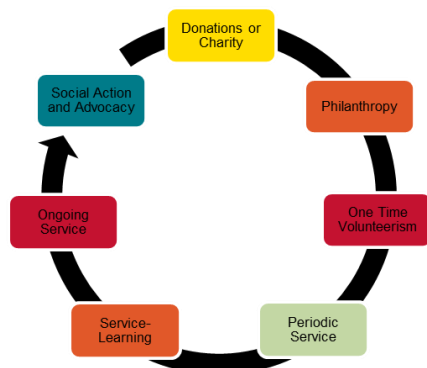
**Mission:** To be a catalyst for mutually beneficial campus and community partnerships.

**Personnel and Budget:**

- Three FTE, Two .5 FTE, One Temporary FTE, One Grant-funded FTE, One Graduate Assistant
- E&G Funds (annual support budgets): \$20,500
- Non E&G Funds (annual contributions): \$27,100
- Service-Learning Course Fee (annual average): \$55,000
- **Total: \$102,600**

**Our partners:**

- On-campus: Divisional partnership offices, faculty, students and their organizations
  - Urban Teaching Cohort, Opening Minds through Art, Miami Connections, Center for Community Engagement in Over The Rhine, ComMUity and others
- Off-campus: Over 100 local agencies, City of Oxford, and schools (Talawanda, Hamilton, Middletown, and Cincinnati districts)
  - Issue areas: Animal Welfare, Children and Youth, Disability Services & Rights, Education, Environment, Health & Well Being, Housing & Homelessness, Hunger & Food Access, Older Adults, Poverty Alleviation, and Social Action



**The Continuum of Engagement**

OCES offers the full spectrum of engagement. We are dedicated to meeting students where they are in terms of interest and commitment. We encourage students to follow their passions and also explore new ways to impact their communities.

**Examples of how OCES assists students at each point of entry in the Continuum:**

- **Donations or Charity** – Aid student organizations in coordinating donation collections
  - 5-10 Food and Necessity Drives per academic year
- **Philanthropy** – Coordinate Pledge A Meal (annual event) that benefits area food pantries
  - Fall 2012: 2196 pledges, raised \$4.11 per pledge. Total: \$9,025
  - Fall 2011: 1670 pledges, raised \$3.73 per pledge. Total: \$6,630
- **One Time Volunteerism, Periodic Service**
  - See 'Other Complimentary Services/Programs,' below.
- **Ongoing Service**
- **See, also, 'Other Complimentary Service/Programs,' below.**
  - **Adopt A School** Volunteers/Tutors
    - 597 volunteers, 24 sites, 824 placements, 8240 hours (since Fall 2011), value of volunteer time\* = \$179,550
  - **America Reads and America Counts** (Federal Work Study) Tutoring Programs
    - 156 tutors, 16 sites, 623 placements, 6230 hours (since Fall 2011), value of volunteer time\* = \$135,752

- **Service-Learning**
  - Opportunities for academic Service-Learning coordinated through SL designated courses
    - 14 courses in multiple sections each semester, 731 students, 24 sites, 805 placements, 8050 hours (since Fall 2011), value of volunteer time\* = \$175,410
- **Social Action and Advocacy (including Neighborhood Responsibility)**
  - **Walkabout** – annual event to welcome students back and educate them about responsible behavior
    - Contacted 958 students in off-campus housing units in the Mile Square (Fall 2012); 119 volunteers, 238 hours, value of volunteer time\* = \$5,186
  - **Sharefest**- annual end of year service and environmental effort encouraging Miami students to donate usable furniture, food, and clothing to area social service agencies
    - 36 residence halls, 200 off-campus student housing locations; 668 pieces of furniture donated and countless pounds of clothing, shoes and other miscellaneous small items (Spring 2012); 170 volunteers, 1900 service hours, value of volunteer time\* = \$41,401
  - **Community K'Nexions Dinners** - co-hosted with Second Year Programs to help sophomore students in fraternity houses and other off-campus housing better understand the broader Oxford community and find potential ways to engage locally.
    - 2 dinners annually, 73 community members and 95 students participated (Fall 2012)
  - **The Social Action Center** (student leadership)
    - Examples of activities: Activist Training and Ohio Benefit Bank (16 trained counselors)

#### **Other Complimentary Services/Programs offered by OCES:**

- **Volunteer Fair** (annual event)
  - Participating agencies – average 35, Participating students – average 250
- **MUVolunteers list-serv and the HUB**
  - Over 800 subscribers are e-mailed a weekly list of opportunities.
  - One-time Volunteerism, Periodic Service, and other Ongoing Service (see Continuum above)
    - Over 50,000 hours (since Fall 2011), impacting over 50 agencies, value of volunteer time\* = over \$1,090,000
- **WST103/203 – Service-Learning Foundations Course**
  - Course typically offered in partnership with Western Program, Spring semester. Enrollment average: 20
- **EMPOWER/SJS 165 – Social Issues Foundations Course**
  - Nine week course offered in partnership with Social Justice Studies. Enrollment average: 25
- **Urban Plunges**
  - EMPOWER students and other students served in Over-the-Rhine (Cincinnati), Hamilton, Middletown, Cleveland, and Dayton, OH; partnering with 19 schools and community agencies to ensure that an authentic community need was met.
    - 13 plunges (since Fall 2011), 127 students, 455 hours, value of volunteer time\* = \$9,914
- **Transportation**
  - OCES maintains a fleet of rental (average 4) and University (7) vehicles to transport students to service sites. The fleet is utilized by several hundred students each semester on a routine and ad hoc basis.
  - The average cost of operating and maintaining a rental vehicle is \$5,500 per year.
  - The average cost of operating and maintaining a University vehicle is \$2,850 per year.
- **Faculty Advisory Committee on Service-Learning**
  - Ten faculty members representing each academic division and Regionals advise OCES on Service-Learning initiatives.
    - Major Accomplishments: Service-Learning Designation in 2009 and Service-Learning inserted into Promotion & Tenure process in 2012
- **Service-Learning Designation Committee**
  - Five faculty/staff members who evaluate courses that are submitted by faculty for SL designation.

#### **TOTAL IMPACT OF SERVICE COORDINATED BY OCES (SINCE FALL 2011): OVER \$1,650,000**

\*According to Independent Sector, the national 'value of volunteer time' is \$21.79 per hour (for 2011).

## Board of Trustees Academic Affairs-Student Affairs Subcommittee

### First-Year Intervention Results 2011-2012

This report presents annual first-year and second-year intervention data for students earning below a cumulative 2.0 GPA. For 7 years, the Rinella Learning Center, Office of Residence Life and the Office of the Dean of Students have monitored student academic progress. In October, a mid-term check-in is completed with first-year students receiving C-s or below in any singular course. At the end of the fall semester, first-year students are invited to enter the academic intervention process if their semester GPAs are below a 2.0. The intervention process consists of completing an on-line learning assessment, meetings with the first year advisor and a learning specialist, and then assignment to a learning skills course (EDT 110-*Study Strategies for College Success*), academic coaching or a combination of learning supports. As students enter the process, the week of the semester in which they enter is recorded. The 2011-2012 intervention began with 271 first-year students on academic warning in December 2011 (33 students decided not to return for second semester). The 238 students were then instructed to complete the intervention process and 91% (215) completed the process by the end of the spring semester. Close to 60% (141) had a spring term GPA above 2.0, and 36% (87) achieved “good standing” at the end of the spring term intervention experience, however 23% (55) did not improve.

**Table 1. 2011-2012 First Year Pre-Post Intervention Mean GPA Change: By Week Beginning the Intervention Process**

First 5 Weeks	Weeks 6-10	Week 11+	Never
N=157	N=35	N=22	N=23
Average Spring Term GPA Mean	Average Spring Term GPA Mean	Average Spring Term GPA Mean	Average Spring Term GPA Mean
2.26	1.89	2.00	0.98
Mean delta	Mean delta	Mean delta	Mean delta
0.73	0.72	0.45	-0.44

### The Impact of EDT 110

Average GPA of students taking EDT 110 (n=) is 2.28; while those not taking EDT 110 is 1.96.

### Comparison with Previous Years

Table 2 shows the performance and intervention impact for first-year students placed on academic warning (AW). Over the past 5-7 years, about 7% of first-year students have been placed on academic warning after their first-term. About 10% of students on AW leave between first and second semesters. Our data show that the majority of students comply with the intervention, and those who enter the intervention process within the first five weeks generally have a higher or comparable change in GPA to those who enter the process in weeks six through ten. If we had to describe a “typical” student on academic warning, it would be an in-state white male with an ACT of about 24.8. The typical ACT for each cohort of students has been 24 to 25. Between one-fourth to one-third of the students on academic warning are out-of-state students, while around one-fourth

are multicultural students, 10% international and 7% are students in the Scholastic Enhancement Program (SEP). Students taking EDT 110 earn higher GPAs than students not taking EDT 110. Our five-year analysis suggests that the first-year intervention is one effective tool that can be used to assist first-year students with changing their academic warning status to one of “good standing.” For two years now, similar results have been obtained with the second-year intervention.

Table 2. Five-Year Analysis of the First Year Intervention (FYI) Results from Intervention Term

	2008	2009	2010	2011	2012
Number of students placed on Academic Warning (AW)	279	274	246	311	271
Number of AW students who Withdrew	36	35	26	44	33
Number of AW students going through FYI	243	239	220	267	238
% FYI students returning to Good Standing	44%	39%	38%	38%	36%
% FYI students with term GPA above 2.0	60%	52%	57%	54%	59%
% FYI students experiencing a decrease in term GPA	20%	32%	25%	25%	23%
Average GPA of FYI students taking EDT 110	2.55	2.46	2.35	2.23	2.28
Average GPA of FYI students not taking EDT 110	2.03	1.81	1.96	1.92	1.96

### Second-Year Intervention Results 2011-2012

During fall semester 2011, the Rinella Learning Center, Second Year Programs Office and the Dean of Students Office repeated the effort to retain academically at-risk second year students. There were 234 rising-second year students placed on academic probation due to their academic performance in the previous spring semester. Out of the 234 students, 28% (67) did not return for fall term, 9% (21) had grade changes that removed them from probation, 3% (7) were suspended after summer term. There were 139 students who received notification of the intervention process which included one of three options: meet regularly with a Learning Specialist in the Rinella Learning Center; complete a 2-credit hour course, EDT 110: *Study Strategies for College Success*; or engage with and attend at least 10 sessions through the Academic Coaching Program.

#### Impact of Intervention

Of the students targeted, 99% (137) met with an intervention specialist before the end of the semester and 92 successfully completed the intervention plan. This was a division-wide effort with the directors of first and second year programs and nine ORL staff joining the Rinella Staff to conduct the intervention. Twenty-three percent (33) of the students engaged in academic coaching, 30% (43) took EDT 110, and 11% (16) engaged a learning specialist as their intervention. Included below is a breakdown of how students performed over the course of the fall & spring semesters in relationship to their varying engagement in the intervention process.

**Table 3. 2011-2012 Pre-Post Intervention Mean GPAs for Sophomores By Intervention Type**

EDT 110	Academic Coaching	Meet Learning Specialist	<4 Sessions to No Contact
N=43	N=33	N=16	N=49
Average Fall Term GPA Mean	Average Fall Term GPA Mean	Average Fall Term GPA Mean	Average Fall Term GPA Mean
2.42	2.24	2.52	1.63
Average Spring Term GPA Mean	Average Spring Term GPA Mean	Average Spring Term GPA Mean	Average Spring Term GPA Mean
2.10	2.30	2.37	1.99
Retention from Fall 2011 to Spring 2012 Semesters	Retention from Fall 2011 to Spring 2012 Semesters	Retention from Fall 2011 to Spring 2012 Semesters	Retention from Fall 2011 to Spring 2012 Semesters
76%	74%	81%	48%
Status after Spring 2012	Status after Spring 2012	Status after Spring 2012	Status after Spring 2012
54% earned a term GPA 2.0 or higher; 60% returned to Good Standing; 12% maintained on probation; 24% suspended; 3% dismissed	61% earned a term GPA 2.0 or higher; 52% returned to Good standing; 26% maintained on probation; 17% suspended; 4% dismissed	62% earned a term GPA 2.0 or higher; 61% returned to Good Standing; 23% maintained on probation; 12% suspended; 0% dismissed	50% earned a term GPA 2.0 or higher; 46% returned to Good Standing; 25% maintained on probation; 29% suspended; 0% dismissed



## 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
<b>Total First Year Halls</b>	<b>3977</b>	<b>4130</b>	<b>104%</b>	<b>(153)</b>	<b>0</b>

<b>Actual First Year Resident Calculation:</b>	
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)
<b>Total First Year Residents</b>	<b>3,703</b>
<i>(includes 55 A.C.E. students)</i>	

<b>First Year Resident History</b>	
2012-13	3,703
2011-12	3,547
<b>Increase (Decrease)</b>	<b>156</b>

#### 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
<b>Total Upperclass Halls</b>	<b>3161</b>	<b>3211</b>	<b>102%</b>	<b>(50)</b>	<b>0</b>

<b>New Transfer Resident History</b>	
2012-13	221
2011-12	245
<b>Increase (Decrease)</b>	<b>(24)</b>

<b>Upperclass Resident History (including Transfer)</b>	
2012-13	3,638
2011-12	3,681
<b>Increase (Decrease)</b>	<b>(43)</b>

<b>Grand Totals**</b>	<b>7138</b>	<b>7341</b>	<b>103%</b>	<b>(203)</b>	<b>0</b>
One Year Ago	7143	7283	102%	(141)	1

<b>Total Occupancy Increase (Decrease)</b>	<b>113</b>
--	------------

\* Halls Housing Both Upperclass and First Year Students  
Thomson count does not include 8 beds used for language faculty.

## Student Affairs Good News December 2012

### Miami Celebrates 40 Years of Title IX

More than 200 students, staff, faculty, alumni, and community members attended Miami's 40th Anniversary Celebration of the passage of Title IX, the landmark federal legislation prohibiting sex discrimination in education programs and activities that receive federal financial assistance. To honor this important milestone, the Women's Center and Department of Intercollegiate Athletics partnered to bring Nancy Hogshead-Makar, three-time Olympic gold medalist in swimming and currently Professor of Law at Florida Coastal School of Law and Senior Director of Advocacy for the Women's Sports Foundation, to campus October 5-6. Hogshead-Makar spoke on "The Personal, Political and Practical of Title IX".

