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BOARD OF TRUSTEES
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BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
February 7, 2013
Phillips 212

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on Thursday, February 7, 2013 in Phillips 212 on the Oxford campus. The meeting was called to order at 8:00 a.m. by Committee Chair Sue Henry. Also attending were Committee members, Don Crain, Dennis Lieberman, Sharon Mitchell and Robert Shroder, along with Trustees David Budig and Mark Ridenour, and 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; Carine Feyten, Dean, School of Health, Education and Society; Michael Pratt, Dean, Regional Campuses; Dr. Mike Curme, interim 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; Carolyn Haynes, interim Associate Provost; Dr. James Kiper, Chair, University Senate Executive Committee; Cheryl Young, Assistant Provost; Dr. Scott Walter, Assistant VP for Student Affairs; Jenny Levering, Director, Office of Fraternity & Sorority Life & Leadership; 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

Student Trustee Lot Kwarteng addressed the Committee on several topics, focusing on undergraduate advising and professional development. As this was Mr. Kwarteng's final meeting as a Student Trustee, the Chair, Sue Henry, thanked him for his service and all present wished him well.

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

Associated Student Government

Secretary Nick Miller updated the Committee on Associated Student Government (ASG) matters, in particular, the items which are on ASG's agenda for the Spring semester. The items include: a four year strategic plan, bylaws review, the Armstrong Student Center, medical amnesty, and academic advising. Mr. Miller also spoke of the success of the recent Janus Forum and thanked former secretary Tyler Sinclair for his success in planning and mediating the event.

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

University Senate

Professor James Kiper, Chair of the University Senate Executive Committee, highlighted upcoming Senate activities and also reported that the two new proposed majors; Biology, and a Pre-Medical co-major, had received Ohio Board of Regents approval.

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

Academic Affairs Reports

Provost Update

Provost Gempesaw introduced Michael Kabbaz and the Miami University - Columbus State Community College initiative.

Columbus State Initiative

Associate Vice President for Enrollment Management Michael Kabbaz explained that Miami is looking to establish a mutually beneficial partnership with Columbus State Community College; to enhance Miami's transfer population and provide a pathway to a four year degree for Columbus State students. Mr. Kabbaz informed the Committee that he expects to present a resolution supporting the arrangement at the April Board meeting.

Enrollment Management

Mr. Kabbaz updated the Committee on first-year student applications for Fall 2013. The total exceeded 22,000 for the first time, and was a more than 10% increase over last year. The profile of the applicants was also quite strong, and to attract more of the high ability applicants to accept their offer of admission, changes with the merit scholarship have been made to allow greater awards for top students. The Admissions Office also sent acceptance notifications in December to many top applicants, who were not expecting news of their admission until February 1.

Mr. Kabbaz's presentations are included as Attachment D.

Regional campus Enrollment Initiatives

Dean Michael Pratt, Dean of the Regional Campuses, briefed the Committee on the recent efforts to enhance student opportunities, recruiting and enrollment. Efforts include increased four-year offerings, enhancing the recruitment staff, direct marketing to high school students, and hosting on-campus recruiting events. Efforts also include increased articulations agreements with schools such as Sinclair Community College. Automatic merit scholarships are also being offered to well-qualified students, and the English Language Center in Middletown will open in the Fall with a cohort of 60 students.

Dean Pratt's presentation is included as attachment E.

Global Initiatives Reorganization

Assistant Provost Cheryl Young briefed the Committee on efforts to bring together staffing and the support structures to create efficiencies and better promote globally engaged learning. Specifically, the Office of International Education, the Center for American and World Cultures, the Oxford Office of MUDEC, and the Continuing Education Office will unite under a single reporting structure, sharing resources and personnel.

Ms. Young's report and presentation are included as Attachment F.

Re-Accreditation Process

Dr. Carolyn Haynes, interim Associate Provost, updated the Committee on the status of re-accreditation. She spoke of the two components of the process; Improvement and Assurance, including the five criteria of the Assurance portion. She also outlined the next steps in the process.

Dr. Hayne's report and presentation are included as Attachment G.

Academic Affairs Written Reports

In addition to the presentations, the following written report was submitted for review by the Committee:

- Academic Affairs "Good News," Provost Gempesaw, Attachment H.

Student Affairs Reports

Vice President for Student Affairs Update

Vice President for Student Affairs, Barb Jones, highlighted recent activities for the Board, focusing first on leadership changes. She introduced Dr. Mike Curme, who is serving as interim Dean of Students, and informed the Committee that Dr. Scott Walter will assume the added responsibilities of the Student Health Center, Counseling Services, Health Education and the Women's Center, on an interim basis following the departure of Assistant VP Gail Walenga.

Dr. Jones also informed the Committee of the assignment of Katie Wilson as the Director of the Armstrong Student Center; Jenny Levering's assumption of the responsibilities of student activities formerly supervised by Dr. Wilson; and Eric Buller's assumption of responsibility for student leadership activities.

She also reported on events, such as internship and career fairs, and informed the Committee of the success of the Myaamia Project and its recent transition to become the Myaamia Center.

Vice President Jones' report is included as Attachment I.

Student Engagement

Director Jenny Levering provided a presentation on student engagement and activities. She provided an overview, stating 83% of students participate in one or more of Miami's 417 registered student organizations. She provided information on the participation in specific student activities, new student services and resources, and the new programming structure. The new structure consolidates existing resources and management to increase efficiency and to create more inclusive programing.

Ms. Levering's presentation is included as Attachment J.

The Miami Student

Dr. Scott Walter, Assistant Vice President, and Tim Kresse, Director, Student Affairs Budget and Technology, provided an update on the student newspaper, the Miami Student. They reported that a business manager has been hired to work with the students

on operations, marketing, etc. The addition of the business manager now allows the advisor to better focus on advising the student staff.

Their report is included as Attachment K.

Student Affairs Written Reports

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

- SPR 29-32: Division of Student Affairs - Barbara Jones, V.P. Student Affairs. Attachment L
- Student Housing Occupancy Update – Brian Woodruff, Director, Housing Contracts and Meal Plans. Attachment M
- Student Affairs "Good News" - Barbara Jones, V.P. Student Affairs. Attachment N
- Fraternity/Sorority/Greek Affairs - Jenny Levering, Director. Attachment O

Academic Deans' Reports

School of Education, Health and Society

Dr. Carine Feyten, Dean of the School of Education, Health and Society (EHS), briefed the Committee on initiatives within EHS, including several forward-looking programs to serve the needs of teachers and professionals, such as the partnership with Dublin, Ohio schools; and Master of Art in Social Work, offered through a unique joint arrangement with Wright State University. She also highlighted increased online offerings, and programs and majors, such as Sports Leadership and Management (SLAM).

Following Dean Feyten's remarks, the Committee toured the Department of Kinesiology and Health facilities, hosted by Department Chair Helaine Alessio.

Dean Feyten's report and presentation are included as Attachment P.

Additional Written Reports

The following additional written reports were submitted for Committee review:

- Construction update, Cody Powell, Associate Vice President for Facilities, Planning and Operations, Attachment Q
- Development, Tom Herbert, Vice President for Advancement, Attachment R

Adjournment

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

Theodore O. Pickerill II
Secretary to the Board of Trustees

Lot Kwarteng, Student Trustee
Report to the Miami University Board of Trustees

Good Morning,

For my last board meeting, I wanted to speak of some of the committees and issues that I have taken an interest in this semester.

UAAC Communication sub-committee:

Simply put, the charge of the Undergraduate Academic Advising Committee is to improve the academic advising here at Miami University. The sub-committee that I serve on seeks to develop and design an academic advising website that is a "one-stop shop" for all academic advising resources. The committee is made of a diverse group of individuals from career services to admissions and even IT. We meet on a weekly basis to talk about the technical issues involving the creation of the site, content for the site, and the proper ways to make sure the site is utilized by students. Just before the end of last semester we were able to create a beta site and presented it to a student focus group. What I have realized is that many of the resources and answers that students need to make informed decisions about the academic careers here Miami is available somewhere, but not readily accessible. For example, the academic calendar which contains content such as the academic drop date and other deadlines that students need to know is available on the registrars website, but most students have no idea what the office of registrars does. Thus, an important tool such as the academic calendar will go unnoticed and underutilized.

Our sub-committee is trying to centralize all resources and information that is pertinent to academic advising not only for students, but for faculty too. The interface that we are creating will have advisor tools so that faculty can have all the relevant information they need on the students they're advising.

By providing students and faculty all necessary resources on one site, we are offering clarity and empowering them to make proper academic decisions. Furthermore, this site helps faculty cater their insights to student needs.

Professional Development FLC

This is a committee of students, faculty, and staff, who are trying to find ways to make career development a key component of the College of Arts and Sciences. The professional development committee meets once a month and we have working teams to evaluate how to reach our objective:

1. **Curricular efforts:** Responsible for identifying, collecting, and/or developing curricular efforts such as assignments in existing courses or new/existing course requirements. These might take any number of forms, such as career exploration, translating student learning outcomes, applying course concepts to real-world domains, and finding ways to communicate to students how their work in the classroom helps to build professional skills.

2. **Advising Efforts:** Responsible for identifying potential improvements to the content and/or structure of the distributed advising model to better support undergraduate professional development. Develop tools for faculty advisors to help direct and support students in search of and applying to jobs that do not require a particular type of degree.

3. **Practical Experiences:** Responsible for identifying, collecting, evaluating, or developing experiential learning opportunities for professional development, such as internships.

4. **Alumni Relations:** Responsible for identifying and/or developing mechanisms to capitalize on the experiences and knowledge of relevant alumni populations.

Overall, I think the committee is making some progress in terms of identifying areas that need improvement. When it comes to making students career ready, I believe we should look to provide more assistance to students in these core activities:

1. **Career Research and Self Assessment**: In CAS there is no specific track for a political science major or someone with a major in American Studies, but there are general traits and values shared among students within a specific area of study. I believe faculty across all CAS majors can collaborate with our career services staff in identifying career fields that students would most likely be interested in pursuing. The next step would be to build awareness among students within a major or division about career options that would best suit their interest or competencies. Finally we can offer educational programming through alumni, student groups, career services, etc. to make sure students are gaining a strong base of knowledge into sectors that they have an interest in.

2. **Networking:** Even if a student is interested in a specific field, we can need to teach and provide routes to connect students with professionals who are willing to offer insights and mentorship.

3. **Internships and Placement:** Most students that I have interacted with in CAS do not go to career fair for internship opportunities because they have the perception that nothing is available to them. This partially true; as it stands now there are more recruiters who focus primarily on business students or prefer business students. More attention needs to be allocated to identifying and bringing public and private sector entities that are more willing to take on students in the social sciences. Furthermore, we should be teaching students in the classroom on how to extrapolate skills from their course work and extracurricular experiences to match the skill sets that employers are looking for.

> Even with the creation of this Professional Development committee for CAS, there is a cultural problem that we need to overcome to make sure that real changes are realized. We need to change perception among faculty and students when it comes to professional development. The faculty members that I have the privilege of working with understand that liberal education needs to make some changes to help students prepare for the workforce, but we need full cooperation from all faculty to make this effort successful. The board should look at developing incentives for faculty to assist students in making them ready for life after Miami. This means we need faculty to start engaging their students on this subject and making sure they are building real connections with professionals in a wide variety of career fields. On the other hand we must create a sense of urgency among students. We have to press students early on in the Miami experience to participate in career development and to start thinking about how to make the most out of academic and extracurricular activities.

As I stated before, there is more to be desired when it comes to making students ready for life after Miami, but we do not need a dramatic overhaul of our system, we already have some pieces of the puzzle. There are living learning communities that cater to students who are interested in business or government. We already have some programming and resources through career services available to give students. Certainly through this Professional Development committee there are faculty who are interested in advising students. What we need is more synergy between faculty, career services, alumni relations, and residence life to make sure we come up with a cohesive system that brings all students into the professional development activities. Once we get students in mindset for career development, University personnel should be fully engaged with them so they can gain optimal benefits from networking, internships, and self-evaluation. As a university we need to keep raising the bar to really show parents and students more value in the Miami experience and it starts with a hard look at how we are helping students compete in a tough labor market.