Buffy Stoll, Director of New Student Programs, received the 2012 Outstanding Research Award from the National Orientation Directors Association (NODA).

<http://www.miami.muohio.edu/news/article/view/17875>

Harmony in Advising Assessment: Surveys of Advisors AND Students. Presented at NACADA (The Global Community for Academic Advising), National Conference. Presenters Buffy Stoll, Tresa Barlage, Kim Ernsting, and Roxann Sommers.

First-Generation Students: Navigating the Worlds of Home and School. Presented at NODA (National Orientation Directors Association), National Conference, Las Vegas, NV. Buffy Stoll presenter.

Creating a Social Media Strategy Grounded in your Office's Mission. Presented at NODA (National Orientation Directors Association), National Conference, Las Vegas, NV. Presenters Buffy Stoll with Shannon Nelson (graduate practicum student).

Confident, Comfortable, Connected & Curious: A Holistic, Developmental Framework for Orientation and Transition Programs. Presented at NODA (National Orientation Directors Association), National Conference by Buffy Stoll.

Gwen Fears served as Lead Faculty Member at the Orientation Professionals Institute for the National Orientation Directors Association. There were 67 new orientation and transition professionals from across the US and Canada in attendance at the 2 ½ day institute in October.

Casey LaBarbera was selected as the Miami University Graduate Associate (GAP) for the National Association of Student Personnel Administrators (NASPA) for 2012-2013. NASPA GAs work collaboratively with other GAs throughout the world to become another communication conduit for NASPA events, publications, and programs offerings within a campus community. Associates also have the opportunity to serve on an unofficial graduate student council, providing another perspective for NASPA student membership.

Junior Rachel Schwarz was elected to one of twelve student leadership positions for the national The BACCHUS Network™ at the BACCHUS General Assembly in Orlando, FL November 4, 2012. Rachel will serve as the Student Advisory Committee (SAC) member for Area 7 comprised of Ohio, Indiana, Kentucky, and Michigan.

Using colorful umbrellas and Skittles to educate fellow students, Miami University of Ohio WAVES (Women Against Violence and Sexual Assault) is the winner of the RAINN Day/Cosmo 2012 Multimedia Contest. The contest is co-sponsored by Cosmopolitan magazine, and the winner will be featured on Cosmo's website.

<http://www.miami.muohio.edu/news/article/view/17872.html>

The Great Lakes Affiliate of College and Universities Housing Officers (GLACUHO) region comprised of schools in Ohio, Michigan, Indiana and Illinois announced awards at its regional conference in Columbus this fall.

Miami University was recognized with the following awards:

Sarah Meaney – Ohio New Professional of the Year

Travis Tucker – Ohio Graduate Student of the Year

Jamie Matthews '10 – Illinois New Professional of the Year

Sarah Joslyn '12 – Case Study Winner Graduate Student Category

Adam Leftin – Case Study Winner Full-time Staff Category

Jelene Grace – Commitment to Campus Safety Award

Vicka Bell-Robinson – Professional Development Award

There were 80 presentations at the conference. Four presentations were presented by staff members from Miami University.

Live Like No One Else – Vicka Bell-Robinson

Be Happy, Be Healthy, Be Well, But How – Jamie Workman

Working with International Students from China – Sarah Meaney and Meagan Hagerty

Do you see what we see...Color? Do you know hear what we hear...Recruit? Do you hear what we hear...Retain? Do you know who we are...Women of Color –Crystal White

\*These programs were recognized among the top 10 presentations at the conference.

GLACUHO Board of Directors for the 2012 -2013 year.

Grant Walters – President

Sarah Meaney – Professional Foundations Committee Chair

Jamie Workman – Health and Wellness Committee Chair

Rebecca Carlson and Amanda Laskowski, graduate assistants, present a program at the National Association of Student Personnel Administrators Region IV East conference titled Blurring the Lines between Teacher and Learner: Utilizing the Learning Partnerships Model to Facilitate Diversity Education.

Barb Jones participated in a presentation at the National Association of Student Personnel Administrators Region IV East conference titled The Sponsor Effect in Student Affairs.

Barb Jones spoke at the 50<sup>th</sup> anniversary of the Miami University Sigma Alpha Mu chapter.

Eric Buller was named to the Awards Committee of Omicron Delta Kappa, the national leadership honor society. He was initiated into ODK in 2010 at East Carolina University and is the Faculty Advisor for the Alpha Sigma Circle undergoing re-chartering this year at Miami.

Christopher Barth, graduate assistant in the Residential Life, was a member of the Institute Planning Committee SALT (Student Affairs Leaders of Tomorrow) for NASPA Region IV East..

12/6/2012 Agenda Item  
Academic Affairs  
Resolution

RESOLUTION R2013-xx

WHEREAS, the Department of Botany and the Department of Zoology have voted to merge the two departments into the Department of Biology; and

WHEREAS, the merger has the support of the chairs of the Departments of Botany and Zoology, the dean of the College of Arts and Science, and the Council of Academic Deans; and

WHEREAS, the merger has the endorsement of University Senate, the Provost and the President.

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby approves the consolidation of the Department of Botany and the Department of Zoology into one department, the Department of Biology, with the consolidation to be fully implemented by the fall semester of the 2013-2014 academic year.



MIAMI UNIVERSITY

# ***Enrollment Update***

Board of Trustees  
December 6, 2012

Michael S. Kabbaz, Office of Enrollment Management



# ***Final Fall 2012 First-Year Highlights***

- 3,734 enrolled students
- Academic quality is slightly better over 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
    - Increase in the number of students in the top 10 percent
- Acceptance rate dropped to 72.8 percent from 74.1 percent
- Non-resident enrollment is slightly up over last year
  - 38.0 percent overall, which includes 3.6 percent international
- Domestic students of color represent 12.6 percent versus 11.6 percent last year
- The class hails from 41 states, plus DC, and 16 countries
- Alumni legacies comprise 22.0 percent of the class

Note: data are final as of 10/15/2012

# ***Other Enrollments***

## **American Culture and English (ACE) Program**

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

### *Fall 2012*

50 first-year students, or a 92.3 percent increase over fall 2011

11 transfer students

## **Transfers (non-ACE)**

Fall 2011: 275 transfer students

### *Fall 2012*

223 students, or an 18.9 percent YTD decrease versus fall 2011

Note: data are final as of 10/15/2012



# ***Final Fall 2012 – Divisional Enrollment by Capacity***

<b>Division</b>	<b>First-year Capacity by Division</b>	<b>Actual Enrolled by Admission Major</b>	<b>Actual Enrolled as of Census Day (10/15/2012)</b>	<b>Change from Admission Data to "Census" Day</b>	<b>Plus/Minus Goal vs. Actual (Census Day)</b>
College of Arts and Science	1800	1934	1876	-58	+76
Farmer School of Business	800	792	793	+1	-7
School of Education, Health & Society	500	415	464	+49	-36
School of Engineering & Applied Science	425	396	415	+19	-10
School of Creative Arts	220	197	186	-11	-34
	3745	3734	3734	0	-11

## Notes:

Column 1 - first-year enrollment capacity determined by each academic division

Column 2 - number of enrolling students by division based on the admission application 1st major listed

Column 3 - actual majors by division are as of 10/15 (Census Day)



MIAMI UNIVERSITY

OFFICE OF ENROLLMENT MANAGEMENT  
Dec 2012

## ***Fall 2013 – Application Status by Academic Division***

	<b>2011</b>	<b>2012</b>	<b>Difference</b>	<b>% Change</b>
<b>College of Arts and Science</b>	5212	5964	752	14.4%
<b>Farmer School of Business</b>	3999	4721	722	18.1%
<b>School of Education, Health &amp; Society</b>	1668	1802	134	8.0%
<b>School of Engineering &amp; Applied Science</b>	1625	1914	289	17.8%
<b>Undeclared</b>	943	262	-681	-72.2%
<b>School of Creative Arts</b>	651	608	-43	-6.6%
<b>Total</b>	<b>14098</b>	<b>15271</b>	<b>1173</b>	<b>8.3%</b>

Note: Early Decision applications increased from 910 to 1012, or a 10% increase over last year.

Note: data are as of 12/5/2012

## ***Fall 2013 – Application Status by Residency***

	<b>2012</b>	<b>2013</b>	<b>Difference</b>	<b>% Change</b>
<b>Non-resident</b>	6968	7664	696	10.0%
<b>Domestic non-resident</b>	6753	7372	619	9.2%
<b>International non-resident</b>	217	292	75	34.6%
<b>Resident</b>	7057	7540	483	6.8%
<b>Residency (TBD)</b>	73	67	-6	-8.2%
<b>Total</b>	<b>14098</b>	<b>15271</b>	<b>1173</b>	<b>8.3%</b>

Note: data are as of 12/5/2012



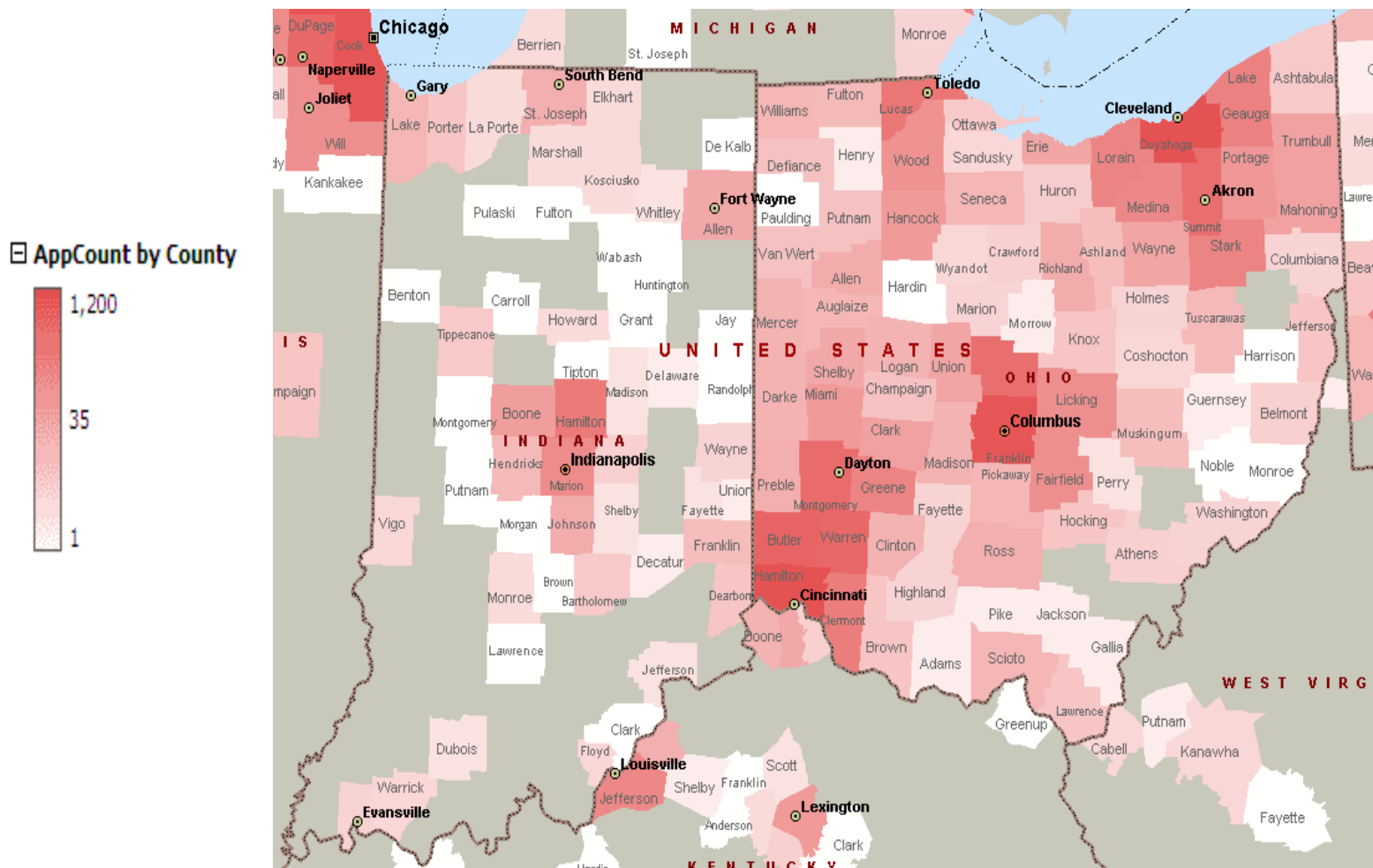


# Fall 2013 Miami Application Volume



Note: data are as of 12/5/2012

# Fall 2013 Miami Application Volume



Note: data are as of 12/5/2012

# ***FY13 Key Recruitment Initiatives***

- Increase non-resident domestic and international outreach
  - Non-resident recruitment staff has increased from 3 to 5 regionally-based positions
- Expand targeted travel and off-campus programming
- Expand outreach for special populations
  - High-ability recruitment
  - Urban outreach/diversity (Ohio emphasis)
- Enhance and expand on-campus visit opportunities
- Integrate predictive modeling and enhanced data sources to increase targeted outreach to prospective students
- Expand early outreach to prospective students and their key influencers
- Refine the fall 2013 merit scholarship strategy
  - Create and implement a new University Academic Scholars Program





# ***Fall 2013 Recruitment Key Highlights***

- Admission's fall diversity overnight program (Bridges) has increased applications from 692 to 804, or a 16 percent increase over last year
- Campus visitors have increased from 20,984 to 22,949, or 9.4 percent increase over last year
  - Added 8 divisionally-based programs and open houses
- Initial planning and development of articulation agreements with targeted Ohio community colleges
- Increased targeted travel across Ohio, around the U.S., and world
  - Dramatically increased number of domestic high school visits
  - Expanded targeted international travel