ASG
MIAMI UNIVERSITY
ASSOCIATED STUDENT GOVERNMENT

Nicholas M. Miller
Secretary for Academic Affairs
Associated Student Government
Mille534@miamioh.edu

January 23, 2013

Ladies and Gentleman of the Board,

First off, I would like to welcome you back and into second semester. I hope that you all had a nice and relaxing holiday season. There are a number of items that are on the agenda for ASG this semester that I'm excited to report about.

Four Year Strategic Plan
Very much like the University, ASG operates under the direction of a strategic plan. This year marks the last year of our latest plan. We will be working throughout the semester to set a course for what we want our next four years to look like. What will be the next Armstrong Student Center?

Bylaws Review
Also like the university and the Miami 20/20 plan we are also conducting an internal review of current operational practices and how we could improve ASG as a whole. We would like to coordinate our operating practices in a manner that will best prepare us to succeed with our strategic plan.

Armstrong Student Center
I have personally been working very closely with the new Director of the Armstrong Student Center, Dr. Katie Wilson to discuss the manner in which the first student board of the center will be selected and how that board will operate. It is the hope that we will assemble the first board to start deliberating their goals and purpose this semester.

Medical Amnesty
One of Student Body President John Stefanski's main campaign ideas was to work on creating a medical amnesty policy that will effectively protect the health and safety of our student body. We plan on making a strong push for such a policy very soon.

Academic Advising
ASG will continue to work with Dr. Carolyn Haynes and the Undergraduate Academic Advising Council with their efforts to reform the advising process.

Janus Forum
While although this is certainly not an ASG initiative it is currently being conducted by a group of students who are all affiliated with ASG. My predecessor, Tyler Sinclair, is currently chairing this new program and it is the hope of ASG to begin to make this a

group that is diverse and nature and this Janus Forum is very successful for many years to come.

These initiatives are just a few of the many that we plan to work on this semester and I look forward to updating you on our progress throughout the remainder of the year.

Love and Honor,

Nicholas M. Miller

UNIVERSITY SENATE
Carolyn Haynes, Acting Secretary, University Senate
University Senate Website: www.muohio.edu/senate/

January 2013

The following summarizes items of University Senate business conducted since the Board of Trustees last met on December 7, 2012.

- 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) received Ohio Board of Regents approval on January 21, 2013.
    - Pre-medical co-major (SR 13-05, 11/19/2012) received Ohio Board of Regents approval on January 15, 2012.

  - Academic Program Review Process
    December 3, 2012, Senate endorsed revisions to the Academic Program Review process (SR 13-06) (Note: Has not exceeded the 10 class-day period during which time Faculty Assembly may challenge Senate action).

- Special Reports delivered at the December 3, 2012, Senate meeting
  - Regional Division Implementation Committee – James Oris, Co-chair
  - Miami 2020 Update – Phyllis Callahan and James Kiper. Co-chairs

- Special Reports to be delivered at the January 28, 2013, Senate meeting
  - Academic Calendar Implementation Update
  - Sustainability at Miami: FY 2012 Progress and Steps Ahead.
  - Miami Plan 2020 Update

- Spring Semester 2013, Senate Dates
  - January 28
  - February 11, 25
  - March 4, 18
  - April 1, 8, 15, 22

Prepared by: Marcia C. Weller, Recording Secretary, University Senate

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Enrollment Management Update

Board of Trustees
February 7, 2013

Michael S. Kabbaz, Office of Enrollment Management

Transfer Enrollment Initiative

COLUMBUS STATE COMMUNITY COLLEGE ARTICULATION AGREEMENT UPDATE

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Miami University and Columbus State Community College Agreement

- Establishment of a formalized linkage "Articulation Agreement" with Columbus State Community College (CSCC) to facilitate the transfer of students
  - Academic programs
  - Student support
  - Recruitment
- Enrollment at CSCC is over 30,000
  - Approximately 26% of CSCC students are interested in transferring to four-year colleges and universities
  - Over one-third are online/distance learning students
- Miami University has capacity to enroll more CSCC transfer students

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CSCC Enrollment History

	Applications	Accepts	Enrolled
2009	11	5	4
2010	24	15	10
2011	16	8	5
2012	15	7	6

Note: Includes both fall and spring enrollments

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CSCC Agreement

- Agreement supports and complements the University system of Ohio and Miami University's enrollment goals and academic mission.
- Compliance with the Ohio Board of Regents and institutional transfer and articulation policies to define agreement.
- Provides clear and direct pathways for Miami University degree completion.

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CSCC Agreement

- Establishes an integrated and on-going Miami University presence on the CSCC campus with routine office hours, outreach activities, and shared marketing.
- Enables CSCC transfer students to develop an early and dual identity with Miami University using scholarship dollars, shared resources, mentoring, and on- and off-campus programming.
- Provides seamless transition and degree completion pathways using shared advising, the development of course for course equivalencies, major and program specific guides.

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Miami University and CSCC Agreement Timeline

January 2013

Development of general overarching CSCC articulation agreement

February 2013

Approval and signing of general articulation agreement

Development of addendum, targeted program/ major-specific guides and determination of course equivalencies

March 2013

Establish Miami University presence at CSCC campus

- Begin marketing campaign
- Identify and recruit prospective transfer students

April 2013

Board of Trustees' joint resolution

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Fall 2013 Enrollment Goals

- Manage divisional capacity
  - Cap FSB enrollment @ 800 first-year students
- Increase quality— ACT average (SAT converted)
- Increase non-resident enrollment
  - Non-resident domestic
  - International
- Increase ethnic/racial diversity
- Improve yield
- Increase transfer enrollment
- Increase ACE Program enrollment
- Manage financial aid budget

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Fall 2013 – Application Status by Academic Division

	2011	2012	Difference	% Change
College of Arts and Science	8170	8320	150	1.8%
Farmer School of Business	5374	6087	713	13.3%
School of Education, Health & Society	2005	2206	201	10.0%
School of Engineering & Applied Science	2228	2614	386	17.3%
School of Creative Arts	846	816	-30	-3.5%
Total	**18623**	**20043**	**1420**	**7.6%**

Note: data are as of 1/22/2013

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Fall 2013 – Application Status by Residency

	2011	2012	Difference	% Change
Non-Resident	10006	10419	413	4.1%
Domestic Non-Resident	8311	9165	854	10.3%
International Non-Resident	1695	1254	-441	-26.0%
Resident	8505	9527	1022	12.0%
Residency TBD	112	97	-15	-13.4%
Total	**18623**	**20043**	**1420**	**7.6%**

Note: data are as of 1/22/2013

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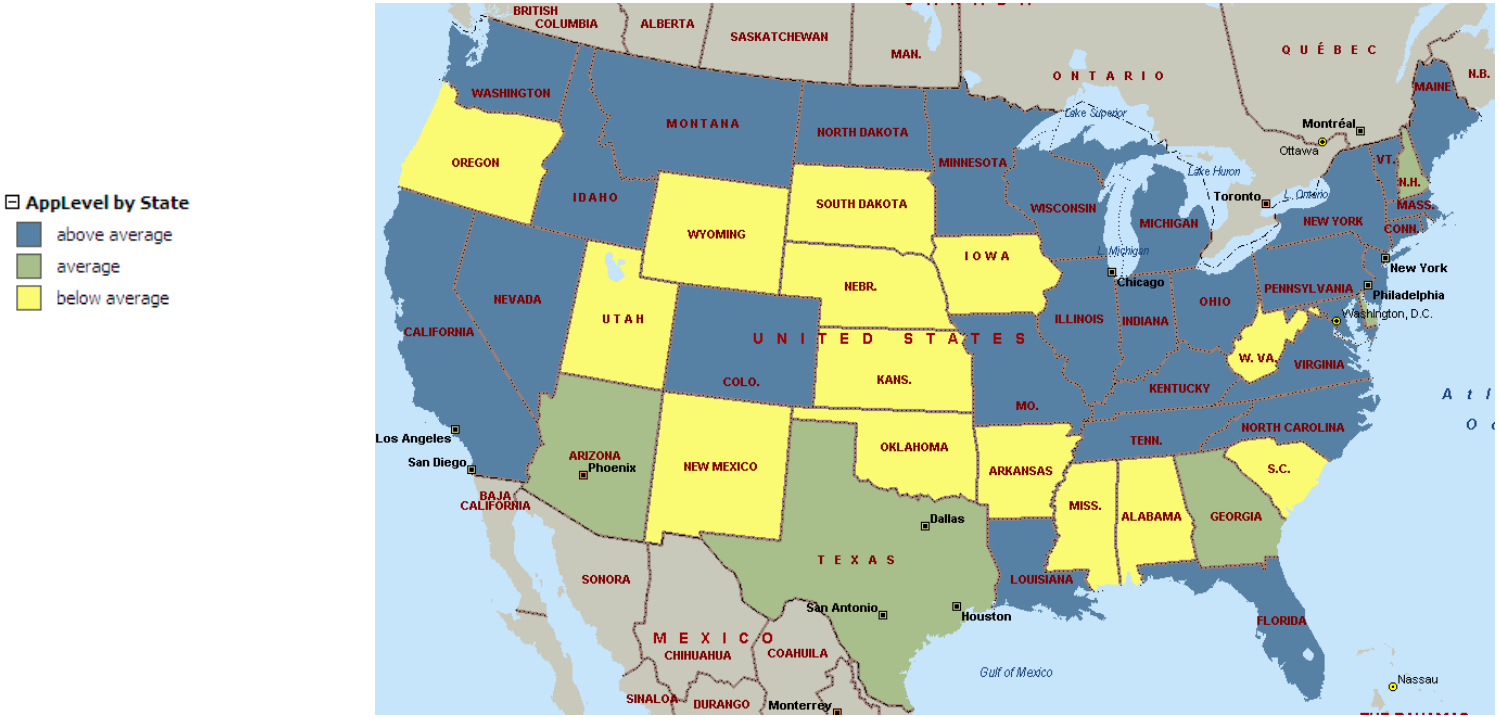
Fall 2013 Miami Application Trends - National



Note: +/- 5% window around the seven-year average determines the category

Note: data are as of 1/22/2013

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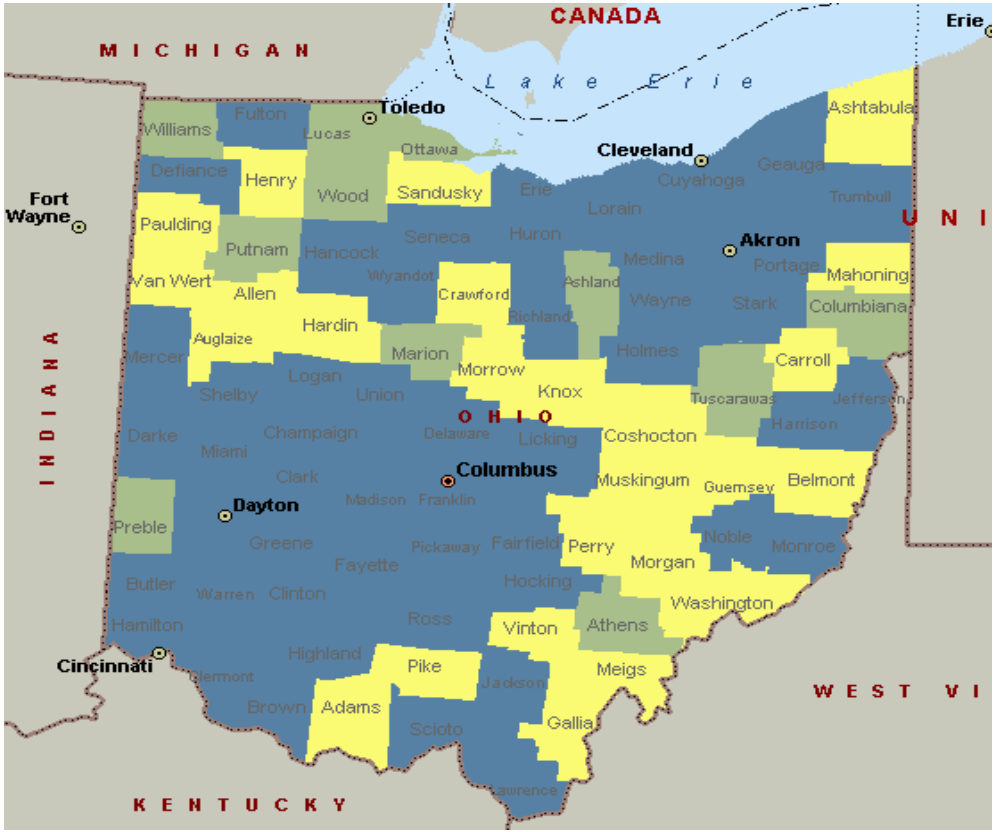
Fall 2013 Miami Application Trends – Ohio