# High School Visits by Select Markets

	Fall 2011	Fall 2012	% change (11 to 12)
<b>West</b>			
California	75	101	35%
Colorado	13	23	77%
<b>South</b>			
Florida	6	23	283%
Georgia	11	32	191%
<b>Mid-Atlantic</b>			
DC	1	15	1400%
Delaware	0	8	N/A
Maryland	5	50	900%
Pennsylvania	12	32	167%
Virginia	0	27	N/A
<b>Resident</b>			
Ohio	202	282	40%
<b>Domestic</b>			
All High School Visits	584	901	54%
<b>Abroad</b>			
International	51	75	47%



# ***Merit Aid – Fall 2013***

<b>ACT/ SAT (CR+M)*</b>	<b>H.S. GPA (4.00 scale)</b>	<b>Additional Requirement</b>	<b>Scholarship Amount (Ohio Resident)</b>	<b>Scholarship Amount (Non-Ohio Resident)</b>
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–\$8,000 (up to \$2,000 per year)

# ***University Academic Scholars Program Update***

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

## **New Programs for Fall 2013:**

Creative Arts Scholars  
Education, Health & Society  
Leadership Scholars  
Engineering & Applied Science  
Scholars  
Farmer School of Business  
Scholars  
Law and Public Policy Scholars  
Premedical Scholars  
Sustainability Scholars

## **Sample of Benefits**

Enhanced Scholarship Funding  
Honors & Scholars Living and Learning  
Community  
Funded Research  
Guaranteed Internships/Preceptorships  
Guaranteed Program Acceptances  
Alumni Mentoring  
VIP Access to University/Divisional  
Guests





*Questions?*





MIAMI UNIVERSITY'S  
**CENTER FOR COMMUNITY  
ENGAGEMENT**  
IN OVER-THE-RHINE

Thomas A. Dutton, Director  
[duttonta@muohio.edu](mailto:duttonta@muohio.edu)  
[www.fna.muohio.edu/cce](http://www.fna.muohio.edu/cce)

**THE OVER-THE-RHINE RESIDENCY PROGRAM**

Submission for the 2012 C. Peter Magrath Engagement Award

Thomas A. Dutton, Cincinnati Professor of Community Engagement  
Director, Miami University Center for Community Engagement in Over-the-Rhine  
Department of Architecture and Interior Design  
Miami University  
Oxford, OH 45056  
513-529-6445 office  
513-330-1713 cell  
[duttonta@muohio.edu](mailto:duttonta@muohio.edu)

John Blake, Community Projects Coordinator  
Miami University Center for Community Engagement in Over-the-Rhine  
513-330-1712 cell  
[blakeja@muohio.edu](mailto:blakeja@muohio.edu)

Community Partner—Organizations of the Over-the-Rhine People's Movement:  
Over-the-Rhine Community Housing  
Peaslee Neighborhood Center  
Greater Cincinnati Coalition for the Homeless  
Venice on Vine

North Central Region

## **Abstract**

In Fall 2006 Miami University's Center for Community Engagement in Over-the-Rhine (CCE) inaugurated the Over-the-Rhine Residency Program in collaboration with leaders of Over-the-Rhine, Cincinnati's oldest and poorest neighborhood, predominantly of color, listed on the National Register of Historic Places, and the site of racial unrest just eleven years ago. Now in its sixth year the Program involves students from any major who integrate a full course load of 15 credit hours with a full-time living/working immersion experience in the "school of social life."

Over-the-Rhine exemplifies the classic story of many American inner-city neighborhoods. It is now marked by the extremes of gentrification and homelessness. But for the last 36 years the Over-the-Rhine People's Movement—an ensemble of neighborhood organizations based in non-profit housing development, social service, and community arts and education that confront injustices and human rights violations—has been a consistent voice for society's most vulnerable and oppressed.

The CCE (which became an official university Center on February 27, 2002) and the Residency Program grew out of these conditions and have a special relationship with the People's Movement and other groups struggling for human rights and social justice. Conceived as an engagement for learning and for producing knowledge that intersects with the needs of that Movement, the Residency Program enacts four social/education practices: Design/Build, Agit-Props, Community Assistance, and Community Advocacy (see Appendix for a full description of these practices). These social/education practices bring faculty and students from many disciplines to work collaboratively with neighborhood organizations to effect democratic, equitable development strategies for people on low incomes, workers, people of color, and families. This distinguishes us from programs based upon charity and noblesse oblige. Unlike those models, by diving deep into analyses that reveal the systemic structures producing inequality and symmetrical relations of power, we challenge students' sense of why charity is needed in the first place.

### **Honors, Awards, and Grants**

- May 9, 2012      *The Over-the-Rhine Residency Program* was named a “regional outreach scholarship winner, and finalist for the C. Peter Magrath University/Community Engagement Award” (top 4 out of 29 national submittals), sponsored by the APLU. We did not win the national award, which was announced at the annual meeting of the APLU in November 2012 in Denver. But apparently we were very close to winning, as judges afterwards mentioned they almost gave out two awards this year.
- March 11, 2012      “Miami University is one of only five recipients out of 641 eligible schools in the nation to receive the Presidential Award in the 2012 President’s Higher Education Community Service Honor Roll...The award is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement.” The honor recognizes service programs in the area of early childhood education, such as the Urban Teacher Cohort Program of the School of Education, Health, and Society, which is directly supported by the Center for Community Engagement and the Residency Program.
- June 2011      The Center was recognized by the National Council of Architectural Registration Boards (NCARB) as a “Community-Based Design Center/Collaborative” site for intern architects, one of the first centers in the nation to receive the distinction.
- May 2011      Miami University was placed on the 2010 “U.S. President’s Higher Education Community Service Honor Roll,” announced by the Corporation for National and Community Service. The Urban Teaching Cohort and the Over-the-Rhine Residency Program were highlighted in the application written by the Office of Community Engagement and Service.
- April 2011      The Design/Build Studio of the Residency Program was awarded the “Gold Hammer Award” for best volunteer service to Over-the-Rhine Community Housing.
- January 2011      Miami University was selected for the 2010 “Community Engagement Classification” by the Carnegie Foundation for the Advancement of Teaching. The Center for Community Engagement in Over-the-Rhine, the Center for Social Entrepreneurship, and the Wilks Leadership Institute were highlighted in the application written by the Office of Community Engagement and Service.
- October 2009      The Center for Community Engagement in Over-the-Rhine was the recipient of the inaugural “Partner in Building the Beloved Community Award” by Over-the-Rhine Community Housing.
- April 26, 2007      Awarded a “Volunteer Appreciation Award” from Over-the-Rhine Community Housing, the non-profit housing development corporation devoted low and moderate income citizens. The award recognizes the work of the Center for Community Engagement as well as all the community service efforts of Miami University.



- November 2006      Awarded an AIA Merit Award from the Cincinnati Chapter for Venice on Vine. This was a collaborative effort with eight architects, contractors, and students from the architecture programs of the University of Cincinnati and Miami University's Center for Community Engagement in Over-the-Rhine.
- September 2005      Awarded a \$3,000 grant for materials and supplies from Home Depot to help fund the Design/Build Studio in Over-the-Rhine.
- June 17, 2005      Awarded the "Most Outstanding Collaborative Effort" (along with ReSTOC and University of Cincinnati's Niehoff Studio) by the Community Development Corporations Association of Greater Cincinnati (CDC) for the *Washington Park Housing Development Plan*.
- Fall 2004      Harry T. Wilks Leadership Institute (Miami University) of \$142,600 to support changes in the American Studies Curriculum that in part utilize Miami University's Center for Community Engagement in Over-the-Rhine. Peggy Shaffer, Director of American Studies was the primary author. Co-authored with Thomas A. Dutton and Rick Devine, Director of the Office of Service Learning and Civic Leadership.
- May 2003      Awarded a \$110,000 grant from the President Academic Enrichment Award for the Center for Community Engagement.
- January 2003      Awarded a \$5,000 grant for materials and supplies from Home Depot to help fund the Design/Build Studio in Over-the-Rhine.
- December 2002      Awarded \$2,400 from the SFA 21 Fund for "Community-Based Field Work at Miami University's Center for Community Engagement." Ann Elizabeth Armstrong (THE) was the primary author.
- May 2002      Awarded \$22,500 as a seed grant from the President Academic Enrichment Award for the Center for Community Engagement.

# **CENTER FOR COMMUNITY ENGAGEMENT IN OVER-THE-RHINE**

Visit: <http://arts.muohio.edu/cce/videos.html>  
to view the video

# REPORT OF THE INTERDISCIPLINARY ADVISORY COUNCIL

NOVEMBER 2012

The Interdisciplinary Advisory Council is chaired by Carolyn Haynes, interim associate provost, and it includes representatives from each academic division: Michael Bailey-Van Kuren, H. Louise Davis, Peg Faimon, Tim Greenlee, Doug Havelka, Katie Johnson, John Karro, Tom Misco, Chris Myers, Glenn Platt, and Gulnaz Sharafutdinova.

The Council has met six times this semester and devoted its energies to addressing the recommendations articulated in the Interdisciplinary Enhancement Committee Final Recommendation Report which was completed in October 2011 and to analyzing the implications for interdisciplinary teaching and learning of the new Responsibility Centered Management (RCM) budgeting approach which will be launched in 2013-2014.

Below is a summary of the Council's analysis and recommendations:

## INTRODUCTION

The past two decades in United States higher education have witnessed a marked rise in interdisciplinary research and education. As one researcher noted, for the past ten years, "interdisciplinary programs have multiplied at a dizzying pace" (Nowacek, 2009, 493), with "over half of current general education reforms includ[ing] interdisciplinary programs or courses" (494). Likewise, the National Academy of Science, the National Academy of Engineering, the National Science Foundation, and the Institute of Medicine have extolled the benefits of interdisciplinary research and taken steps to promote its expansion (National Academies Press, 2004; see also [http://www.nsf.gov/od/oia/additional\\_resources/interdisciplinary\\_research/](http://www.nsf.gov/od/oia/additional_resources/interdisciplinary_research/)). Similarly, the National Endowment for the Humanities, the American Council of Learned Societies, and the Social Science Research Council have also recently developed and prioritized prominent interdisciplinary initiatives.<sup>1</sup>

For the past four decades, Miami University has been at the forefront of interdisciplinary activity in higher education.<sup>2</sup> The University has featured an interdisciplinary division as well as a host of interdisciplinary programs, research centers, institutes, hybrid disciplines, integrative honors courses, clustered or linked courses, a self-designed undergraduate and graduate program, interdisciplinary components of internships, service learning and travel study as well as numerous cross-listed courses, joint faculty appointments, shared facilities, and other collaborative research and teaching projects. Current interdisciplinary initiatives include: a "Courses in Common"

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<sup>1</sup> NEH examples include: the symposium on digital humanities and biomedicine [<http://www.neh.gov/news/press-release/2012-08-06>]; the "Enduring Questions" project [<http://www.neh.gov/grants/education/enduring-questions>], as well as the language preservation project [<http://www.neh.gov/news/press-release/2012-08-09>]. ACLS examples include: digital innovations fellowships [<http://www.acls.org/programs/digital/>]; a China Studies Program [<http://www.acls.org/programs/china-studies/>]; and collaborative research fellowships [<http://www.acls.org/programs/collaborative/>]. See also <http://www.ssrc.org/programs/>.

<sup>2</sup> We use the definition for interdisciplinarity advanced by the Miami University Interdisciplinary Enhancement Committee in its 2011 report: "Interdisciplinarity may be defined as a methodology/process of pursuing a question, solving a problem, and/or addressing a topic that cannot be dealt with adequately by a single discipline or perspective. Interdisciplinarity draws on knowledge from both within and outside disciplinary boundaries, forging intellectual partnerships, and seeking to integrate these insights through the self-conscious and purposeful creation of a more comprehensive solution. The goals of such integrative efforts include the construction of new knowledge, the development of new strategies for discovering knowledge, and/or the recognition of novel ways of perceiving phenomena that differ from the established disciplines, resulting in an increased relevance to these disciplines."

Living-Learning Community; Asian and Asian-American Studies Minor, Arts Management Minor and Disability Studies Minor; Engineering Management Major; doctorates in Social Gerontology and in Ecology, Evolution, and Environmental Biology; the Armstrong Institute for Interactive Media Studies; Highwire Brand Studio; the Institute for the Environment and Sustainability; the Humanities Center; Project Dragonfly; the Havighurst Center for Russian and Post-Soviet Studies; the University Honors Program; and the Confucius Institute—to name only a few.

During fiscal year 2011, nearly 28% of the total grant funding coming through the Office of Research and Scholarship was interdisciplinary. During the spring of 2012, there were 1146 (644 on the MUO campus and 502 on the regional campuses) students pursuing interdisciplinary program majors and co-majors and 1047 (506 on the MUO campus and 541 on the regional campuses) enrolled in interdisciplinary minors. Over sixteen percent (or 693) of the total sections offered at Miami in spring of 2012 were cross-listed. In addition, there were 59 total divisional course offerings, and over 400 faculty members involved in some type of team-teaching activity.

In addition to thriving today, interdisciplinarity factors into the future of Miami. Several academic divisions have foregrounded interdisciplinarity in their future planning initiatives. For example, interdisciplinarity figures prominently in the first goal of the 2009 School of Creative Arts Strategic Plan: “Assess opportunities for extending and/or developing interdisciplinary programs within and outside” of the division. The 2012-2015 strategic plan for the Farmer School of Business includes the goal of “collaborating with other divisions and departments to expand course offerings to Farmer School students,” and the 2008 Strategic Planning Report of the School of Education, Health, and Society notes “a strong interest within the school to conduct interdisciplinary work and research” and encourages capitalizing on the “great potential for . . . interdisciplinary programming, research, and instructional linkages concerning formal educational settings, family environments, communities, and health settings.”