App Level by County

- above average
- average
- below average

Note: data are as of 1/22/2013

Note: +/- 5% window around the seven-year average determines the category

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Fall 2013 Miami Application Volume

Note: data are as of 1/22/2013

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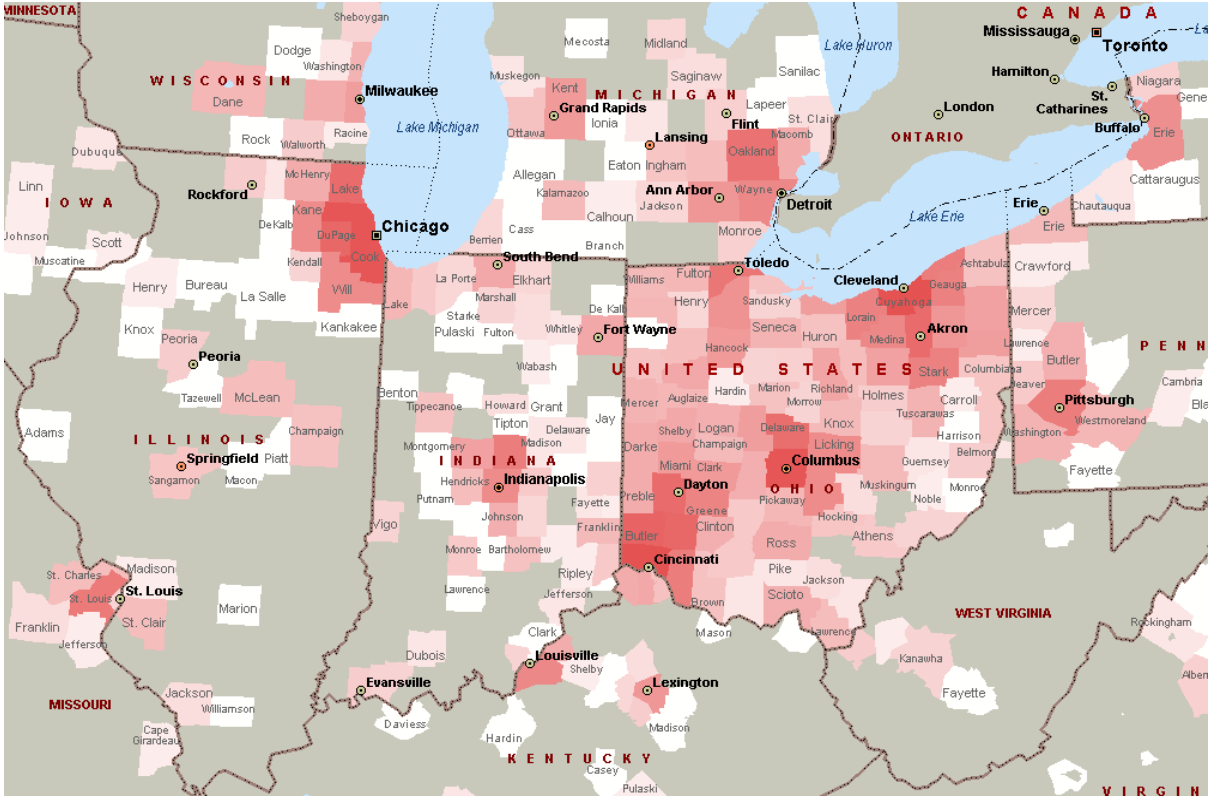
Fall 2013 Miami Application Volume

AppCount by County

1,200

35

1


CANADA
Mississauga
Toronto
Hamilton
Niagara
St. Catharines
London
Buffalo
ONTARIO
Lake Huron
Lake Michigan
Lake Erie
WISCONSIN
Milwaukee
Dane
Rock
Dodge
Sheboygan
Racine
Walworth
Dubuque
Rockford
Chicago
IOWA
Linn
Johnson
Scott
Muscatine
Henry
Bureau
La Salle
Knox
Peoria
Tazewell
McLean
Adams
Springfield
Champaign
Piatt
Sangamon
Macon
ILLINOIS
Madison
St. Charles
St. Louis
Franklin
Jefferson
St. Clair
Marion
MISSOURI
Jackson
Williamson
Cape Girardeau
Evansville
Dubois
Daviess
Hardin
KENTUCKY
Casey
Pulaski
Louisville
Shelby
Lexington
Fayette
Madison
Clark
Jefferson
Scott
Floyd
Harrison
Washington
Clark
Ripley
Jennings
Switzerland
Ohio
Dearborn
Ohio
Franklin
Union
Wayne
Henry
Rush
Shelby
Decatur
Jennings
Jackson
Jefferson
Ripley
Scott
Clark
Floyd
Harrison
Washington
Crawford
Perry
Orange
Dubois
Pike
Gibson
Vanderburgh
Warrick
Spencer
Posey
Vigo
Clay
Owen
Greene
Sullivan
Knox
Daviess
Martin
Lawrence
Monroe
Brown
Bartholomew
Jackson
Jennings
Ripley
Decatur
Franklin
Union
Fayette
Rush
Shelby
Dearborn
Ohio
Switzerland
Jefferson
Clark
Scott

Fall 2013 Early Decision

	Applications	Accepts	Accept Rate	Avg GPA	Avg ACTBest	Avg Rank	HS Curriculum	% OH	% OOS	Diversity	States
2013	1016	689	67.8%	3.6	25.8	22.2%	11.4	70.9%	29.1%	72	26 and Thailand
2012	916	685	74.8%	3.6	25.5	23.7%	11.0	73.4%	26.6%	64	25 and DC
Difference	100									8	
% Difference	10.9%									12.5%	

Note: Students were notified of their acceptance on 12/13/12.

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Fall 2013 High Ability Early Notification

	Accepts	Avg GPA	Avg ACTBest	Avg Rank	HS Curriculum	% OH	% OOS	Diversity	States
2013	5620	4.0	29.6	10.8%	15.6	48.2%	51.8%	571	43 and DC
2012	3940	4.1	29.5	9.3%	15.5	52.6%	47.4%	401	34, DC, China and Hong Kong
Difference	1680							170	
% Difference	42.6%							42.4%	

Note: Students applied for either Early Action (2/1) or Regular Decision (3/15) but were notified of their acceptance on 12/19/12.

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University Academic Scholars Program: Round One Notification

Offers by Designation

Total Students Selected	356
Creative Arts Scholars	20
EHS Leadership Scholars	44
Engineering and Applied Science Scholars	81
Farmer School of Business Scholars	101
Law and Public Policy Scholars	30
Premedical Scholars	51
University Sustainability Scholars	29

UASP Student Profile

Average ACT Score (SAT Converted)	31.75
Average GPA	4.13
Average Academic Read Score	17
Non-Resident	54%
Female	52%
Domestic Students of Color	38.5%
Bridges Participants	11%
First-Generation	10%

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Early Scholarship Notifications

	Fall 2013				Fall 2012			
	Receiving Award		Average Award	Median Award	Receiving Award		Average Award	Median Award
Early Decision	242	35%	$4,684	$4,000	232	34%	$5,084	$4,500
Early Admits	5,317	95%	$8,512	$6,000	3,827	97%	$6,932	$6,500
	Total "Float": $46.3 million				Total "Float": $27.7 million			

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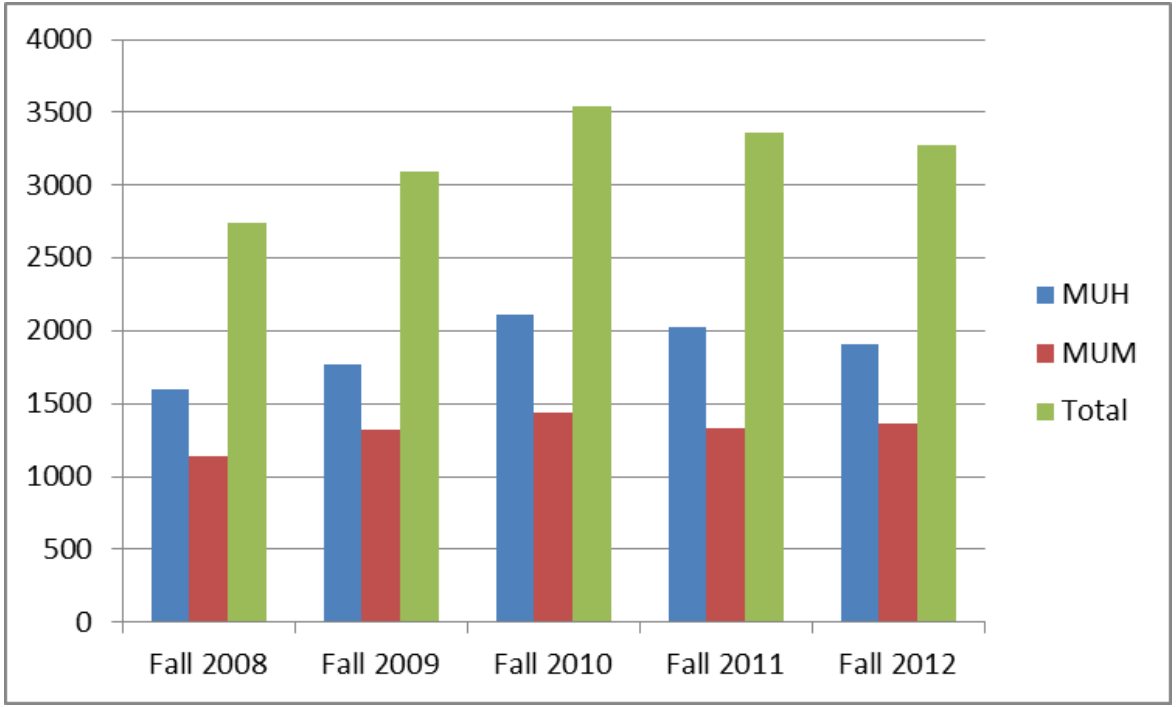
Regional Campus Enrollment/ Recruitment Initiatives and Trends

G. Michael Pratt, Associate Provost
Dean of Regional Campuses



Note: Applications from new, first-time students ONLY.