Finally, the target goals in the new university strategic plan (Miami 2020 Plan) relate well to the values of creativity, collaboration, innovation, entrepreneurship, fluidity, discovery, and partnership which undergird interdisciplinary teaching and learning:

- **Innovative Learning and Discovery**: Promote an innovative, engaged learning and discovery environment that produces extraordinary student and scholarly success.
- **Transformational Work Environment**: Build an *evolving and dynamic* culture that stimulates and recognizes creativity, entrepreneurial thinking, and exemplary performance.
- **Global Engagement and Inclusive Culture**: Strengthen a culture of inclusion, integrity and collaboration that embraces a changing diverse world and nurtures global connections
- **Dynamic Organizational Design**: Pursue forward-looking programs, activities and structures that ensure academic success and financial sustainability in the evolving landscape of higher education.
- **Effective Partnership and Outreach**: Forge effective partnerships and contributions that impact the region, state, nation, and world communities.

## GENERAL CONCERNS RELATED TO RESPONSIBILITY CENTERED MANAGEMENT

As Miami University moves to the Responsibility Centered Management (RCM) budgeting approach and looks to improve its national reputation for educational excellence, the Interdisciplinary Advisory Council aims to ensure that interdisciplinary activity continues to thrive and advance at Miami. In this memo, we outline some of our concerns and questions about the impact of RCM on interdisciplinary teaching and learning and offer recommendations for addressing these concerns.

The main premise behind RCM is that academic deans, who best understand their operations, should be given greater budgetary authority and responsibility over their units. RCM would then encourage deans to develop programs that will attract more students to the institution and to reduce unnecessary costs. Although this budgeting model has many benefits, it also could have the effect of pitting the economics motive against the larger aims of academic learning and encourage a self-protective and silo mentality. Other possible concerns include:

- Rather than attracting new students to the institution, divisions may end up competing for existing students and thus fuel harmful inter-divisional rivalry (see Stocum & Rooney, 1997);
- Leaders of smaller divisions and smaller units within larger divisions that do not generate revenue but may be valuable to the learning of students will be forced to unduly justify their existence to net-revenue-generating leaders;
- Because each division exists as an independent cost or revenue center, RCM may have the effect of hindering cross-divisional or interdisciplinary collaborations;
- To help increase revenues, divisional leadership could hire fewer full-time faculty, discourage smaller class sizes, or develop curricular requirements that are only offered within the division and at the expense of larger educational benefits (see Massy, 1996).

Although these concerns are potentially serious, the IAC believes that with purposeful planning, they can be overcome. And more importantly, for our purposes, innovative interdisciplinary teaching and research can not only be maintained but also *advanced* while under the RCM budgeting approach. Our hope is that Miami University will leverage its resources to position itself at the frontier of innovative interdisciplinary teaching and learning in the 21<sup>st</sup> century.

## INNOVATIVE CROSS-DIVISIONAL TEACHING, RESEARCH AND LEARNING

Because Miami is organized into separate academic divisions, which include individual and mostly discipline-based departments, the curricula and courses at Miami are naturally incentivized to be disciplinary in orientation and to be taught by faculty within a single and often discipline-based department. Variation among courses in terms of pedagogy and curricular design can occur relatively easily within the confines of a single department. For example, departments have the ability to subsidize their own lower-enrolled seminars or innovative courses by balancing them with higher-enrolled, traditional, and lecture-based courses within the department.

On the other hand, we worry that curricula (team-designed or team-taught courses and programs) that synthesize insights from faculty from separate departments and divisions—which are critical for pioneering interdisciplinary learning—are less likely to be incentivized under the RCM approach. Good interdisciplinary learning, teaching, and research involve a purposeful integration of insights from widely divergent knowledge domains. As a result, faculty with diverse disciplinary backgrounds and students with diverse interests and majors are essential to the work of interdisciplinary programs.

Mechanisms need to be put in place to incentivize cutting-edge cross-divisional and cross-departmental endeavors. As experts in RCM assert, RCM “must not only allow legitimate local-level decisions and responsibilities but also reward cooperation among units and encourage integration between academic and administrative strategies and planning” (Hearn et al, p. 289; see also Whalen, 1991).

**RECOMMENDATIONS:**

***The University Responsibility Centered Management Implementation Committee through the Provost should take active steps to incentivize cross-divisional and cross-departmental teaching and learning opportunities. For example, there could be a mandate that a portion of the subvention funds be allocated to inter-divisional, cross-departmental, and team-taught courses, and incentives could be created for faculty appointments across divisional lines.***

***The RCM Implementation Committee should review the subvention formula for interdisciplinary courses periodically (such as every five years) to ensure that the formula is promoting interdisciplinary teaching efforts effectively.***

***To ensure that new cross-divisional interdisciplinary learning, research and teaching projects are fostered, we propose that an "Interdisciplinary Fund" be created. Cross-divisional teams of faculty and students may apply for interdisciplinary seed grants to support the development of new cross-divisional interdisciplinary initiatives. Grant monies could be used for start-up purposes only. These funds could also be used to offer professional development and networking opportunities for Miami faculty to assist them in improving their interdisciplinary teaching and research efforts and to encourage cross-divisional collaborations.***

## FIRST MAJOR/SECOND MAJOR CONSIDERATION IN RCM FORMULA

Under the proposed RCM model, only the student's primary or first listed major will be counted as part of the revenue-allocation formula. At first glance, this fact may not seem problematic since the unit of allocation is the academic division, and 80% of the time, the student's first major will reside in the same academic division as the second major. Yet, upon closer scrutiny, the practice of only counting the first major raises concerns, particularly for interdisciplinary programs:

- Many students pursuing an interdisciplinary major (due to external pressures, institutional inertia or lack of awareness of the interdisciplinary major prior to enrolling in college) are also pursuing another more traditional major. As a result, the interdisciplinary major is disproportionately listed as the "second" major. For example, according to data gathered by the Office of the Registrar, over 90% of students who are currently pursuing the Armstrong Interactive Media Studies major, 66% of students pursuing the Latin American Studies major, and 55% of students pursuing the Russian, East European and Eurasian Studies major do not list those majors as their primary major.
- A growing number of students are pursuing a second major that resides in a division that is different from the divisional home of their first major. Due to state mandates regarding advanced placement credit, high-ability students are arriving at Miami with large amounts of college credit – thus enabling them to pursue disparate degree programs, including the combination of a disciplinary and interdisciplinary degree.
- Given that budgets are growing increasingly tight, we worry that faculty in departments may engage in the "gamesmanship" practice of encouraging prospective and current students to list their department's major first to exhibit the "value" of their major over majors in other departments.
- The system relies upon the good will of the academic dean to allocate resources to departments and programs within the division fairly. What mechanisms will be instituted to ensure that the dean recognizes the value of second as well as first majors? We are concerned that the chairs and directors of programs and departments that tend to offer "second" majors more often than "first" majors will be burdened with the

task of making the case for the value of their degree program more than those chairs and directors of departments that disproportionately offer “first” majors.

*RECOMMENDATIONS:*

***First and second majors should be counted equally in the University’s RCM revenue-allocation formula. If counting the two majors equally is not feasible given the data constraints, the recommendation for sufficient funding for interdisciplinary initiatives (mentioned above) should be implemented.***

***The Provost should encourage deans to value and promote interdisciplinary curricula and teaching and cross-divisional projects and initiatives by requiring deans to report on their interdisciplinary activities in their divisional annual reports and including interdisciplinary teaching and research in the University’s strategic plan.***

## RELIABLE DATA TO ASSESS INTERDISCIPLINARY ACTIVITY

Under the RCM approach, local units (departments, programs, divisions) need appropriate data and information for effective decision-making and continuous improvement.

In the past, data related to interdisciplinary activity has been difficult to acquire. The IAC and other administrators have relied upon inexact measurements to gauge interdisciplinary teaching and research, such as tallying up the number of cross-listed courses or looking for funded research projects that include the word “interdisciplinary” in the title.

Perhaps because cross-listing courses has been seen as the key means for identifying interdisciplinary teaching, the Office of the Registrar reports that Miami has experienced an explosion of cross-listed courses in the past decade. The Registrar notes that several courses carry six or more departmental designations. Courses with multiple departmental designations attached to them are cumbersome for the Registrar, departments, and students to navigate, and they are not a reliable means of assessing interdisciplinary teaching and learning. Moreover, under RCM, cross-listing and departmental designations of courses in general are not relevant. This is because the revenue generation formula for courses is based upon the divisional location of the instructor’s salary line and the division where the enrolled student’s “first” major is located. It is not based upon the departmental subject or designation(s) of the course.

Although departmental subjects or designations may not be relevant for considerations relating to revenue allocation, courses with multiple or cross-listed designations have offered limited insight into the level and quantity of interdisciplinary, cross-departmental and cross-divisional teaching efforts. They have also provided a means of communicating the interdisciplinary nature of courses to students. Rather than rely upon the cumbersome and inexact process of cross-listing, Miami needs better strategies for tracking and assessing interdisciplinary teaching and research efforts in an accurate and timely manner; and it needs better ways of marketing interdisciplinary courses to students.

*RECOMMENDATIONS:*

***The Office of Institutional Research should ensure that data relating to interdisciplinary faculty and teaching are clear, transparent, and readily available to chairs, directors, and deans. Locally specific and centrally dispersed information with format flexibility is imperative.***

***Instead of relying heavily upon cross-listing of courses as an indicator of interdisciplinary, cross-departmental, or cross-divisional teaching, the Registrar should attach an attribute to interdisciplinary courses (such as an "ID" modifier, which is a practice akin to what is done for service-learning courses). This attribute would enable the IAC, chairs, directors, and deans to more easily track interdisciplinary courses offerings, and it would enable students to enroll more purposefully in interdisciplinary courses. The IAC would serve as the body to review course proposals and approve the interdisciplinary attribute designation.***

***The IAC will work with the University Registrar and the Academic Policy Committee to develop a more effective policy relating to cross-listing of courses.***

***The Office for the Advancement of Research and Scholarship will track funded interdisciplinary research and report it regularly to the IAC so that progress can be gauged and improvements made.***

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# UPDATE ON RE-ACCREDITATION PROCESS

*Miami University*  
*November 2012*

## 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 brief electronic arguments with key supporting evidence focused on each criterion and stored in an electronic warehouse; and
- 2) Improvement Process which showcases the institution's efforts at self-enhancement and innovation.

## IMPROVEMENT PROCESS: TESTING THE DEGREE QUALIFICATIONS PROFILE

The Higher Learning Commission assigned this cohort of Open Pathway pioneers a special improvement project: to examine the Degree Qualifications Profile (DP) promoted by the Lumina Foundation

[http://www.luminafoundation.org/publications/special\\_reports/degree\\_profile/](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 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.

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.

To test the Degree Qualifications Profile, Miami University 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. In our September update, we shared the key findings of the focus groups. The final report will be completed in the spring 2013 semester and submitted to the Higher Learning Commission.

## ASSURANCE PROCESS

For the past two months, our attention has been devoted primarily to the Assurance Process. Below are the key steps we have taken to date:

Date	Implementation Steps for Assurance Process
Fall 2011	Purchase <i>Compliance Assist!</i> Software Tracking System; and begin set up and training of key

	stakeholders.
	Identify Carolyn Haynes as leader for the Assurance and Improvement Processes.
	Identify contacts from each department or unit for accreditation and assessment purposes.
	Establish an Accreditation Steering Team.
	Study the revised HLC core criteria, identify areas where Miami may need improvement, and begin creating an outline for the assurance arguments.
	Participate in HLC webinar about planned next steps.
	Learn software package, and begin collecting key documents and identify gaps in data for each criterion.
	Communicate overall strategy for accreditation and value and use of assessment to administrators. Advertise the workshops and resources for assessment plan development.
	Participate in Open Pathways Meeting in Chicago, and receive training on HLC collaboration network software. Post and receive comments on cohort e-network.
	Develop accreditation website at <a href="http://www.muohio.edu/accreditation">www.muohio.edu/accreditation</a> .
Spring 2012	Review assessment plans; offer follow-up suggestions and request revisions as needed. Report data to staff member for uploading on Compliance Assist!
	Begin uploading assessment plans onto Compliance Assist! Collect additional plans.
	Participate in HLC Conference and Open Pathways meeting
	Create draft outline for Assurance Argument and needed documents & data
	Update university community on status of accreditation efforts.
Summer 2012	Develop generic and specific templates for all academic departments and non-academic units. Load onto Compliance Assist.
	Create communications to administrators on action steps to take in 2012-2013 related to Assurance Process.
	Create training materials for completing templates.
Fall 2012	Create and hold training sessions for posting and uploading data on Compliance Assist! Software. Invite one or two representatives from each unit to participate in training sessions.
	Review assessment plans and offer follow-up suggestions as needed.
	Finalize templates in electronic storage warehouse.
	Office of Institutional Research, Registrar and Graduate School upload key enrollment, demographic and research data onto each department or program template by end of December.
	Departments begin uploading relevant materials from Compliance Assist into the HLC evidence file.

## FUTURE STEPS

Spring & Summer 2013	Hold additional training sessions for completing templates for those who need a refresher session or did not complete a session in the fall.
	Assessment reports for undergraduate and progress updates from graduate programs completed and uploaded onto Integrated Template on Compliance Assist.
	Complete Improvement Process Report on the effectiveness of the Degree Qualifications Profile to be submitted to the Higher Learning Commission.
	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 and full 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.

## KEY ASSURANCE PROCESS FACTS

- 100% of academic departments and programs have been trained on using the Compliance Assist software.
- 90% of non-academic units have been trained on using the Compliance Assist software.
- 100% of departments and programs have created student learning outcomes for their degree programs.
- 82% of the undergraduate degree assessment plans from departments and programs have been submitted and approved. The remaining 18% have been asked to revise their plans for resubmission by the end of the fall semester.
- 60% of the graduate degree assessment plans from departments and programs have been submitted and approved. The remaining 40% are in process.
- 46% of undergraduate departments and programs have already collected assessment data.

## CONCLUSION

Miami University is making steady and appropriate progress toward its 2015 application for reaccreditation, there are a few challenges remaining:

- 1) Securing complete assessment reports on all graduate and undergraduate degree programs from academic departments and programs;
- 2) Creating a comprehensive plan for distance delivery courses and oversight of them to ensure quality and consistency; and
- 3) Promoting a diverse body of students, faculty and staff and cultivating an inclusive climate.

The current efforts of the Center for the Enhancement of Learning, Teaching and University Assessment, the e-Learning Advisory Council, the University Multicultural Council and the 2020 Plan Coordinating Team should successfully address these challenges in the coming year.