Total Applications to Regional Campuses, Fall 2008-Fall 2012

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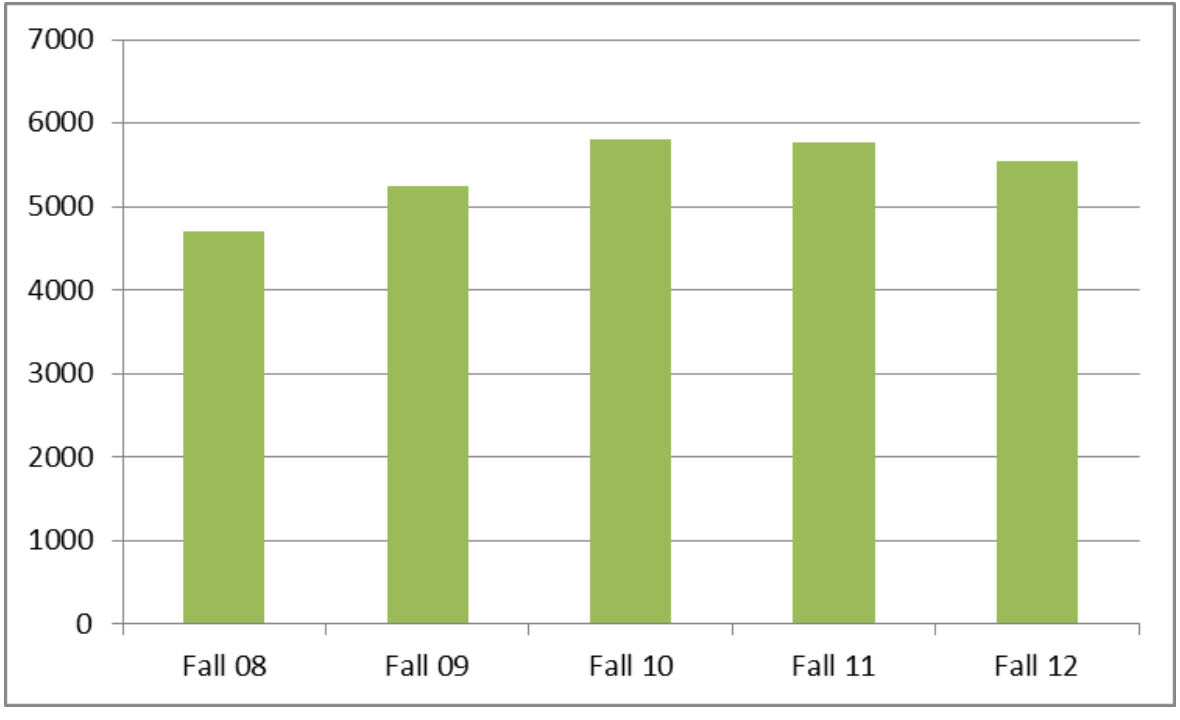

Note: Numbers include new and continuing students.

Regional Campuses Unduplicated Enrollment, Fall 2008-Fall 2012

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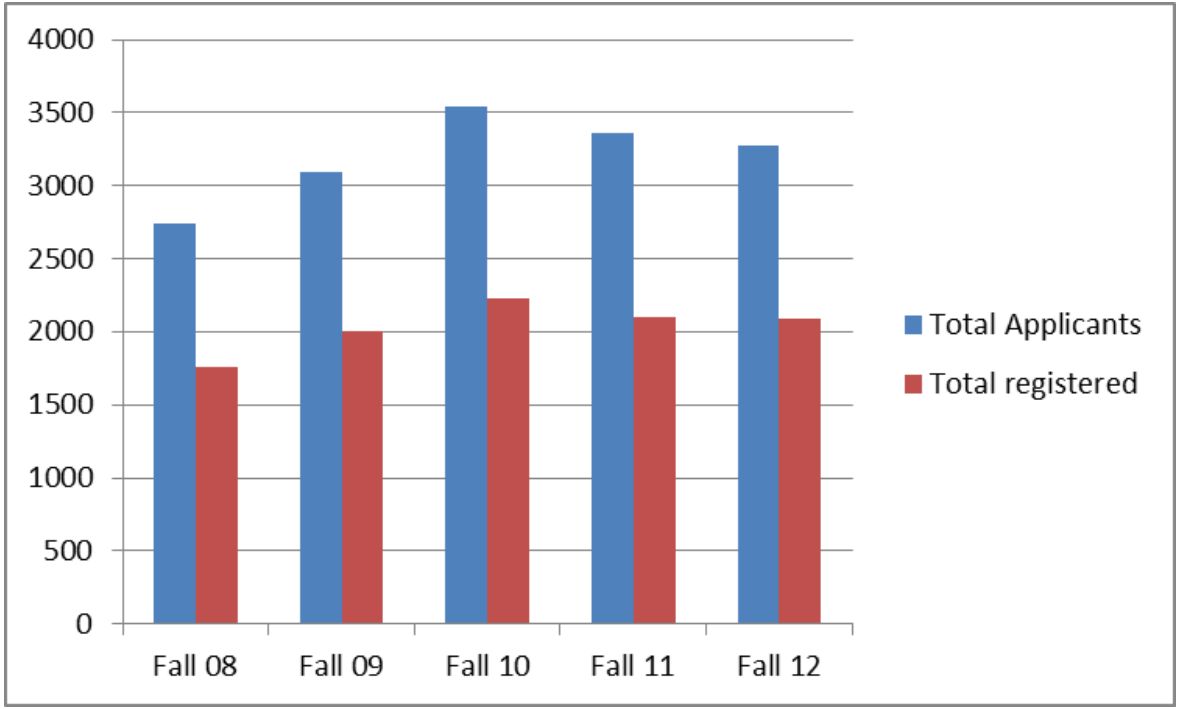

Yield Percentages

Fall 08: 64%
Fall 09: 65%
Fall 10: 63%
Fall 11: 63%
Fall 12: 64%

New Student Applications vs. Registration

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Responses to Enrollment Challenges

- New academic division and more four year degrees
- Continuing current efforts to improve admission processes

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Responses to Enrollment Challenges

- New academic division
- Increasing number of bachelor's degrees/majors
  - Criminal Justice, Health Information Technology, Integrative Studies (added to Nursing & ENT)
  - Electrical and Computer Engineering major added to Engineering Technology
  - Additional degree proposals in progress

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Responses to Enrollment Challenges

	Fall 07		Fall 08		Fall 09		Fall 10		Fall 11		Fall 12	
Associate Degrees												
	#	TC	#	TC	#	TC	#	TC	#	TC	#	TC
ENT	71	766	71	809	67	746	70	777	53	569	52	528
CIT	45	455	65	674	85	945	83	958	95	1041	91	927
CJ	-	-	17	229	103	1283	190	2424	215	2723	184	2237
BTE	242	2244	285	2603	274	2710	287	3070	273	2691	257	2533
Bachelor's Degrees												
ENT	115	954	151	1407	183	1690	204	1755	214	1930	215	1913
NSG includes Pre-Nursing)	170	1664	231	2573	495	6114	632	7873	673	8297	706	8984
BIS	-	-	1	4	216	2369	307	3517	370	4168	354	3958
HIT	-	-	-	-	-	-	-	-	-	-	86	966

Current Degrees

= Number of students

TC = Total Credit Hours

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Responses to Enrollment Challenges

	FTE Enrollment Gains	Tuition Revenue	Expenses	Net	Notes
FY 14	90	$ 533,334	$ 110,050	$ 423,284	Criminal Justice, Health Info Technology
FY 15	261	$ 1,714,119	$ 355,390	$ 1,358,730	Add Applied Business, Community Studies, Forensics
FY 16	453	$ 3,115,984	$ 708,293	$ 2,407,691	Add TBA 1 (Health Care Studies?)
FY 17	595	$ 4,170,525	$ 985,400	$ 3,185,125	Add TBA 2
FY 18	705	$ 4,368,690	$ 1,267,486	$ 3,101,204	

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Responses to Enrollment Challenges

- Continuing current efforts to improve admission processes
  - Making efficiencies and focusing on recruiting 4 year degrees
  - Increasing personalized follow up to students who apply

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Responses to Enrollment Challenges

- Increasing number and skill sets of regional admission team
- Building on ongoing efforts to increase the number of prospective student contacts/ recruitment events
  - Example: August-December 2012: 10,237 contacts made at 162 events—75 more events than previous recruitment period

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Responses to Enrollment Challenges

- Revamping Campus Visit programs
- Direct marketing to high school students
  - 7,000 students who have recently taken ACT and have a minimum score of 17
- Initiating hosting on-campus events to special populations
  - Athletes, ELL, program specific groups, e.g. Criminal Justice, HIT

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Responses to Enrollment Challenges

- Introduction of new Student Orientation and Registration program (SOAR)
  - New mandatory event combines student-led orientation, advising and course registration
  - Advisors and faculty-members will be on hand to answer students' questions

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Responses to Enrollment Challenges

- Focus on recruiting higher achieving students who desire bachelor's degrees
  - Automatic Merit Scholarship to new, first-time students with ACT score 22 + *and* a HS GPA of 3.5+
  - External donor funding (not University financial aid)
  - Awarded to 119 students for 2012-13
  - Promote University Honors Program

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Responses to Enrollment Challenges

Term	Average ACT Composite	% Submitted Above 22
Fall 08	19.7	22
Fall 09	19.8	22
Fall 10	19.8	23
Fall 11	19.7	24
Fall 12	20.3	29

First-Time Incoming Students ACT Profile

MIAMI UNIVERSITY

Responses to Enrollment Challenges

Term	Average GPA	% Submitted Above 3.5
Fall 08	2.79	14
Fall 09	2.76	14
Fall 10	2.7	13
Fall 11	2.73	14
Fall 12	2.83	18

First-Time Incoming Students HS GPA Profile

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Responses to Enrollment Challenges

- Continuing HS Counselor Articulation Luncheons
- Continuing HS visits
  - Sign-up visits
  - Lunch visits
  - Classroom presentations
  - Large-group presentations, parent nights, and college fairs
  - General college-readiness presentations

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Responses to Enrollment Challenges

- Maintaining recruitment presence at
  - Cincinnati State
  - Sinclair Courseview
  - Sinclair Dayton Campus
- Recruiting non-traditional aged students
  - Education fairs sponsored by employers and local colleges, e.g., GE Aviation, Cengage
  - Planned outreach to veteran populations

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Responses to Enrollment Challenges

- Increasing articulation agreements with Community Colleges
  - Cincinnati State: Hospitality Management > Organizational Leadership concentration in BIS
  - Sinclair Community College: HIT Associate > HIT Bachelor's degree

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Responses to Enrollment Challenges

- Columbus State Community College: in discussion for University-wide articulation agreements
- Sinclair Community College: in discussion for University-wide articulation agreements

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Questions?

MIAMI UNIVERSITY

Board of Trustees Report – Summary
Global Initiatives Reorganization

Cheryl D. Young
Assistant Provost

Miami University is committed to internationalization, and has moved forward definitively with the institutional imperative. However, internationalization should not be a goal in itself; it is a process, introducing intercultural, international, and global dimensions through international education, study abroad, curricular and co-curricular initiatives, and technology based learning. To take fullest advantage of expertise and resources, and to effectively and efficiently support strategic global initiatives, the Office of International Education, the Center for American and World Cultures, the MUDEC – Oxford office, and Continuing Education will unite under a single innovative and progressive reporting structure, sharing resources and personnel. The tactical realignment is designed to organize and streamline off-campus and international efforts, and initiatives that proactively expand the traditional learning experience, into a structure that intentionally supports the breadth and depth of globally engaged learning possibilities at Miami University.

The responsibilities of the newly organized academic configuration include academic support, programming, consulting and advising for: international students, study abroad and away, global risk management and crisis response, distance learning, academic affairs non-credit programming, credit workshops, selective credit programs, passport acceptance, state and federal compliance for education abroad and distance education, intercultural and multicultural programming, global assessment, outreach, and strategic initiatives. Recognizing the importance of quality, excellent student and client service, utilization of data in decision making, leveraging resources, flexibility, resiliency, and sustainability, the leadership team will carefully review all technical, human, financial, communication, and physical resources to ensure alignment with defined goals and elimination of redundancy.

Led by the Assistant Provost, working closely with Academic Affairs leadership, and operating under a plan for comprehensive internationalization, Miami University will accelerate progress to increase and diversify international student enrollment and strengthen study abroad efforts, while focused within the Miami 2020 goals. This reorganization will provide robust support for Miami University in moving forward intentionally toward increased recognition as a leader in academic global efforts.