**GOOD NEWS FROM ACADEMIC AFFAIRS- SEPTEMBER – NOVEMBER 2012*****New Alumni Factor ranking places Miami among highest in the nation and tops in Ohio***

09/10/2012

Miami University ranks 47 among 104 national universities included in The Alumni Factor, a new college-ranking platform that launched Sept. 10. Miami ranks 26 among public universities.

***Spotlight on new faculty: Per Bloland and the electroacoustic music festival***

09/18/2012

Per Bloland joined Miami in August as assistant professor of technology and music theory. A composer of acoustic and electroacoustic music, he is organizer of Miami's first student electroacoustic music festival, held Sept. 21-22.

***Miami University Institute for Entrepreneurship extends winning streak***

09/24/2012

For the fifth year in a row, Miami University's Institute for Entrepreneurship in the Farmer School of Business ranks as one of the best in the nation. The rankings, published in Entrepreneur magazine's October issue, list Miami's program as the 16th best in the nation.

***Miami University provides one of the best returns on tuition investment, says SmartMoney.com***

09/26/2012

Miami University ranks 11th in the nation when it comes to return on (tuition) investment, according to a just-released SmartMoney.com ranking.

***Raymond Gorman to be interim dean of Farmer School of Business; Dean search committee named***

Miami University President David Hodge and Provost Bobby Gempesaw have appointed Ray Gorman, associate provost and associate vice president for academic affairs and professor of finance, to be interim dean of the Farmer School of Business after current dean Roger Jenkins retires in December.

***Miami alumni salaries best among Ohio public university graduates***

10/02/2012

Miami University continues to rank first among public universities in Ohio for best salary potential after graduation, according to a recent survey of employees by PayScale.com, a global compensation data website.

***Miami's Ghana program earns Presidential Citation from Ohio architecture group***

10/03/2012

Miami University's department of architecture and interior design was recognized with a "Presidential Citation in Recognition of Exceptional Service to the Profession and Society" at the American Institute of Architects (AIA) Ohio awards conference in Cleveland last month. The department received the award for creating and facilitating the Ghana Design-Build Studio.

***Zoology students sweep presentation awards at Ohio Valley Chapter of the Society of Environmental Toxicology and Chemistry annual meeting***

10/03/2012

Five Miami students - two undergraduates and three graduate students - won awards at the Ohio Valley Chapter (OVC) of the Society of Environmental Toxicology and Chemistry (SETAC) annual meeting held in Oxford Sept. 27-28.

***Research garners national attention for Samir Bali and his students***

10/08/2012

Samir Bali and his team of undergraduate and graduate researcher students at Miami University, are featured in "Researchers Stories" on the American Chemical Society Petroleum Research Fund (ACF PRF) website.

***Miami's music fills Carnegie Hall***

10/10/2012

From the Chamber Singers' joyous opening of La traviata's "Brindisi" to the combined choirs and orchestra's majestic Alma Mater finale, Miami's music resonated throughout Carnegie Hall Sunday afternoon, Oct. 7.

**GOOD NEWS FROM ACADEMIC AFFAIRS- SEPTEMBER – NOVEMBER 2012*****Kerry Hegarty receives South Atlantic Review Essay Prize***

10/12/2012

Kerry Hegarty, assistant professor of Spanish and Portuguese at Miami University, has received a South Atlantic Review Essay Prize for her essay "From *Chinas Poblanas* to Silk Stockings: The Symbology of the Female Archetype in the Mexican *Ranchera* Film."

***Institute for Entrepreneurship Extends Winning Streak*** Miami University Institute for Entrepreneurship extends winning streak. For the fifth year in a row, Miami University's Institute for Entrepreneurship in the Farmer School of Business ranks as one of the best in the nation. The rankings, published in Entrepreneur magazine's October issue, list Miami's program as the 16th best in the nation

***Four chemical engineering/paper science students receive leadership scholarships***

10/17/2012

The Miami University Paper Science & Engineering Foundation recently awarded four Bob and Barbara Williams Leadership Scholarships to undergraduates studying the paper science and engineering curriculum at Miami who demonstrate superior leadership, creativity and academic achievements. These prestigious awards are valued at \$24,000 each.

***Ridilla teaching and performing in Russia; part of growing faculty visits abroad***

Andrea Ridilla, Miami University professor of music, is performing with the Pacific Symphonic Orchestra and teaching master classes at Primorye Regional Philharmonic Hall in Vladivostok, Russia, October 14-28.

***e-Learning Advisory Council work is under way***

10/23/2012

Miami University's e-Learning Advisory Council (eLAC) was formed in late spring 2012 to play an advisory role in formulating and recommending e-learning policies, procedures and initiatives at Miami.

***WAVES student group wins national contest***

11/06/2012

Miami University's Women Against Violence and Sexual Assault (WAVES) student group has won the national RAINN Day Multimedia Contest 2012 with a video showing their efforts at raising awareness about sexual assault among college students.

***Recensio Yearbook wins national Pacemaker Award***

11/06/2012

Miami University's 2011 Recensio yearbook received the prestigious Pacemaker Award at the 2012 National College Media Conference in Chicago Saturday, Nov. 3. This award is given to the top yearbooks in the country by the Associated Collegiate Press.

***Miami ranks number one among publics in study abroad***

Miami University has the highest rate of undergraduate students who participate in study abroad programs among public doctoral universities nationwide, according to the just-released Open Doors 2012 report by the Institute of International Education. More than 40 percent (1,531) of Miami students study abroad by the time they graduate. The results are based on figures from the 2010-2011 academic year.

***Miami's Gillian Oakenfull is 2012 Ohio Professor of the Year***

11/14/2012

Gillian Oakenfull, associate professor of marketing in Miami University's [Farmer School of Business](#), has been selected as the 2012 Ohio Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE). It is the only national program to recognize excellence in undergraduate teaching and mentoring

**Office for the Advancement of Research and Scholarship**  
**Report to the Academic and Student Affairs Subcommittee, MU Board of Trustees**  
**December 6, 2012**

Jim Oris, Associate Provost for Research (orisjt@miamioh.edu)

### 1. FY 2012 External Funding.

During the fiscal year July 1, 2011 to June 30, 2012 (FY12) Miami University received 281 awards. Total support from external sources is \$21,341,475.00 for projects initiated by University faculty and staff. In addition to this amount is \$9,567 received as royalties. The amount not included is \$23,770,924 for student financial aid. This external funding provides increased opportunities for faculty, students and staff to engage in inquiry and the creation of knowledge.

This is a modest decrease in overall funding from FY2011. However, the general trend over the past five years has been relatively stable funding at the University. Tightened federal dollars and continuing decreases in State support increase the challenge of securing external funds. In addition, the hiring freeze in faculty is expected to cascade through at least a five year horizon on productivity related to grants and scholarly publications and presentations.

**Table 1.** FY12 academic grants and contracts detailed by type of funding source and purpose.

<b>MIAMI UNIVERSITY ACADEMIC GRANTS AND CONTRACTS</b>					
July 1, 2011 - June 30, 2012					
	<b>Research 88% of Total Funding</b>	<b>Instruction 8% of Total Funding</b>	<b>Service 4% of Total Funding</b>	<b>Totals</b>	<b>Number of Awards</b>
Federal Government 68%	\$13,648,716	\$663,542	\$104,985	\$14,417,243	131
State of Ohio 9%	\$1,484,958	\$315,925	\$153,277	\$1,954,160	21
Other Government Agencies 1%	\$114,457	\$0	\$77,727	\$192,184	10
Industry & Business 17%	\$2,897,991	\$591,489	\$108,284	\$3,597,764	65
Foundations & Associations 6%	\$591,740	\$230,650	\$349,632	\$1,172,022	51
License Fees and Royalty	\$9,567				3
Sub Totals	\$18,745,964	\$1,801,606	\$793,905	\$21,341,475	281
Student Financial Aid				\$23,770,924	

Federal-funding sources provided \$14,417,243 representing nearly 70% of Miami externally funded research for FY12. Funds from the National Science Foundation (\$6,156,244) and the National Institutes of Health (\$2,160,389) comprise 57.7% of federal awards this year.

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The majority of external funds were obtained from the National Science Foundation (29%). For the first time in the 2000's, funding from private business and industry accounted for the second most dollars of extramural funding (17%), with funds from the Department of Health and Human Services coming in third (16%). An increase in funding from the private sector is a good indicator that Miami is responding to the declining federal and state support for research and development, and is a continuing focus of OARS.

## **2. Organizational Structure and Initiatives.**

OARS recognizes that there are challenges in the current fiscal and university environment to meet the goal of stable or increasing external funding. Therefore in 2012, we undertook an organizational review to align the staff and operations of the unit to be more efficient, provide professional tracks, and serve the needs of the university community in a way to enhance submission of grants and increase success of funding.

The "New" OARS is the result of a collaborative effort among the staff in OARS, the Graduate School, the Provost's Office, and Human Resources. The reorganization creates six departments within OARS with allowance for professional advancement or expansion of staff as needed in each department. The departments include Research and Sponsored Programs, Proposal Development, Information Coordination, Technology Transfer and Business Partnerships, Undergraduate Research, and Research Compliance.

Ann Schauer takes over as Director of Research and Sponsored Programs. She will be responsible for day-to-day administration of pre-award activities. Ann has 19 years of experience in research administration and has served as Assistant Director of OARS since 2004. Tricia Callahan has been named Director of Proposal Development. She will assist faculty and staff in the planning, preparation and submission of external grants and will lead efforts for proposal-writing and grant-writing workshops. Tricia has 14 years of experience in research administration and has served as Assistant Director of OARS since 2008. Neal Sullivan will continue to serve in his role as the university research compliance officer as Director of Research Compliance, and Jennifer Sutton, who replaced Terri Brosius in early 2012) has been named Assistant Director of Research Compliance. Neal (in OARS since 2008) and Jennifer make a strong team to lead our compliance and training efforts for human and vertebrate animal subjects and responsible conduct of research. Martha Weber is the OARS Undergraduate Research Coordinator. Martha has long been involved with the undergraduate research programs, with over 20 years of service in the research office at Miami. Vanessa Gordon has been the OARS Administrative Assistant since early 2012. With her previous experience in the Office of the Registrar she brings a valuable addition to OARS, with a strong focus on customer service and support. Vanessa provides support and organization to OARS

and serves as administrative support for the Committee on Faculty Research and the Committee on Undergraduate Research.

Over the summer, one of our long-time employees, Helen Kiss, resigned her position as Information Coordinator to take a similar position at the University of Mississippi. We are pleased to introduce Heather Johnston, who has joined our staff to fill Helen's role. Heather has a background as a professional writer and in educational technology support. In addition to identifying funding opportunities and editing our newsletter, her role as Information Coordinator will include providing assistance as a grant editor and writer.

Finally, Reid Smith joins OARS full time as Director of Technology Transfer and Business Partnerships. For the past year and a half, Reid worked half time in OARS as part of a shared services agreement with Wright State University. Reid brings a wealth of talent to Miami University, with 13 years experience in academic technology transfer management, contract and license negotiation, and Export Controls compliance.

Within each department position titles of Assistant Director/Coordinator, Associate Director/Coordinator, and Director/Coordinator were created to provide a professional path for staff working in each department. Currently most of the new departments have a staff of one person, but if operations expand beyond current capacity, it will be possible to add new staff at the assistant or associate level.

The addition of a full time information coordinator who will provide grant-writing services to faculty and a full time technology transfer associate are critical to our efforts to both enhance funding and increase commercialization efforts. OARS has also taken the lead to coordinate a "Grant Writers Council" for the university, working with other staff who have grant writing expectations or expertise to develop a university-wide resource for grant writing talent. These individuals include staff from OARS, International Education Office, the Regional Division, Scripps Gerontology Center, and Hefner Museum. The technology transfer position was created to address the need for Miami University to be a stronger participant in economic development in the region. The "Conditions of Higher Education" report from the Ohio Board of Regents made it very clear that universities must play a larger role in commercialization, and in anticipation and recognition of this fact, our hire is strategic and critical.



**The Graduate School**  
**Report to the Academic and Student Affairs Subcommittee, MU Board of Trustees**  
**December 6, 2012**

Jim Oris, Dean (orisjt@miamioh.edu)

### **Strategic Priorities Recommendations for the Graduate School**

The Graduate School has worked over the past year to address the appropriate recommendations derived from the Strategic Priorities Task Force report. The report provides information on activities related to recommendations in groupings or for single recommendations as appropriate.

- 22. *Eliminate support for graduate programs that do not meet performance criteria.*
- 23. *Maintain and enhance a smaller number of high-quality graduate programs that provide assistantships.*

Prior to 2012, there were no clear mechanisms for evaluating programs, especially in a strategic planning perspective. This year, the Graduate School and the Senate's Academic Program Review Committee (APRC) undertook an effort to completely revise the program review process, aligning the process as a "strategic plan" review. This new process (submitted to Senate on Dec 3, 2012) will allow a comprehensive review of both graduate and undergraduate programs with clearly defined benchmarks, criteria, and metrics. The process is also fully aligned with the HLC Pathways Accreditation process and procedures.

The review process will be implemented beginning in 2013. Select graduate programs will be reviewed and evaluated for quality and performance criteria. Recommendations will be provided to Academic Deans regarding potential reallocation of resources to support recommendations #22 and #23.

- 24. *Increase the number of revenue-generating graduate programs and tuition-paying graduate students.*

During the fall semester of 2012, Dean Oris visited over 20 graduate program faculty meetings to discuss possible ways to generate revenue in their programs.

Graduate Council passed changes in the combined bachelor/master's programs that allowed the program to be workable and attractive for students, and this resulted in a 5-fold increase in the number of students enrolling in the program. Recently, the "undergraduate permission" regulations for undergraduate students to enroll in graduate coursework have been aligned with the new combined regulations. This will allow students to "test the waters" of graduate coursework without committing to a graduate degree program. We anticipate that these non-degree students will enroll in degree programs at a higher rate compared to typical undergraduate students. The added feature of this change will be that advanced students will be attracted to take graduate coursework to fill out their last few semesters at Miami instead of taking empty electives or enrolling part time. Even if these students do not enroll in graduate

programs at Miami, they will take with them upon graduation transferrable graduate credit they can use in whatever program they choose.

The Dean has encouraged select master's programs to seek status as "professional" degrees. In particular the Masters of Environmental Science is closely aligned with the Council of Graduate Schools "Professional Science Masters" program. Over the past year, the director of the MEn degree has developed a proposal and will submit for approval during 2012/13. PSM's are meant to be revenue generating. The Department of Social Work revised their master's program in 2012 and, working jointly with Wright State University, now offer a Masters degree in social work. This program is also intended to be revenue generating.

The Graduate School and Academic Deans have put renewed emphasis on developing relationships with international partners for graduate education. In 2012-13 we expect to sign at least one and as many as four agreements for international efforts that will bring talented students with home-country scholarship support to campus for their graduate degrees. Since August, Dean Oris has worked with the Iraqi Embassy in DC to join a list of priority schools that target scholarship-funded Iraqi PhD students. In November, Dean Oris participated in the delegation trip to Java, Indonesia with the U.S. Indonesia Joint Council on Higher Education Partnerships. Miami has been chosen to be part of a 25 university group that will be listed as priority partners for scholarship-funded students in the rapidly developing nation of Indonesia.

Other avenues of revenue generation in graduate programs include the development and expansion of non-degree, post-baccalaureate certificate programs and more on-line graduate course offerings through programs such as iDiscovery and Project Dragonfly.

*25. Evaluate the use of assistantships in non-academic areas and eliminate such assistantships if they are not cost-effective.*

The Graduate School has not addressed recommendation #25 at this point. It is not clear, especially with the change to the RCM budget model, that the Graduate School plays a role in this recommendation.

*26. Conduct a comprehensive review of the pricing structure for tuition, based on the market value for competitive graduate programs.*

The Graduate School worked throughout 2012 with Business and Finance Services to create flexibility in the allocation and use of stipends and tuition/fee waivers for graduate programs. Stipends and waivers will be de-linked. Stipends will be budgeted to pool at a department level. Each department/program will then be able to strategically allocate their resources to meet market norms for their discipline.

*27. Identify and support doctoral programs that generate external research funds.*

OARS and the Graduate School coordinate efforts and leverage resources for targeted capital equipment matching, leverage of recovered F&A funds, targeted Ohio Research Incentive Program funds, and enhanced training of faculty in PhD programs for grant submissions. Two of our Ohio Centers of Excellence are in PhD programs, and resources are focused on enhancing their infrastructures. The new program review process will help highlight areas of strength and allow for more focused investments in programs.



MIAMI UNIVERSITY

# *Graduate School and Research Strategic Goals and Priorities December 6, 2012*

**Jim Oris**

Associate Provost, Research and Scholarship  
Dean of the Graduate School  
[orisjt@MiamiOH.edu](mailto:orisjt@MiamiOH.edu)

# *External Funding*

## Internal Goals:

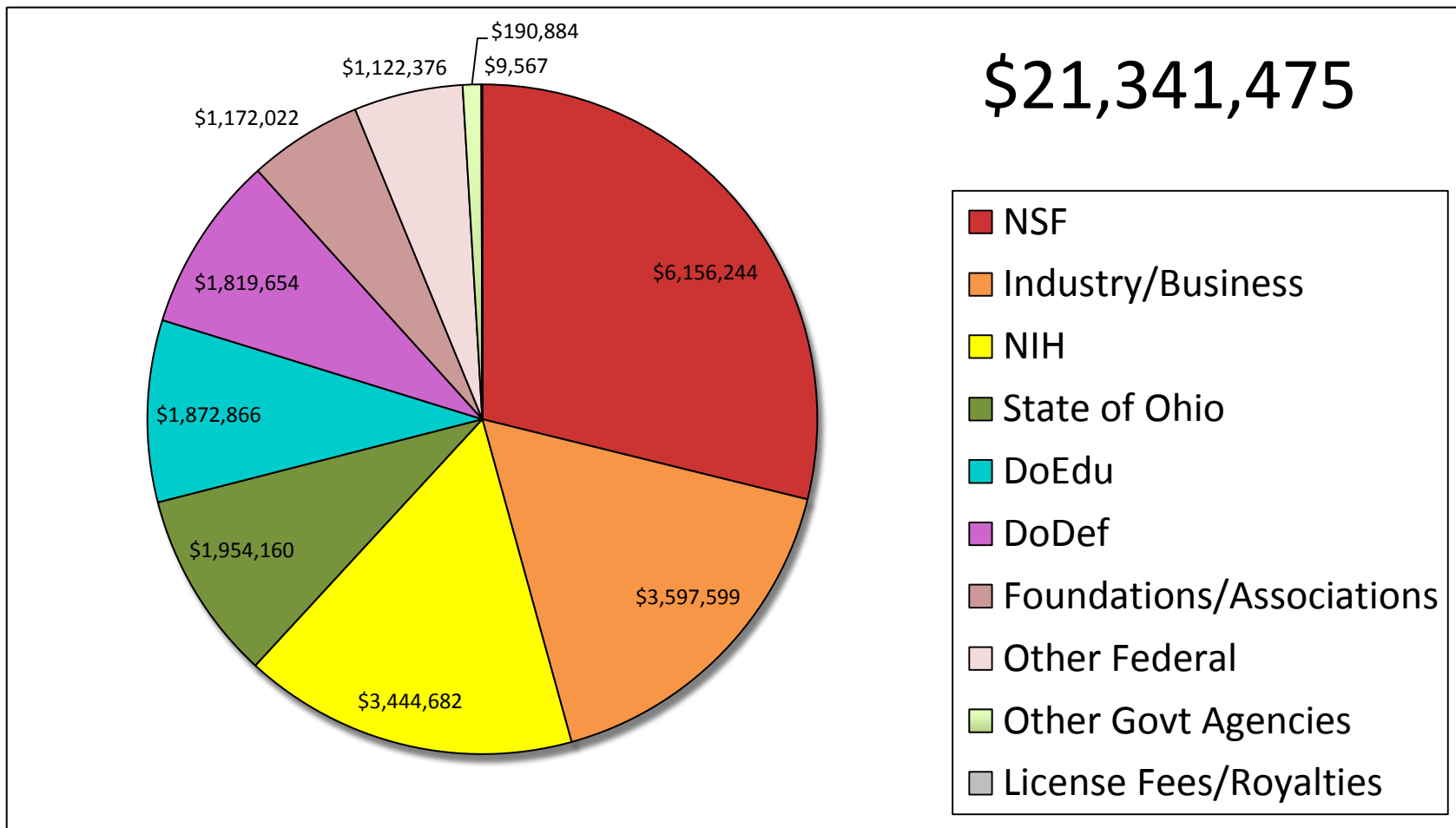
- Maintain or increase external funding overall
- Offset reductions in federal/state funding with emphasis on private sources and new opportunities
- Incentives and new initiatives to increase grant submissions

## Responding to OBOR “Conditions Report”:

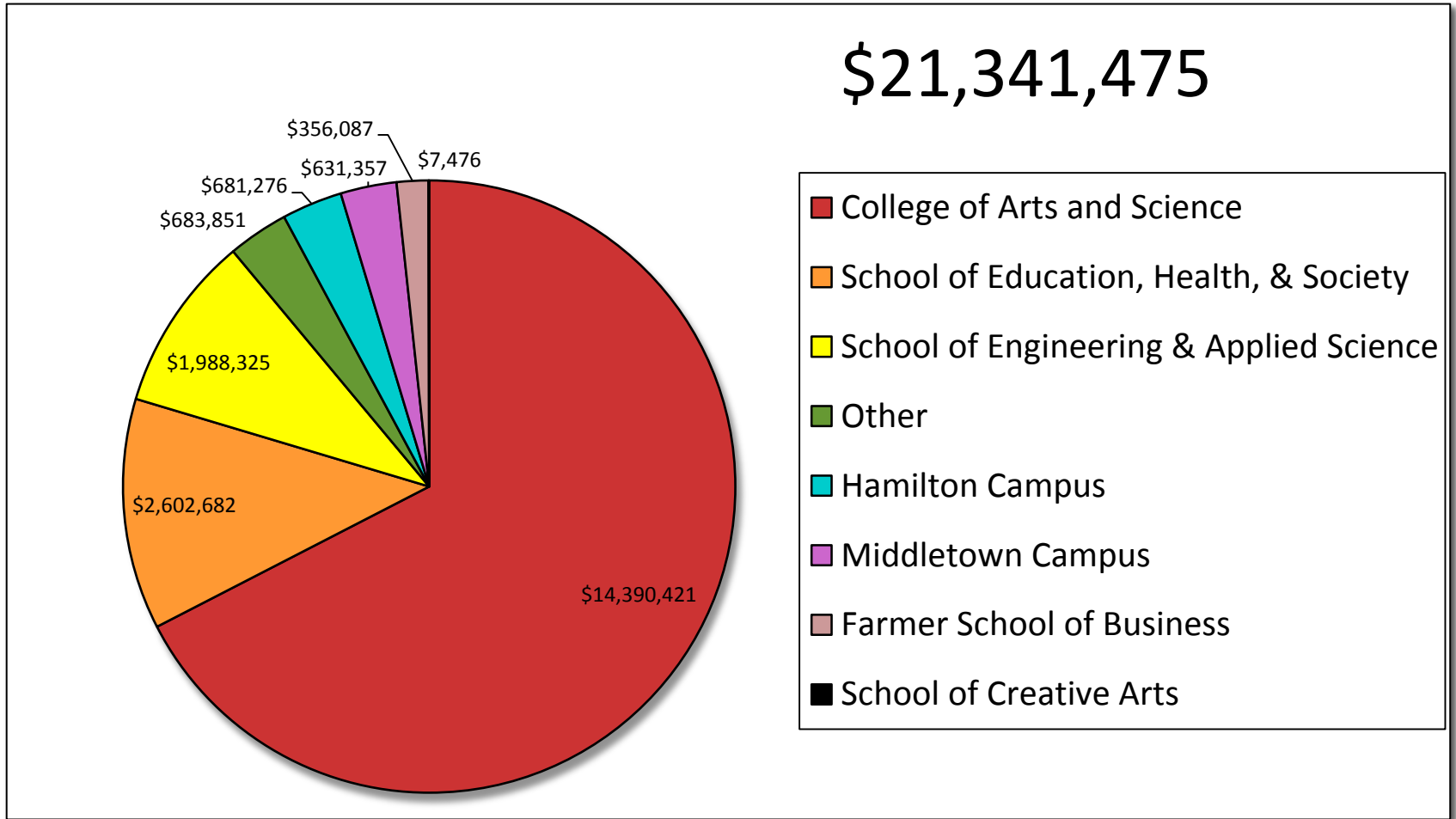
- Increase number of business partnerships
- Increase commercialization efforts