{ *Global Initiatives* }

Reorganization

Cheryl D. Young, Assistant Provost

MIAMI UNIVERSITY

{ Comprehensive Internationalization }

Comprehensive internationalization is a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally orientated and internationally connected.

~ ACE Center for Internationalization & Globalization

MIAMI UNIVERSITY

{Focus Areas}

Articulated Institutional Commitment

- Mission statement
- Strategic plans
- Formal assessment
- Shared Futures

Structure and Staffing

- Reporting structures
- Staff and office configurations

Curriculum, co-curriculum and learning outcomes

- General education and language requirements
- Co-curricular
- Student Learning Outcomes
- Global Assessment

Faculty policies and practices

- Hiring guidelines
- Tenure and promotion policies
- Faculty development
- Faculty awards
- Staff travel

Student mobility

- Study abroad
- International student recruitment strategy
- Student support
- Sponsored students
- Service learning
- Global e-learning

Collaboration and partnerships

- Joint degree
- Dual/double degree
- Institution and governments abroad partnerships
- Global alumni

Comprehensive Internationalization

{ Structure }

What we were…

- International Education
- Lifelong Learning
- Center for American & World Culture
- Confucius Institute
- MUDEC

What we are going to be…

- International Student & Scholar Services
- Education Abroad Services
- Extended Education
- Outreach

{ International Student & Scholar Services }

- Immigration & Visa advising/consulting
- Student orientation, support & advising
- Faculty research grants
- Sponsored student support
- ACE collaboration and support
- International visiting programs
- Student scholarships
- Faculty consulting and support
- Critical collaborations with Enrollment Management, Rinella and Howe Centers, university advising, and others

{ Education Abroad Services }

- Student advising & support
  - Faculty led
  - Exchange
  - Direct enroll
- MUDEC
- Faculty consulting & support
- Global assessment plan
- Risk management & crisis response
- Passport Acceptance Agency

{ Extended Education }

- Develop and manage extended learning opportunities
  - e-Learning
  - Credit workshops
  - Selective programs
  - Non-credit programs

{ Outreach }

- Center for American & World Cultures
- Confucius Institute
- Global certificate programs
- Global Educators Academy
- Global partnerships
  - Institutions abroad
  - Governments abroad
- Community partnerships

{ Essential Elements }

Innovative

Globally focused

Student centered

Collaborative

Data and technology driven

Proactive

{ *In the middle of everywhere* }

MIAMI UNIVERSITY

UPDATE ON RE-ACCREDITATION PROCESS

Miami University
February 2013

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/. 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; and (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 is being drafted and will be submitted to the Higher Learning Commission this summer.

ASSURANCE PROCESS: MEETING THE FIVE HLC CRITERIA

ASSESSING OUR INSTITUTIONAL PROGRESS

The Assurance Process entails the creation of short narratives that address each of the five criteria. Each of the five criteria also includes a set of 12-20 related points or sub-criteria. A narrative as well as evidence supporting the claims made in the narrative are developed for each sub-criterion and loaded into an electronic evidence file.

The Assessment Steering Team has been tracking the progress steps made in relation to each criterion and sub-criterion so that we better ensure a successful application for re-accreditation.

The chart below summarizes some of the key progress steps Miami University has made related to the five major accreditation criteria:

Criterion	Progress Steps	Completion Date
1: The institution's mission is clear and articulated publicly; it guides the institution's operations.	Miami 2020 Plan is founded on Miami's mission and guided by MU vision	2020
	Strategic Priorities Task Force Recommendations guided by University mission and vision	2011 and ongoing
	Budget planning process guided by mission	Annual
2: The institution acts with integrity; its conduct is ethical and responsible.	Revision of policies and procedures relating to academic integrity	
	Responsible Conduct in Research policies & procedures	Ongoing
	Inclusion of the Board of Trustees, faculty, students, and staff from all divisions in the Miami 2020 Plan development	2012-2013
3: The institution provides high quality education, wherever and however its offerings are delivered.	Enrollment Center (virtual one-stop approach to enrollment and registration)	2014
	Strategic plan being developed by E-Learning Advisory Council (E-LAC)	2013
	"The Oxford Pathway" (TOP) Program launched	Fall 2013
	Redesign of Miami Plan	April 2014
	ACE Program created and restructuring of International Services Offices to promote support of international students	2012-2013
	University Studies Program for undecided students created	Fall 2012
4: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.	All Transfer Assurance Guides and Transfer Modules approved by Ohio Board of Regents; dual enrollment policy approved	March 2013
	New and streamlined Academic Program Review process created	2013-2014
	Academic Program Review, Annual Reporting and Accreditation processes integrated into online format	Spring 2013
	Alumni surveys from various divisions integrated	2013
	University-wide online course evaluation launched	Fall 2013
	Learning outcomes and assessment plans developed for 100% of degree programs, certificates and majors	Spring 2013

	Retention Plan for Oxford campus created, with clear goals and assessment measures	April 2013
5: The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.	Responsibility Centered Management approach launched	2013-2014
	Strategic Priorities Task Force Report	2011 and ongoing
	Campus Master Planning Process	Ongoing
	Institutional Analytics Project begun	Fall 2012

ACTION STEPS: PAST AND FUTURE

Below are the key steps we have taken to date to complete the assurance process:

Date	Implementation Steps for Assurance Process
Fall 2011	Purchase *Compliance Assist!* 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 www.muohio.edu/accreditation.
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.

Spring 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.

FUTURE STEPS

Summer 2013	Complete Improvement Process Report on the effectiveness of the Degree Qualifications Profile to be submitted to the Higher Learning Commission.
	Begin drafting assurance argument narratives.
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.

CONCLUSION

Miami University is making steady and appropriate progress toward its 2015 application for reaccreditation. A few areas for improvement remain:

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 Miami 2020 planning process should successfully address these challenges in the coming year.

Accreditation Update

Carolyn Haynes, Interim Associate Provost

MIAMI UNIVERSITY

Open Pathways: Two Components

Improvement Process

Quality Improvement

Assurance Process

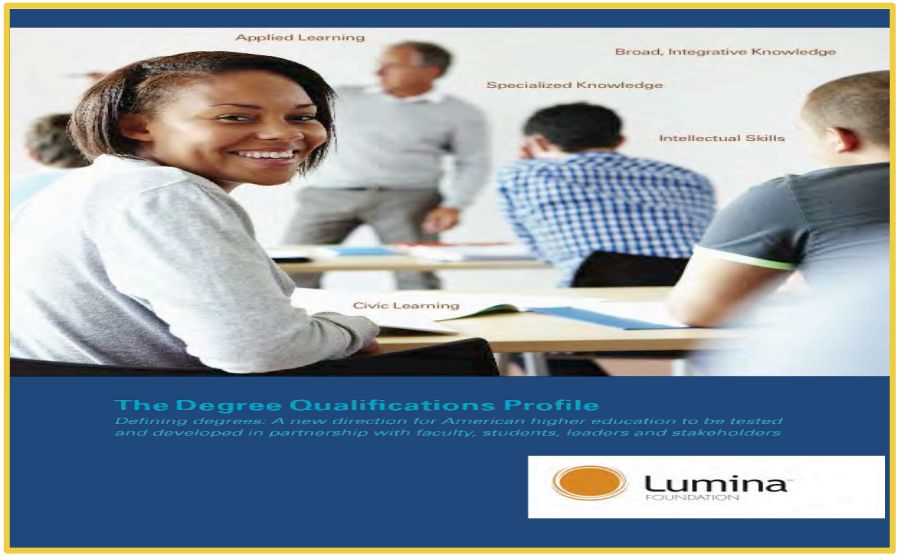
Quality Assurance

Improvement Process

Quality Initiative Proposal

Two Options

1. Institution designs and proposes own quality initiative (standard option)
2. Institution pilots a quality initiative project recommended by Higher Learning Commission (what we are doing)



Testing the Degree Qualifications Profile

OUR QUALITY INITIATIVE:

Assurance Process

Data Collection

Accumulate Our Own Evidence

Assurance Argument

Analyze evidence, write

Evidence File

Upload evidence needed for Assurance

Assurance: 5 Criteria

1. Mission (mission statements aligned, diversity, commitment to broad public interests)
2. Integrity (ethical policies, governing board, responsible conduct in research and teaching)
3. Academic Programs: Quality, Resources & Support (general education, teaching and learning support, faculty qualifications, productivity and roles)
4. Academic Programs: Evaluation & Improvement (outcomes for all majors, full-cycle assessment, student persistence and retention)
5. Resources & Planning (financial & strategic planning, effective leadership and governance)

Assurance Argument Highlights

Criterion	Progress Step	Date
1: Mission	Miami 2020 Plan	2020
	Strategic Priorities Task Force Recommendations	2011
	Budget planning process	Annual
2: Integrity	Revision of Academic Integrity Policy and Procedures	2011
	Responsible Conduct in Research Policy & Programs	Ongoing
	Inclusive & comprehensive process for creation of the Miami 2020 Plan	2012-2013

Criterion	Progress Step	Date
3: Program Quality & Academic Support	Enrollment Center (virtual one-stop approach)	2014
	E-Learning Advisory Council (E-LAC) Strategic Plan	2013
	"The Oxford Pathway" (TOP) Program	2013
	Redesign of Miami Plan	2014
	ACE Program created and restructuring of International Services Offices	2012-13
	University Studies Program	2012

Criterion	Progress Step	Date
4: Evaluation & Improvement	Approval of 100% Transfer Assurance Guides and Transfer Modules; Dual Enrollment Policy	2013
	Streamlined Academic Program Review process	2013-14
	Integrated Alumni Survey	2013
	University-Wide Online Course Evaluation	2013
	Assessment Plans for 100% of programs	2013
	Retention Plan	2013
5: Planning & Resources	Responsibility Centered Management	2013-14
	Strategic Priorities Task Force Report	2011
	Campus Master Planning Process	Ongoing
	Institutional Analytics Project	2012

Upcoming Steps

- Upload data into all departmental and divisional online templates by May 20.
- Develop preliminary drafts for Assurance Argument narratives during summer 2013.
- Finalize the Quality Improvement Report by August 2013.
- Create and approve needed curricular and other academic policies (e.g., dual enrollment, e-learning course approval process, joint faculty appointments, pre-requisites, cross-listing, grade appeals) by January 2014.

MIAMI UNIVERSITY

GOOD NEWS FROM ACADEMIC AFFAIRS: DECEMBER, 2012 – JANUARY, 2013

Among nation's top-ranked schools, Miami third for operating most efficiently, according to U.S. News & World Report
12/07/2012
U.S. News & World Report ranks Miami University third in the nation for "efficiently spend(ing) limited resources in order to produce the highest possible educational quality."

Miami makes U.S. News "Most Connected Colleges" list
12/03/2012
written by Emily Seiders, news and communications intern
Miami University has been named one of the nation's "Most Connected Colleges" by U.S. News & World Report and is ranked 68th out of 1,471 schools that supplied data.

New bachelor of arts in interactive media studies; approved and available beginning in January
12/12/2012
Miami University has received approval from the Ohio Board of Regents to offer a bachelor of arts in interactive media studies (IMS). Created as a transdisciplinary program through the Armstrong Institute for Interactive Media studies (AIMS), the new IMS degree is a bachelor of arts housed in the School of Creative Arts. Available beginning Jan. 2013, the new major builds on the long-standing program in IMS at Miami, which is the leading undergraduate interactive and emerging media program in the country.

Miami artists Geoff Riggle and Alysia Fischer win top awards in national juried exhibition "Fine Contemporary Craft"
12/13/2012
Geoff Riggle (MFA '09), visiting assistant professor of art at Miami University, and artist Lisa Wilson (MFA '09), won Best in Show for their work "2012" in the National Biennial Juried Exhibition "Fine Contemporary Craft" at ArtSpace in Raleigh, N.C.

Alysia Fischer (MFA '10), lecturer in the Center for American and World Cultures, received the Award of Distinction for her work "Curtain." The three artists received their master's of fine arts in studio art at Miami with Susan Ewing, Distinguished Professor of Art and associate dean of the School of Creative Arts

Steven Tuck and Rose Marie Ward receive 2012 Knox teaching award
12/14/2012
Steven L. Tuck, associate professor of classics, and Rose Marie Ward, associate professor of kinesiology and health, received the 2012 E. Phillips Knox Teaching Award at Miami University's fall commencement Dec. 14

Miami to represent Ohio in Presidential Inaugural Parade
12/18/2012
Miami University's marching band will represent Ohio in the 57th Presidential Inaugural Parade Monday, Jan. 21, 2013. The Presidential Inaugural Committee selected Miami among the first wave of participants. More than 2,800 organizations applied.

Graduate students take top honors in research forum
12/18/2012
Miami University's graduate students received top honors during the fall semester Graduate Research Forum held on the Oxford campus. Nearly 150 graduate students presented their research and scholarship.

The top three oral presentations were:

- Stephen Holtkamp, geology and envornmental earth science, "Make Zinc proteins visible in spectroscopic techniques: UV-vs, EPR, and NMR"
- Robert Magorien, architecture and interior design, "Orthostatic tolerance: A multivariable approach"
- Jennifer Tully, geology and environmental earth science, "Aquatecture: Designing Water Adaptable Architecture"

Miami among top 50 in Kiplinger's "Best Values" list
12/27/2012
Miami University makes the top 50 in the "100 Best Values in Public Colleges" list by Kiplinger's Personal Finance magazine. The list, released Dec. 27, is in the February 2013 issue and ranks Miami at 47 among in-

GOOD NEWS FROM ACADEMIC AFFAIRS: DECEMBER, 2012 – JANUARY, 2013

state best values nationwide and also 47th for out-of-state public university values.

Miami has placed in the "100 Best Values" list every year since Kiplinger's began publishing the rankings in 1998. Last year, Miami ranked 52nd on the list for in-state values and 49th for out-of-state value.

John Bailer elected vice president to International Statistical Institute
01/02/2013
The International Statistical Institute (ISI) has announced that John Bailer, chair of Miami University's department of statistics, has been elected to serve as one of its four vice presidents.

Ohio Magazine, December 2012
January 7, 2013
Martha Castaneda (teacher education), Gerald Gannod (computer science and software engineering), Brett Smith (management) and Andrew Sommers (mechanical and manufacturing engineering) are on Ohio Magazine's list of outstanding teachers at colleges and universities around the state.

Miami athletes earn all-time high GPA
01/08/2013
For the fifth consecutive semester, Miami University student-athletes have achieved an all-time high grade-point average in the classroom.

During the Fall 2012 semester, the RedHawks combined for a 3.185 GPA, topping last spring's 3.17 and the previous fall's 3.16 average. It was the highest GPA recorded since the university started tracking intercollegiate GPAs in the fall of 2005.

Additionally, 16 of Miami's 18 teams averaged a 3.0 GPA or above last semester.

Huffington Post, Monday, Jan. 14
View Full Article »
Miami ranks third in U.S. News & World Report's 12 Best Colleges for Undergraduate Teaching in 2012.

Miami scientists, alumnus study extreme dehydration tolerance in Antarctic insect: part of first-ever genome sequencing of an Antarctic animal
01/18/2013
Written by Susan Meikle
Miami University scientists have long had a research presence in the Antarctic. Nick Teets (Miami '07) has been a part of that research since he was a sophomore at Miami working with faculty mentor Rick Lee, Distinguished Professor of Zoology.

Teets, who received his doctorate in entomology at Ohio State University in December, is a lead author, along with Lee, Yuta Kawarasaki, doctoral student in zoology, and an international team of researchers. They were on a recent study of the Antarctic insect Belgica antartica and the gene expression changes that enable it to be extremely tolerant of dehydration. Their study is part of a first-ever genome sequencing of an Antarctic animal.

Farmer School of Business named in list for green building
01/22/2013
Miami University's Farmer School of Business is included in an MBAprograms.org list of 10 environmentally aware U.S. business schools with programs that support sustainability as an economic goal.

The 10 schools, including Mason School of Business at College of William and Mary, McDonough School of Business at Georgetown University, Ross School of Business at Michigan University and Stanford Graduate School of Business, were chosen for "embracing the future" of the benefits of green design.

Student Affairs Update
Academic and Student Affairs Committee
Board of Trustees
February 2013

Staff Changes

Gail Walenga, Assistant Vice President for Student Affairs, has taken a new position at Purdue University. Dr. Scott Walter will assume her responsibilities with Student Health Service, Counseling Service, Health Education, and the Women's Center on an interim basis for the semester. Tim Kresse will oversee all budgets in those areas.

Katie Wilson has begun the position of Director of the Armstrong Student Center. Rather than searching for a new Senior Director for Student Engagement, Jenny Levering, Director of the Cliff Alexander Office of Fraternity and Sorority Life and Leadership, will assume responsibility for student activities supervised by Dr. Wilson. Eric Buller will assume responsibility for leadership activities previously supervised by Dr. Wilson. This spring we will search for an entry-level position for student activities. These changes will save the Division approximately $30,000.

Academic Warning

Two hundred forty-two (242) first year students were placed on academic warning after fall semester. This number is the lowest in three years down fifty-one (51) students since 2010. This was also our largest class during the same time period.

Greek Recruitment

More than 2,400 first year students indicated an interest in Greek Recruitment during the fall semester. Recruitment is scheduled for the first two weeks of the spring semester. Students are being provided with additional information for campus involvement for those who do not complete the process.

Internships Fair

Internships: The Inside Scoop will be held on Monday, January 28 from 5:30-7:00pm in Shriver MPR-BC. At this event, current Miami students who've had internships will be available for all students to network with. Students can learn more about specific internships as well as learn from their peers how to network and strategies for obtaining an internship. Student attendees will be entered into a drawing to win an iPad or one of three gift cards. And yes, there will be ice cream!

Ford Family Initiative for Spirituality, Meaning and Purpose

"Mid-Day Meaning Making", an initiative sponsored by the Ford Family Initiative for Spirituality, Meaning and Purpose. This monthly series will encourage reflection on the intersection of our inner and professional lives. The first meeting will provide a platform to generate and exchange ideas for speakers, topics, and to generally discuss how we make meaning of our work.

Career Services Virtual Events Continue

"The career services office continued to experiment with virtual events. On November, 28, they held a virtual student information session with a major Australian company called Suncorp. Three Suncorp representatives participated by Skype. Jess Melita in career services facilitated the interaction between the approximately 50 students who attended, and Suncorp. The CEO of Shared Services at Suncorp is a Miami alumnus.

On-line Mental Health "Gatekeeper" Trainings

As part of the 3-year, $290,000 Federal SAMHSA suicide prevention grant, the Student Counseling Service and the counseling staffs on the Regional campuses have purchased and will begin implementing an on-line "gatekeeper" training program with separate modules for faculty/staff and students. This program trains faculty, staff, and students to identify students who may be experiencing a mental health crisis, such as suicidal risk, how to approach the student, and how to refer the student to appropriate professional care.

Career Fairs, Programming and Web Site

The spring career and internship fair is scheduled for February 13. As of January 17, 145 companies had registered, and we expect final attendance to be between 175 and 185 organizations. Planning is also underway for separate teacher, architecture and design, not-for-profit, visual and performing arts and regional Twin Cities career fairs, with the last two being virtual. Nearly 15 separate career services workshops are scheduled for the spring, ranging from resume and cover letters, to advanced interviewing, to social media networking to planning for graduate school. The career services Web site will be relaunched in early February, with enhanced features for job and internship searches, social media networking and alumni and parent involvement.

Myaamia Center Update

Over the last eleven years the Myaamia Project at Miami University has been actively engaged in the development of language and cultural programs for the Miami Tribe. These efforts to reverse language and cultural loss among members of the Miami Tribe community have earned local and national recognition. Being located on the Oxford campus has allowed many programs, departments, offices, and countless students to make contributions to the Myaamia Project's achievements. In January 2013 this effort underwent a transition when the Myaamia Project became the Myaamia Center. With the ongoing support of the Miami Tribe and Miami University Student Affairs and Academic Affairs this new official status will allow for further expansion of programs and opportunities that expose students and the campus community to the rich cultural heritage of the Myaamia People. These continued efforts result in a strengthened relationship between the Miami Tribe and Miami University.

Student Activities
Board of Trustees Report
Spring 2013

MIAMI UNIVERSITY

Mission . Vision . Goals

Student Activities and Leadership's mission is to promote intentional involvement, facilitate leadership development and encourage student growth. We deepen the Miami experience through enriching student organizations, offering transformative leadership programs, advising campus programming and challenging and supporting student leaders.

We work together with student organization advisors and campus/community partners to advance a student-centered co-curricular experience.

Guiding Values

- Student driven programming/collaborators in the learning process
- Operating within a student-centered philosophy
- Intentional innovative
- Excellence
- Co-curricular learning & development
- Collaborative

VISION

- Use cutting edge technology
- Be a learning department
- Nurture a culture of assessment
- Provide leadership development
- Create a student organization development program Guide student driven programming

MIAMI UNIVERSITY

Student Organization Overview

83% of undergrads participate in a student organization (2011 NSSE data)

417 student organizations registered with Student Activities

50 new student organizations were created this year

The HUB: customized online home for student involvement

Number of events approved

2011-2012:	1024 (58 paper and 986 Hub registrations)
2010-2011:	485
2009-2010	491

MIAMI UNIVERSITY

Student Activities by the Numbers

4000	Mega Fair
3500	1st Annual Love and Honor Concert
2400	Attended Fall Lecture Series
1208	Attended a Homecoming Event
1610	Attended After Dark Movie Series
2333	OAR – alcohol free programming initiative concert
761	Attended leadership training workshops in the fall

MIAMI UNIVERSITY

Programming Structure

Old Structure

Campus Activities Council
- Large All University Programming
- Partnerships between: Athletics, FYO, Performing Arts series, Alumni
- Large scale concerts

Miami Entertainment
- Alcohol free and student center programming
- After Dark
- 3 day weekend programming

New Structure

- One comprehensive programming board
- Improve gaps in campus wide programming
- Create a more inclusive board in hopes to create more inclusive campus programming
- Improve Efficiency

MIAMI UNIVERSITY

New Services and Resources

Advisor Training

- Monthly Advisor Training Workshops

  Topics Covered: Buyway, funding process, advising tips, campus resources, general support for organizations

Student Org Officer Training

- Twice a week for 6 weeks out of the semester

  Topics Covered: Insurance, finance, ASG, org management, recruiting and retention, the HUB, event planning processes

Contract Review for Student Orgs

- Advising and support as students sign contracts for campus events

MIAMI UNIVERSITY

Future Services

- Student Involvement Mentors
- New and improved structure for approving student orgs
- Advanced level of advising to programming board student leaders

MIAMI UNIVERSITY

Report for the Academic and Student Affairs Committee
The Miami Student

Highlights from the last year:

Hiring of a professional business manager for Student Media. The hiring of Drew Davis has allowed the advisor, Sacha DeVroomen Bellman, to focus on the editorial side of the newspaper. This has allowed Sacha to focus on advising the student staff on a regular basis.

Focus on serious news. The Editor's goal is to do more serious news on the front page and fewer "fluff" stories. She is also maintaining a respectful relationship with administrators, faculty and staff.

Education efforts. Sacha has been more involved in educating the staff to make the newspaper more professional and more focused. This includes:

- Suggesting stories and working with reporters on difficult stories in progress.
- Working one-on-one with editors without a journalism background. Examples of this are the photo editor, who is an education major and the managing editor, who is a graphic design major.
- Guiding the editorial staff on issues such as Freedom of Information, libel and ethics. Sought out information from the Student Press Law Center for several issues that came up through the year.