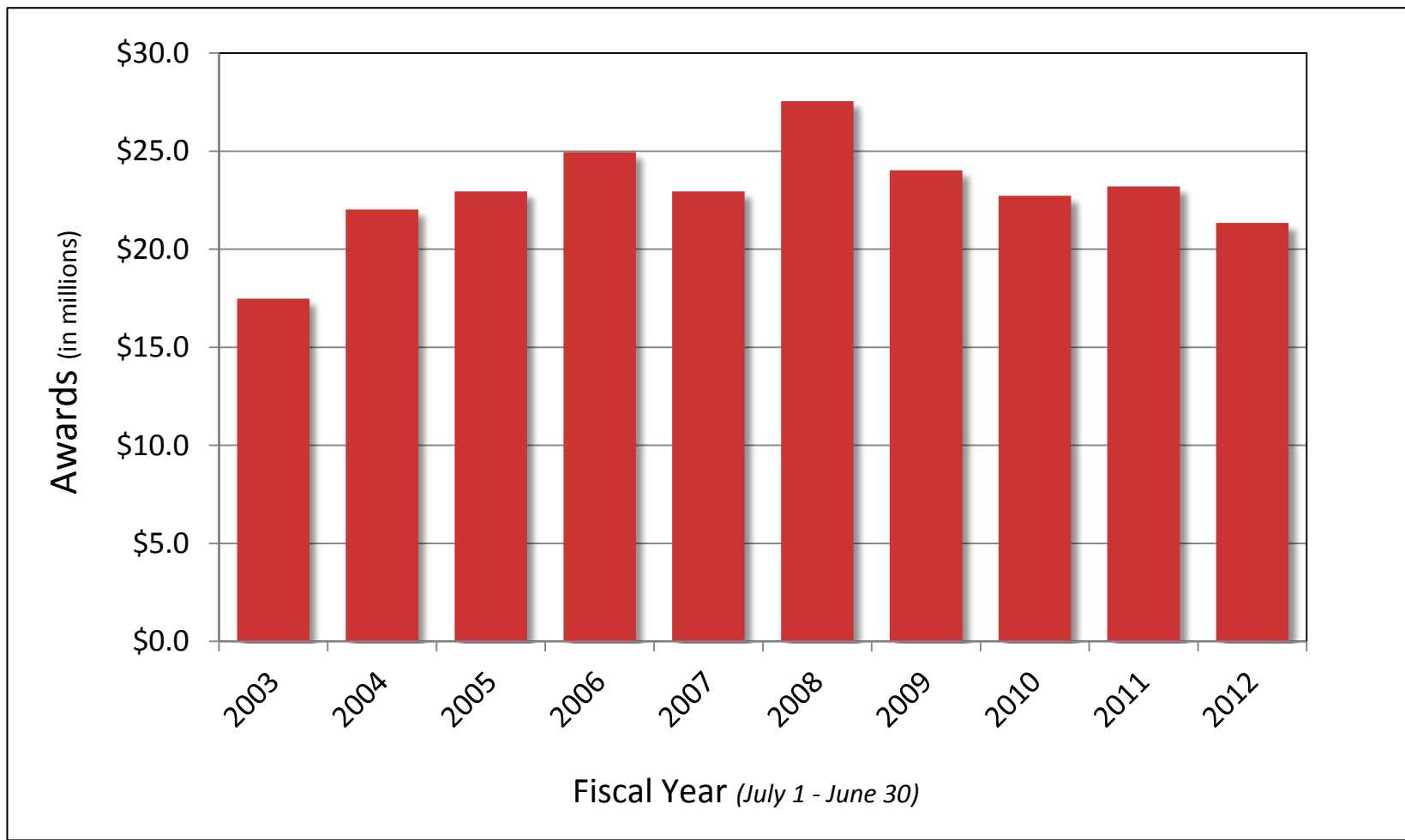
# External Funding – FY2012



# External Funding – FY2012

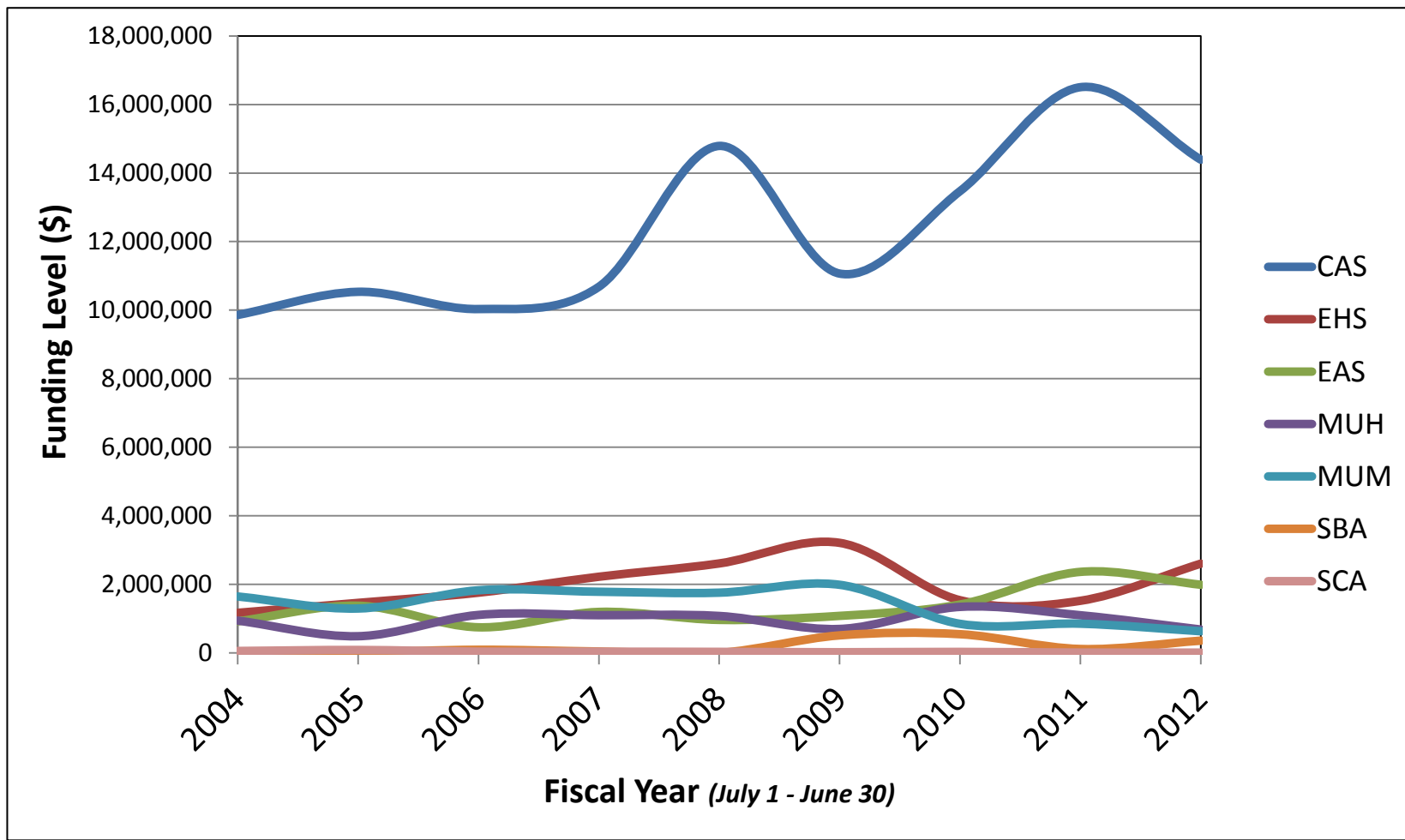


# External Funding – 10 Year Trend

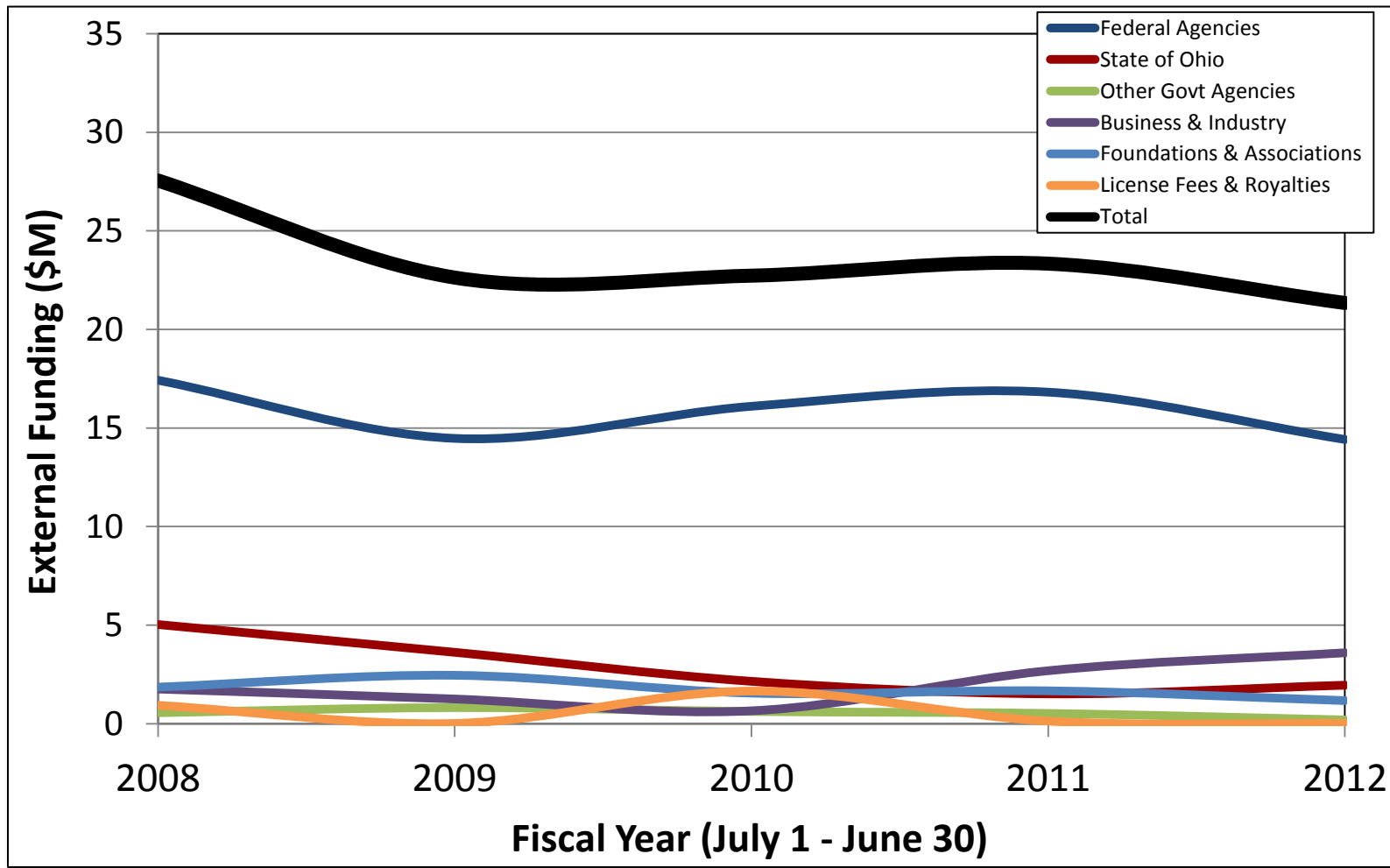




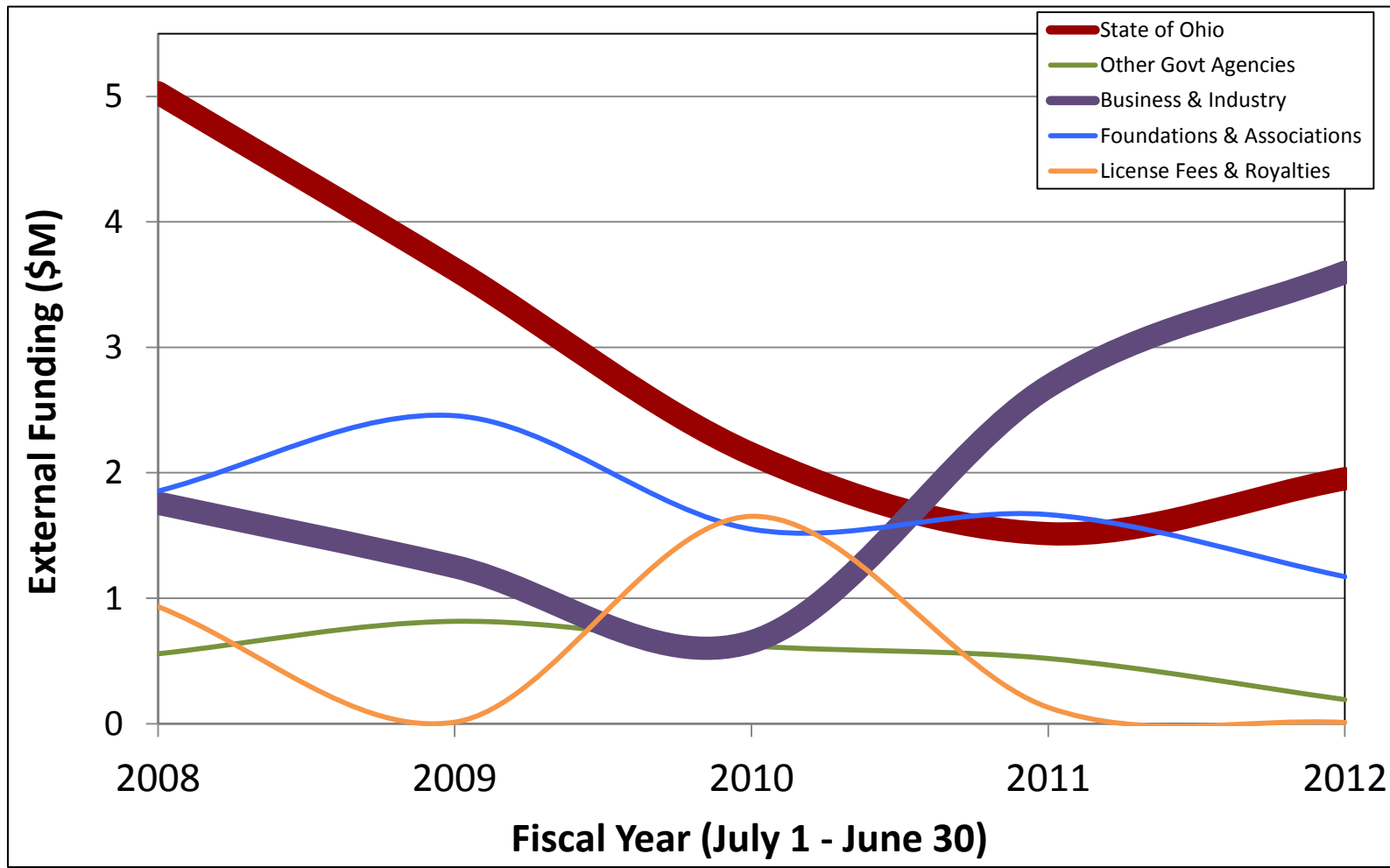
# External Funding – 10 Year Trend



# External Funding – 5 Year Details



# External Funding – 5 Year Details



# Technology Transfer

- Director of Tech Transfer & Business Partnerships (1.0 FTE)
- Seven patents issued in past five years
- MiamiOH lead applicant on two Ohio Third Frontier submissions
- AUTM Data (CY12):
  - 7 Invention Disclosures
  - 5 Patent Filings (4 provisional/1 non-provisional)
  - 1 notice of allowance
  - 1 patent should issue soon [option exists on this filing]
  - Royalties = ~\$10K



# *SPTF – Recommendation #8*

## **Recommendation 8: Increase operational efficiency by performing a University-wide evaluation of administrative and support operations.**

- 1) Identify, and eliminate or centralize, redundant functions *across units*, and develop an organizational structure that retains needed services but delivers them more efficiently. This may entail the use of shared services, contracting of services, or an improved use of technology to deliver services.
- 3) Identify opportunities to share functions or operations with other universities.
- 4) Identify opportunities to shift support operations online, eliminating unnecessary paper transactions or face-to-face contact.