Web presence. The Miami Student has been hosted through College Publisher for about eight years, but we are discussing moving to another platform. This will allow us to:

- Sell ads and get the profits from ads on the website.
- Do more multi-media projects that can be embedded on our website, rather than just on our You Tube channel.

Awards. The Miami Student won Best Non-daily newspaper at the Ohio SPJ Awards in 2012. Former editor Sam Kay also won second place in Best College Feature Writing in the contest.

Goals for the next year:

1. Migrate the newspaper to another web server.
2. Continue the quality of news coverage for the newspaper. Hannah Stein, who is applying to be editor, says she would like to continue the news coverage of this year and reach out more to the Oxford community as well.
3. Add more multi-media coverage including video, audio and photography.
4. To continue the education efforts of the staff. Sacha plans more one-on-one sessions with the staff and the advisers and professional journalists as needed.
5. Institute a "guest critique" program. Sacha will ask other journalism faculty and professional journalists to also do occasional critique of the newspaper.
6. Enter more journalism contests.

Business Manager for Student Media (new ½ time position)

The Business Manager for Student Media was created as a half-time unclassified position to provide support to the business operations of the many student media organizations on campus. Below are the key work items for the position.

- Succession planning and training: Working with student business manager to draft succession document(s) in order to effectively transfer duties from outgoing business manager to incoming. Document(s) will include:
    - mission statement of business office;
    - responsibilities and roles of business manager as well as business staff and sales team;
    - step-by-step review of business processes;
    - passwords, logins and codes;
    - end of year responsibilities, including budgeting and planning;
    - financial documents from previous years; and
    - advice for incoming staff.
- Marketing and sales plan: Working with student business manager to draft a well-defined marketing and sales plan to provide actionable direction.
- Standard oversight of day-to-day operations: managing payroll, commissions, hiring, payments, collections and purchases.
- Developing evaluation system for learning goals, guidance and assessment for business staff.

Key Accomplishments and Plans

The Miami Student

- Increase revenue through advertising opportunities online (assisting in choice/development of new website)
- Investigating potential revenue through advertising on distribution kiosks.
- Adding video capabilities through software and hardware purchases to enhance online presence in order to increase advertising value of website.

Recensio

- Accomplished primary step toward goal to balance FY2013 budget by procuring signed guarantee from publisher that cost of 2013 book will not exceed revenue from book sales
- Improved marketing and new sales opportunities, including preliminary talks to sell yearbook through university bookstore, accept credit card payments, accept MUlaa.
- Increasing revenue by marketing portrait opportunities. Recensio receives $10 for every student that schedules a portrait session for senior portraits that appear in yearbook.

- Increasing revenue by selling ad space to local companies, student orgs and parents.

MQ and Up Magazines

Website for MQ: Domain registration expired for previous site, causing loss of rights to site (further stressing need for succession document).

Student Affairs Update
Strategic Goals 29-32

Recommendation 29: The Division of Student Affairs should reduce the proportion of its budget funded by the University by 2% per year for the next five years.

Status: Accepted

Responsible Area: Vice President for Student Affairs

Goal: Decrease the budget funded by the University E and G funds by $900,000 in the next five years by converting the Student Health Services to a semi-auxiliary of the University.

Action 1	Determine the potential revenue produced through the current third party billing system.
Action 2	Develop a budget model that is compatible institutional budgeting forecasts and tracking for the Student Health Service.
Action 3	Set realistic targets for reducing E and G support while maintaining student fee support.
Action 4	Monitor projections for accuracy.
Action 5	Determine if there are other methods for enhancing revenue.

Measurable Outcome: Reduction in budget of $900,000 by July, 2015

Timeline:

Planning	Jan 2010 - Jan 2011
Implementation	Jul 2011 - Jun 2014

FY 2012	$180,000
FY 2013	$540,000
FY 2014	$720,000
FY 2015	$900,000

Comments:

The current challenge is developing a system for accurately estimating the revenue generated. Based on FY10 the revenue produced was $800,000 more than the E and G expenses, however, the year before the revenue was only $200,000 more than expenses. Some of the differences between the two years would be the increase number of cases due to H1N1 and the evolving process of third party billing.

Accomplishments/Activities

- *Student Affairs is moving forward with converting the Student Health Service to a quasi-auxiliary operation and will achieve the first-year goal of reducing the University portion of the budget by $180,000.*

- *The first-year goal of reducing the University portion of the budget by $180,000 will be achieved; however, payments are behind last year at this time.*
- *The second year reduction (an additional $360,000 reduction in support of Student Health Services for a total two year reduction of $540,000) will be met in FY13 through a reduction to CR&R and additional staff reductions and reorganizations.*
- *After FY13, the Division and Student Health Services will monitor revenue to determine to what degree additional reductions can come from this operation and to what degree reductions will need to come from other areas in the Division.*
- *Preliminary planning has started in other areas of the Division to meet the planned reductions.*

January 2013 Update

To date the targeted reduction of $540,000 still appears to be viable for 2013.

Two staff openings at the senior level of the Division have created a unique opportunity to review the leadership structure of the Division for potential savings. The target for completing this review is April 2013.

Recommendation 30: Reorganize the Division of Student Affairs budget to ensure that budget items are appropriately allocated.

Status: Accepted

Responsible Area: Vice President for Student Affairs

Goal: Create a transparent and consistent process for the allocation of student fees that support activities within the budget responsibility of the Division.

Action 1 Determine how budgets and requests are made for the following areas: Student Media Organizations, University Lecture Series, Associated Student Government, newspaper readership program, multicultural concert and lecture series, music organizations, forensics, mock trial and debate.
Action 2 Benchmark processes and policies from other institutions.
Action 3 Establish a timeline and process for requesting funds that is consistent for each of these components.
Action 4 Identify the approval process for funding.

Measurable Outcome: A funding process that is consistent and clear for all activity funded under the supervision of student affairs.

Timeline:

Planning Jul 2010 - Mar 2011
Implementation Mar 2011

Comments:

The intention of this recommendation is to establish clear processes that would identify the role Student Affairs plays in the decision making and monitoring of all the funds currently under the Division.

Accomplishments/Activities

- *Student Affairs Council Finance & Contingency Committee reviewed funding and allocations for the portion of the student fee designated as "SOR" (Student Organization) accounts. The committee was able to support more groups with no increase in overall funding through reallocations.*
- *The committee will also work with the Division of Business and Finance and the School of Fine Arts on a consistent and transparent process for the Music Organizations.*
- *The committee piloted an information request form for all entities receiving funding through this process. This insured accurate and consistent information from all groups. This process will be implemented fully during this year's funding cycle. It will also include a "required statement of support" from the departments where these organizations originate to better understand the priority of the organization in the departments goals and purpose.*
- *All student media organizations will no longer submit individual budgets to the Student Affairs Council Finance & Contingency Committee but will go through the Committee on Student Media Organizations for approval. The Committee on Student Media Organizations will then submit one budget request for all student media.*

- *A proposal is being explored to develop an unclassified staff position that would oversee all student media business operations on a trial basis. The goal of this position would be to increase revenue and reduce dependence on student fees.*
- *Student Business Media Manager Position recently filled will be supported by the division for two years. Long-term, the position will have to be funded through a combination of revenue generated by student media organizations and cost-savings from shared operations.*
- *Groups receiving funding from the student fee allocation were required to register in the Hub (student group registration system) and will be required to report members and events.*
- *General Accounting created a new account type (UD9XXX) to indicate funds provided by the university or student fees to these organizations. This account type will allow the university to recover unspent funds of this type in the future.*
- *Parallel to this process, student organizations were categorized as university-affiliated or non-university affiliated to better establish lines of control and responsibility.*
- *Committee on Student Media Organizations completed their first year reviewing and awarding funding to the groups that applied, streamlining a step for the groups and providing a closer layer of supervision for these groups.*
- *The major goals of this action have been completed, but the Director of Budget and Technology for the Division of Student Affairs will continue to work with the University Budget Office, Associated Student Government, Committee on Student Media Organizations, and other appropriate offices to ensure that funds are allocated and spent appropriately*

January 2013 Goal has been completed

Recommendation 31: A systematic review of the Associated Student Government allocation process should be conducted and an ongoing audit system put into place.

Status: Accepted

Responsible Area: Vice President for Student Affairs

Goal: Review the Associated Student Government allocation process and assess the current audit procedures for possible changes.

Action 1 Review the current audit process.
Action 2 Implement a freeze of student organization accounts not in compliance with current audit procedures.
Action 3 Benchmark the level of funding compared to other large, residential institutions.
Action 4 Work with institutional internal auditing to make sure processes are in accordance with institutional procedures.
Action 5 Establish a formal training process for the Vice President of Student Organizations for Associated Student Government with Director of Budget and Technology in the Division of Student Affairs.

Measurable Outcome: A chart will be developed to compare funding for Associate Student Government with other student governments at selected schools.

A schedule of audits will be developed for groups receiving funding from the student fee and will be supervised by the Director of Budget and Technology for Student Affairs.

Timeline:

Planning	Oct 2010 - May 2011
Implementation	Jul 2011

Comments:

The audit process for Associated Student Government is currently done on a random basis.

Accomplishments/Activities

- *All accounts that go into deficit will immediately have their expenditures frozen by the accounting office. Those organizations in deficit will be ineligible for funding from Associated Student Government until they are back in good financial standing. Associated Student Government will also do random audits to insure that groups are spending their allocation according to the approved funding request.*
- *A benchmarking study of funding levels and procedures at other institutions will be completed this summer.*
- *A benchmarking study of funding levels and procedures at other institutions has been completed.*
- *The training process for the Vice President of Student Organizations for Associated Student Government with the Director of Budget and Technology in the Division of Student Affairs has been completed.*

May, 2012. Goal has been completed

Recommendation 32: Examine the role of the Division of Student Affairs staff in the teaching mission of the University.

Status: Accepted

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

Goal: Determine the number of staff teaching and the nature of the work as it relates to their Student Affairs position.

Action 1 Design an audit to determine how many staff are teaching, whether the classes being taught are related to their area of employment, how are they selected to teach, who reviews their qualifications and approves their teaching role, how many are being paid to teach, and what if any impact the teaching has on their ability to perform their jobs.
Action 2 Analyze the results of the audit to determine the impact on the strategic priorities of the institution and the ability of the Division to perform its role.
Action 3 Determine what, if any, limitations should be put on staff with regard to teaching.
Action 4 Establish a clear process for the approval of teaching by Student Affairs staff between the Division and the academic department.

Measurable Outcome: A report will be developed from the data collected on staff who teaches. This information will be reviewed with the Provost to determine the future of staff teaching and the financial impact.

Timeline:

Planning	Nov 2010 - Jun 2011
Implementation	Aug 2011 - Jan 2012

Accomplishments/Activities

- *Members of the Student Affairs staff teach over 100 sections of classes each year. During the most recent academic year, 2010-2011, 1,480 students were enrolled in these classes for a total of 2,383 credits hours produced. Most of these classes are directly related to activities of the Division such as study skills, leadership, and career.*
- *An audit has been performed to determine the number of staff who teach, the number of sections and credit hours taught, and the number of students served.*
- *Recommendations on the process for approval and what, if any, limitations will be completed by January, 2012.*
- *Guidelines developed for staff teaching courses in Student Affairs*

May 2012 Goal has been completed

Brian Woodruff reports:

A few points that I would call out. All overflow housing was eliminated quickly in the fall, with the exception of the 14 fraternity members who were housed in Hepburn's overflow basement room as expected. Those men were moved to permanent rooms at the end of first semester. We did continue our Miami Commons agreement, with 36 students housed there for the remainder of the year.