# *SPTF – Recommendation #8*

## **Activities:**

- Cross-Unit efforts engaged with:
  - Grants & Contracts (grants & proposal database, contract review)
  - Academic Personnel (graduate student appointments)
  - Business & Finance (budget – grad school))
  - Student Financial Aid (grad summer scholarships)
  - Bursar (grad summer scholarships)
  - Registrar (transcripts, commencement, others)
  - International Studies (admissions, grant writing)
- Shared-services agreement with WSU – Tech Transfer  
(ended 2012 w/ addition of full time person)
- Combined MS program in Social Work with WSU
- Conversion of database(s) to Banner
- Implementation of CRM



# *SPTF – Recommendation #14*

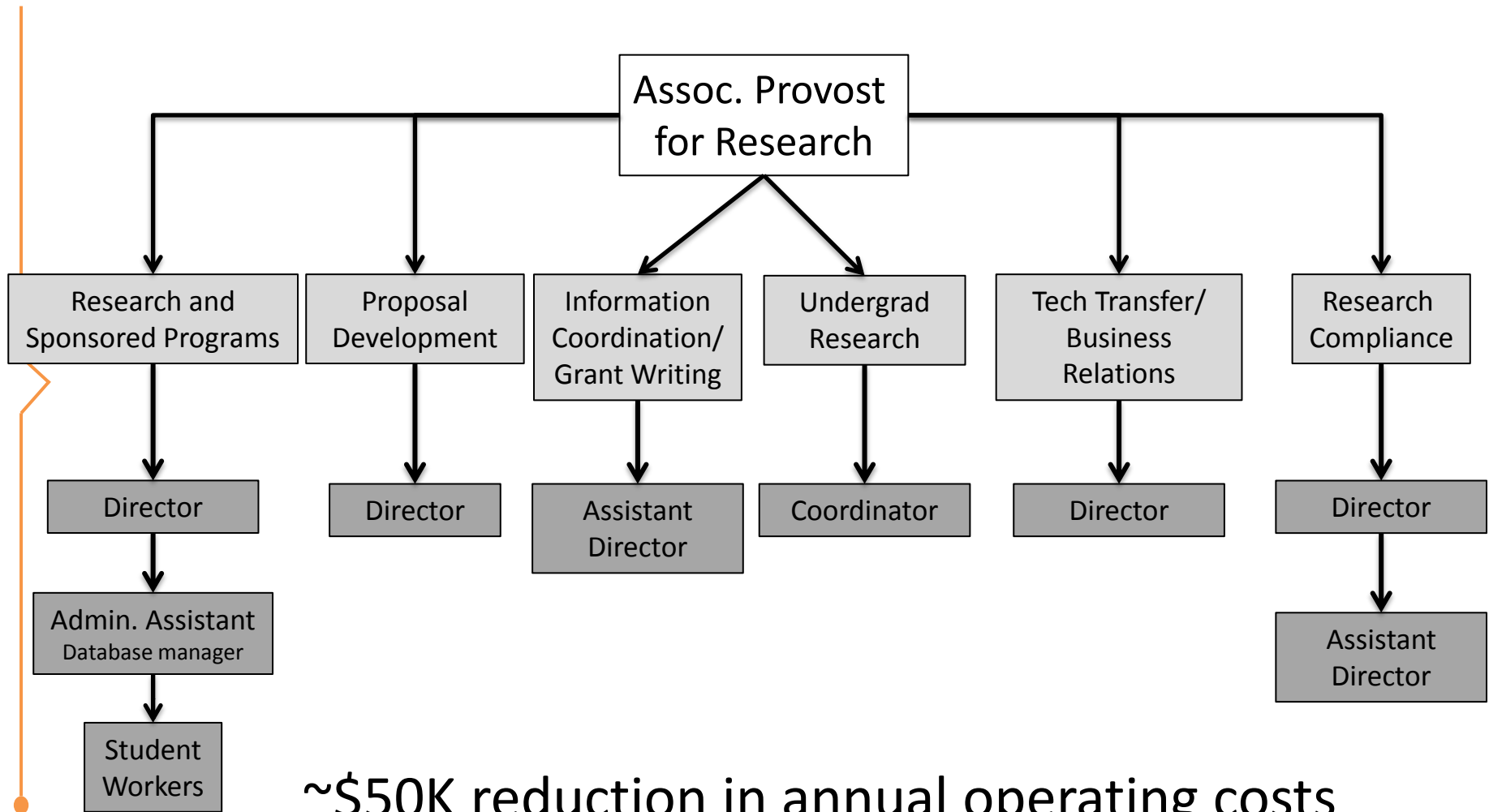
**14. Conduct a comprehensive review of all centers, programs, and offices reporting to the Provost to identify further potential savings.**

## **Activities:**

- GS/OARS paperless operations
- Eliminate shadow database systems
- HR review of staffing and assignments
- Reorganization of OARS staff and operations
  - Departmental Structures
  - Grant Writing Services (“Grant Writers Council”)
  - Tech Transfer & Business Partnerships



# OARS Organizational Chart





# *SPTF Recommendations*

- 22. Eliminate support for graduate programs that do not meet performance criteria.**
- 23. Maintain and enhance a smaller number of high-quality graduate programs that provide assistantships.**
- 25. Evaluate the use of assistantships in non-academic areas and eliminate such assistantships if they are not cost-effective.**
- 26. Conduct a comprehensive review of the pricing structure for tuition, based on the market value for competitive graduate programs.**

## **Activities:**

- Revision of Academic Program Review process  
Alignment with HLC Accreditation/Forward-looking analysis of programs
- IT Services project to collect data on graduate programs
- Selected Graduate Program Reviews (2012/13)



# *SPTF – Recommendation #24*

## **24. Increase the number of revenue-generating graduate programs and tuition-paying graduate students.**

### **Activities:**

- Revised combined Bachelor/Master's requirements
  - 23 Combined Bachelor's/Master's programs offered beginning 2012/13
  - ~5x fold increase in enrollments due to recruiting and revisions
- ID and promote professional Master's programs (eg, IES)
- Promote and expand 1+1/3+2 Master's programs (eg, SEAS ZZU)
- Post-baccalaureate certificate programs
- Online graduate courses (eg, Dragonfly, iDiscovery)
- Flexibility in stipends and tuition/fee waivers



# *Bachelor's + Master's Combined Programs*

## **CAS**

Chemistry

English

Environmental Science

French

Geography

Geology

History

Mathematics (MA & MS)

Philosophy

Physics

Political Science

Spanish

Speech Pathology (MA & MS)

Statistics

## **FSB**

Accounting

Economics

## **SEAS**

Chemical Engineering

Computational Science & Engineering

Computer science

## **SEHS**

Educational Psychology

## **SFA**

Theatre



# Combined Bachelor's + Master's History

<i>Admission Fall</i>	<i>Admits</i>	<i>Completed</i>	<i>Quit</i>	<i>In Progress</i>
2004	2	1	1	0
2005	4	2	2	0
2006	6	2	4	0
2007	5	1	4	0
2008	6	1	5	0
2009	3	0	2	1
2010	6	1	2	3
2011	10	1	4	5
2012	6	0	2	4
2013	26	0	0	26
<b>Total</b>	<b>74</b>	<b>9</b>	<b>26</b>	<b>39</b>



# *SPTF – Recommendation #24*

## **24. Increase the number of revenue-generating graduate programs and tuition-paying graduate students.**

### **Activities:**

- At least one, but as many as four new agreements in China in 12/13
- Iraqi Embassy – MU on priority list for scholarship students
- U.S. – Indonesia Joint Council on Higher Education
  - MiamiOH one of 25 selected universities
  - Indonesia is one of the fastest growing global economies
  - High interest and investment in higher education
  - Ministries of Education devotes significant resources to degree upgrades
  - U.S. AID budget = \$165M for development of INDO HEI's



# *SPTF – Recommendation #27*

## **27. Identify and support doctoral programs that generate external research funds.**

### **Activities:**

- Targeted capital equipment matching
- Leverage of recovered F&A
- Research Incentive Program
- Enhanced training and facilitation of grant submissions
- Two PhD programs within Ohio Centers of Excellence
- Graduate program review process



# *SPTF – Recommendation #28*

## **28. Review cost-recovery practices from sponsored funds.**

### **Activities:**

- Propose to provide F&A incentives to faculty
  - (5% return directly to faculty)
- RCM budgeting returns majority of F&A to deans
- Additional divisional incentives possible





MIAMI UNIVERSITY

# *Questions?*

**Jim Oris**

Associate Provost, Research and Scholarship

Dean of the Graduate School

[orisjt@MiamiOH.edu](mailto:orisjt@MiamiOH.edu)



**Student and Academic Affairs**  
**Construction Activity Report**

**December, 2012**

1. Projects completed:

Four projects under \$500,000 were finished since the last report. The Recreational Sports Center and Thomson Hall each received significant roof work including repairs and replacements. Work continued on the West Stands of Yager Stadium repairing concrete and installing a waterproof membrane on sections 5-6. The Fryman Farm Parking Lot and Cross Country Course Relocation was completed. The parking lot project adds additional event spaces while the cross-country course relocation was necessary to support the Western Residence Hall and Dining Hall construction activities.

2. Projects added:

Five major projects and thirteen projects under \$500,000 were added this reporting period. The Oxford Campus Retro-Commissioning project impacts campus energy consumption. The Robertson Communications Replacement moves the south half of the Oxford campus copper communications and 8 fiber optic hub points from Robertson Hall, which is scheduled to be deconstructed in support of the Armstrong Student Center and Kreger Hall construction projects. Also worth noting is the aggregate nine-dormitory rehabilitation project combined as one construction manager at risk (CMR) summer project. This project addresses life safety improvements, energy efficiency gains, and upgrades finishes and appearances in our residence halls. Finally, A roof replacement and repair project will address building envelop issues on 5 of our buildings, including two residence halls.

3. Projects in progress:

Maple Street Station (90 beds), Etheridge Hall (232 beds) and the Armstrong Student Center are all focusing on work to be weather-tight so finishes and mechanical systems can advance on the interior and preparation for exterior brick veneer can begin. Bishop Hall (96 beds) is also progressing well with the completion date of summer 2013 as planned. On Western Campus, the new Dining Hall has under slab utilities and footers being placed while the excavation for the three new Residence Halls will start in the next month as early foundations and steel bid packages are being let by the design-builder. Also worth noting on Western, all 315 geothermal wells have been drilled and the new Geothermal Energy Plant construction is starting to come out of the ground. The Cook Field Renovation project is nearing completion with the new restroom and storage facility opening this month.

The landscape, furniture fixtures and equipment, a/v and environmental bid packages are being prepared to bid for the Armstrong Student Center and the team is working to make sure the Shade Family Room will be online and available for Admissions tours beginning in October 2013 - three months ahead of public opening of the remainder of the facility.

Student and Academic Affairs  
Construction Activity Report  
December 7, 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.

All structural framing is complete. The exterior wall framing, aluminum curtain-wall and window installation is ongoing. Interior ceilings and soffits have been roughed-in. Interior wall partition framing is complete. Mechanical, electrical, plumbing, fire protection, fire alarm and building automation systems controls are being installed in the former Gaskill Hall and in the new structure. The building is to be weather tight by January and heating in place by February to begin interior finishes.



**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 in conjunction with structural improvements at the main bearing walls and new elevator shaft. New interior partitions are 75% complete. Interior mechanical, electrical and plumbing systems are 40% complete. Site utility work is 95% complete.

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**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 new restroom and storage facility will be complete in the next week and available for use. The south, natural turf field will continue to be held offline through the spring to allow proper cultivation of the new grass play surface and will open in May 2013.



**Cook Field**

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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. The site has been brought up to grade. Storm water infrastructure, the riding arena and drives are being installed and the barn is being erected.



**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. Structural steel is complete. Exterior framing is underway. Building enclosure will be complete by the end of December. Mechanical, electrical, and plumbing overhead piping and ductwork installation is underway in the basement and on the first floor.



**Etheridge Residence Hall Site**



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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. Selection of a construction manager at risk is underway and construction will start in the spring.

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 and the building is enclosed. Installation of mechanical, plumbing and electrical systems continues. Interior wall framing is complete and finishes are underway.



**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 project has moved into the construction documentation phase.

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Page 6

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. Basement excavation is complete. Concrete 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 the project is in design development. The site excavation is scheduled to begin in early January.

Respectfully submitted,

Cody J. Powell, PE  
Associate Vice President –  
Facilities Planning & Operations

**Board of Trustees Academic and Student Affairs Committee**  
**Debra Allison, VP for IT and CIO**  
**November 16, 2012**

IT Services takes its responsibility seriously to provide information technology service and support for Miami's students in Oxford, at the regional campuses, and across the world.

**On Campus Internet Access**

For the over 7300 students living in the residence halls the most crucial and obvious service provided is Internet access via both wired and wireless connections. A peak bandwidth of 800 Mbps is provided in the evening hours. The extra large first year class taxed the network at the beginning of fall semester, as students were housed in spaces that had not recently been used.

To maintain the quality of service that students expect, the wireless access points are being upgraded in an ongoing rotation, this year including 25 outdoor access points to improve green space coverage. A web content caching system and routing improvements to use OARnet for intrastate sites have improved the overall performance of the Internet in the evening hours.

A content caching device has been added to the network. This device increases effective average bandwidth by 25-30% during peak times by serving cached copies from the local network instead of requesting them again from the Internet. We are also looking to provide a second tier of ResNet Turbo for students with extremely high bandwidth needs.

**Student Technology Fee**

IT Services continues to manage the funds raised through the Student Technology Fee. Supporting classroom technology, support for students' use of technology and a variety of other student-focused needs, the Tech Fee is distributed through the Classroom Enhancement Council, an annual allocation to each Dean and the division of Student Affairs, and through an annual, open competitive proposal process.

The current process ensures that ongoing support services are funded, along with efforts in support of academic priorities within the Schools and the College, as well as providing seed money for new and innovative opportunities.

In response to a recommendation from the IT Policy Committee, we are adding a graduate student representative to the Tech Fee Committee.

**Support for Teaching and Learning**

In a collaborative decision with the Provost this fall we determined that the IT Services staff members who provide research computing as well as instructional design and

technology support for faculty should be moved to the Office of the Provost. This will place the teaching and learning support staff closer to the academic leadership, enabling more agile response to the growing elearning initiative as well as a broad, creative approach to pedagogy and research computing.

Additionally, as part of the new IT portfolio governance process an Academic IT Planning Committee has been convened, comprised of assistant/associate deans and the academic directors of technology. This committee will bring the voice and priorities of the academic divisions to the consideration of University-wide planning of IT initiatives.

#### Technology Improvements at Luxembourg Campus

Significant improvements have been made in the technology environment at Miami's Dolibois Center in Luxembourg. Wireless service in the Chateau and other Miami facilities is now pervasive. Students, faculty and staff now have the same technology environment in Luxembourg as they experience at the Ohio campuses, speeding the process of settling in and using online services. With the installation of voice over IP (VOIP) telephone service, 5-digit dialing was enabled between all Miami campuses.

We are developing a very positive, proactive relationship with Dean LeTerre, allowing us to be responsive to his plans for the campus. Collaboratively planned annual trips allow for significant amounts of work to be done in a limited time window and bring the Oxford and Luxembourg staff together to build a team approach in spite of the differences in location, language and time zones.