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

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

2012-2013 Occupancy Report #3 (No-Shows and Withdrawals have been deducted)

1/23/2013

First Year Halls

	Standard Capacity	Residents	Occupancy %	Vacancies or (Over Capacity)	Doubles Sold as Singles
Anderson	224	227	101%	(3)	0
Brandon	169	163	96%	6	0
Clawson*	107	109	102%	(3)	1
Collins*	142	146	103%	(4)	0
Dennison*	178	241	135%	(63)	0
Dodds	205	209	102%	(5)	1
Dorsey	245	239	98%	6	0
Emerson*	326	331	102%	(7)	2
Havighurst	311	313	101%	(2)	0
Mary Lyon	81	81	100%	0	0
McBride	142	152	107%	(10)	0
McFarland	172	172	100%	0	0
McKee	75	76	101%	(1)	0
Morris	352	352	100%	0	0
Peabody*	145	145	100%	0	0
Stanton	220	224	102%	(4)	0
Symmes	187	198	106%	(11)	0
Tappan*	294	289	98%	5	0
Thomson*	184	182	99%	2	0
Wells*	147	146	99%	1	0
Wilson	71	70	99%	1	0
Total First Year Halls	***3977***	***4065***	***102%***	***(92)***	***4***

Actual First Year Resident Calculation:	
First Year Hall Residents Total	4065
RA's in First Year Halls	(142)
Upperclass Students in First Year Halls	(196)
First Year Students in Upperclass Halls	0
First Year Transfer Students	(79)
Total First Year Students	3648

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	298	95%	17	0
Hahne	313	292	93%	19	2
Hamilton	181	169	93%	12	0
Hepburn	266	257	97%	8	1
Heritage Commons					
Blanchard House	72	71	99%	1	0
Fisher	72	68	94%	4	0
Logan	70	69	99%	1	0
Pines Lodge	72	71	99%	1	0
Reid	72	71	99%	1	0
Tallawanda	72	71	99%	1	0
MacCracken	196	187	95%	9	0
Marcum Hotel (Temp Beds)	0	0	0%	0	0
Miami Commons Leased Off-Campus Apartments	0	36	NA	(36)	0
Miami Inn	99	89	90%	10	0
Minnich	235	221	94%	12	2
Ogden	170	158	93%	12	0
Porter	182	193	106%	(11)	0
Richard	197	195	99%	2	0
Scott	271	270	100%	1	0
Stoddard	42	41	98%	1	0
Swing	229	211	92%	18	0
Total Upperclass Halls	***3161***	***3072***	***97%***	***84***	***5***

Occupancy Loss Calculations	
1st Semester First Year	3703
2nd Semester First Year	3648
First Year Occupancy Loss	**55**
1st Semester Upperclass	3638
2nd Semester Upperclass	3489
Upperclass Occupancy Loss	**149**
Total Occupancy Loss	**204**

	2012	2013
New Students Spring		
First Year	61	84
Transfer	89	91
Regional Transfer	11	10
Returning Upper-class	60	63
	221	**248**
Students Who Left Housing		
First Year*	133	145
Upper-class*	311	289
Graduates	25	18
	469	**452**

**Withdrawals/Suspensions/Study Abroad/ Student Teaching/Job Coop/Contract Releases*

Grand Totals	**7138**	**7137**	**100%**	**(8)**	**9**
One Year Ago	7143	6980	98%	144	17

*Halls Housing Both Upperclass and First Year Students

Student Affairs Good News
February 2013

Publications

Jane Goettsch has had two separate publications**.**
Vlasnik, A., **Goettsch, J.,** Linden, A., & McCaulay, M., (2012, June). *Searching for Equity in the Twenty-first Century: The Collective Wisdom from Women's Centers.* Presentation at the SOCHE Student Affairs Conference, Dayton, OH.

Goettsch, J., Linden, A., Vanzant. C, and Waugh, P. (2012, May). Structural issues and emerging trends for campus women's centers (Issue Brief No. 03). Retrieved from Southwestern Ohio Council for Higher Education website: http://www.soche.org/for-members/councils-and-committees/womenscenters-committee/ and Greater Cincinnati Consortium of Colleges and Universities website: http://www.gcccu.org/committees/womens-studies.cfm.

Semester Break Service Trip

The Scholar Leader and Miami University Hillel Communities collaborated to offer the 2013 Winter Immersion Service Experience (WISE) trip to Nashville, Tennessee on January 9-12, 2013. The WISE trip is an annual collaborative effort with overarching themes of exploring ideas of power, privilege, and social justice.

Highlights from the 2013 WISE Trip include:

Participants

48 students: 10 undergraduate students from Hillel, 37 undergraduate students from the Scholar Leader Community, 1 graduate student from the Scholar Leader Community

2 Administrators: Kathy Jicinsky (Assistant Director of the Wilks Leadership Institute) and Marcy Miller (Executive Director of Hillel at Miami University)

Met with four Miami University alumni (Rachel Raker, Justin Testerman, Matthew Strauss, and Carla Knarr) for discussions and conversations over dinner.

Heard presentations from and engaged with Dr. Jesse Register (the Director of the Nashville Public Schools) and Dr. Mark Freedman and Joel Abramson (staff from the Nashville Jewish Federation).

Volunteered for 4 hours at the Men's Campus of the Nashville Rescue Mission (community organization dedicated to helping the hungry, homeless, and hurting) and 3 hours at the Second Harvest Food Bank of Middle Tennessee.

Toured the Tennessee State Museum, The Hermitage: Home of President Andrew Jackson, and the Parthenon (replica of the original Parthenon in Athens).

Participated in vibrant discussions regarding power, privilege, social justice, and our roles in bettering our communities – on campus, locally, and world-wide.

Washington Inaugural Trip

Samantha Callender, a student assistant in the career services office, was selected by the university to attend President Obama's second inauguration in Washington, D.C., on the basis of an essay she submitted. Samantha, who is a junior with a double major in communications and journalism, is active in several student organizations and holds officer positions in *The Crucible Magazine*, the Miami NAACP chapter and the Diversity Affairs Council.

MLK Weekend Road Trip 2013

In January of 2012, Katie Shoemaker and Mo Wax, First Year Advisers in the Office of Residence Life, capitalized on a unique opportunity to educate students from several living learning communities about civil rights history help them to be a part of an historical event of national significance. They created a trip for students interested in learning more about Dr. Martin Luther King, Jr. and his legacy, taking 23 students to the Martin Luther King Jr. National Memorial during the monument's inaugural MLK weekend. This year, the group has expanded their trip to include 41 students eager to learn more about Dr. King in his birthplace of Atlanta, GA. Leaving Oxford today, students will tour the Martin Luther King, Jr. Center for Nonviolent Change, visit the Ebenezer Baptist Church, tour Dr. King's birth home, volunteer to help Atlanta youth enhance their reading and math skills, attend a choral performance centered around African-American history, attend a Southern food walking tour, and explore cultural landmarks of this historic city. Small group discussions and reflective exercises led by chaperones and student mentors will encourage participants to connect Dr. King's messages to his modern-day legacy, while challenging students to consider how they might apply King's teachings to the Miami University community.

Connect to: Costa Rica 2012

Two First Year Advisers in the Office of Residence Life, Sarah Meaney and Katie Shoemaker, created a 10-day international trip for 7 undergraduates and 3 graduate students that took place from December 14 – 23, 2012. In the context of the Global Connections Living Learning Community, this experience provided opportunity for students to immerse themselves in Costa Rican culture. The group hiked on a volcano in Arenal, explored a cloud forest preserve in Monteverde, toured a coffee plantation, volunteered their time to paint a school in Sarapiqui, bested the Sarapiqui River on a white water rafting adventure, and learned about the indigenous Costa Rican experience from the perspective of the Bribri tribe at the Cachabri Indian Reserve. The trip's adventurous character, eco-sustainable essence, and continual focus on multicultural themes and individual reflection challenged students to expand their worldviews and discover just as much about themselves as they were learning about Costa Rican life.

Cliff Alexander Office of Fraternity and Sorority Life and Leadership
Spring 2013 Recruitment Report

By the Numbers…

3465 Students in fraternities and sororities or **24%** of **14,436** undergraduates
Total Community Service Hours for Fall 2012 Semester **16,587.14** Average of 5 hours per chapter member

All Fraternity GPA **3.02**	All Men's GPA 2.95
All Sorority GPA **3.29**	All Women's GPA 3.23
All Greek GPA **3.17**	All University 3.1

Mission

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

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

Vision for Miami's Fraternity and Sorority Community

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

2013 Goals

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

Cliff Alexander Office of Fraternity and Sorority Life and Leadership

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

Sorority Recruitment Statistics Spring 2013

Total Number of Women to Register	**1288**
Did not meet Eligibility Requirements (2.5 GPA/12 credit hours)	92
Self Withdrew or No Show to Kick Off and/or Open House	97
Total Number of Women Participating (Attended Open House)	**1099**
Total Number of Women not invited throughout Recruitment	5
Total Number of Women Withdrawing Before Preference Round	127
Total Number of Women Attending Preference Round	972
Total Number of Women Participating in Bid Matching	**939**
Total Number of Women Matched in Regular Bid Matching	880
Number of Women Who Did Not Match During Regular Bid Matching	59
Total Number of Women Added during Quota Additions*	18
Total Number of Women not Eligible for Quota Additions	41
Total Number of Women Matched	**898**

% Matched that Began Open House	81.7%
% Matched During Bid Matching	95.6%
Number of Women Receiving (During Bid Matching)	
1st Choice	735
2nd Choice	132
3rd Choice	31

Number of Sororities Participating in Recruitment	16
Number of Sororities Filling Quota During Bid Matching	15
Quota	56

Sorority	Matched	Sorority	Matched
Alpha Chi Omega	56	Alpha Delta Pi	58
Alpha Gamma Delta	40	Alpha Omicron Pi	59
Alpha Phi	56	Alpha Xi Delta	57
Chi Omega	59	Delta Gamma	56
Delta Zeta	58	Gamma Phi Beta	56
Kappa Alpha Theta	56	Kappa Delta	58
Kappa Kappa Gamma	57	Phi Mu	57
Pi Beta Phi	57	Zeta Tau Alpha	58

**Potential new members who maximized their options, meaning they ranked all chapters they attended for Preference Round on their Membership Recruitment Acceptance Binding Agreement (MRABA) form, were eligible to be Quota Additions.*

Cliff Alexander Office of Fraternity and Sorority Life and Leadership

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

Fraternity Recruitment Statistics Spring 2013

YEAR	2013	2012	2011
Total Number of Men to Register	1175	1016	940
Did not meet Eligibility Requirements (2.5 GPA/12 credit hours)	167	177	148
Total Number of Men Receiving Bids	599	606	563
Number of Fraternities Participating in Recruitment	26	30	28
Total # of PNMs participating in Recruitment	1008	839	910
Total # of PNM's attending Fall Events	NA	643	
% Going to 4 Houses	NA	NA	70.88%
% Going to 1 House	NA	NA	9.12%
Total W/O GPA Requirement	NA	NA	57
4+ Houses Attended	NA	NA	645
3 Houses Attended	NA	NA	105
2 Houses Attended	NA	NA	39
1 House Attended	NA	NA	83
Number invited back for Formal Recruitment	1008	839	688
% Joined of the men eligible	60%	72%	61%

Chapter	Bids Accepted
Acacia	4
Alpha Delta Phi	29
Alpha Epsilon Pi	6
Alpha Sigma Phi	6
Beta Theta Pi	24
Chi Psi	19
Delta Chi	27
Delta Kappa Epsilon	29
Delta Sigma Phi	14
Delta Tau Delta	36
Delta Upsilon	24
Kappa Alpha Order	32
Kappa Sigma	27
Lambda Chi Alpha	9
Phi Delta Theta	33
Phi Gamma Delta	25
Phi Kappa Psi	20
Pi Kappa Alpha	36
Pi Kappa Phi	24
Sigma Alpha Mu	11
Sigma Nu	31
Sigma Phi Epsilon	31
Sigma Pi	36
Tau Kappa Epsilon	28
Theta Chi	31
Zeta Beta Tau	7

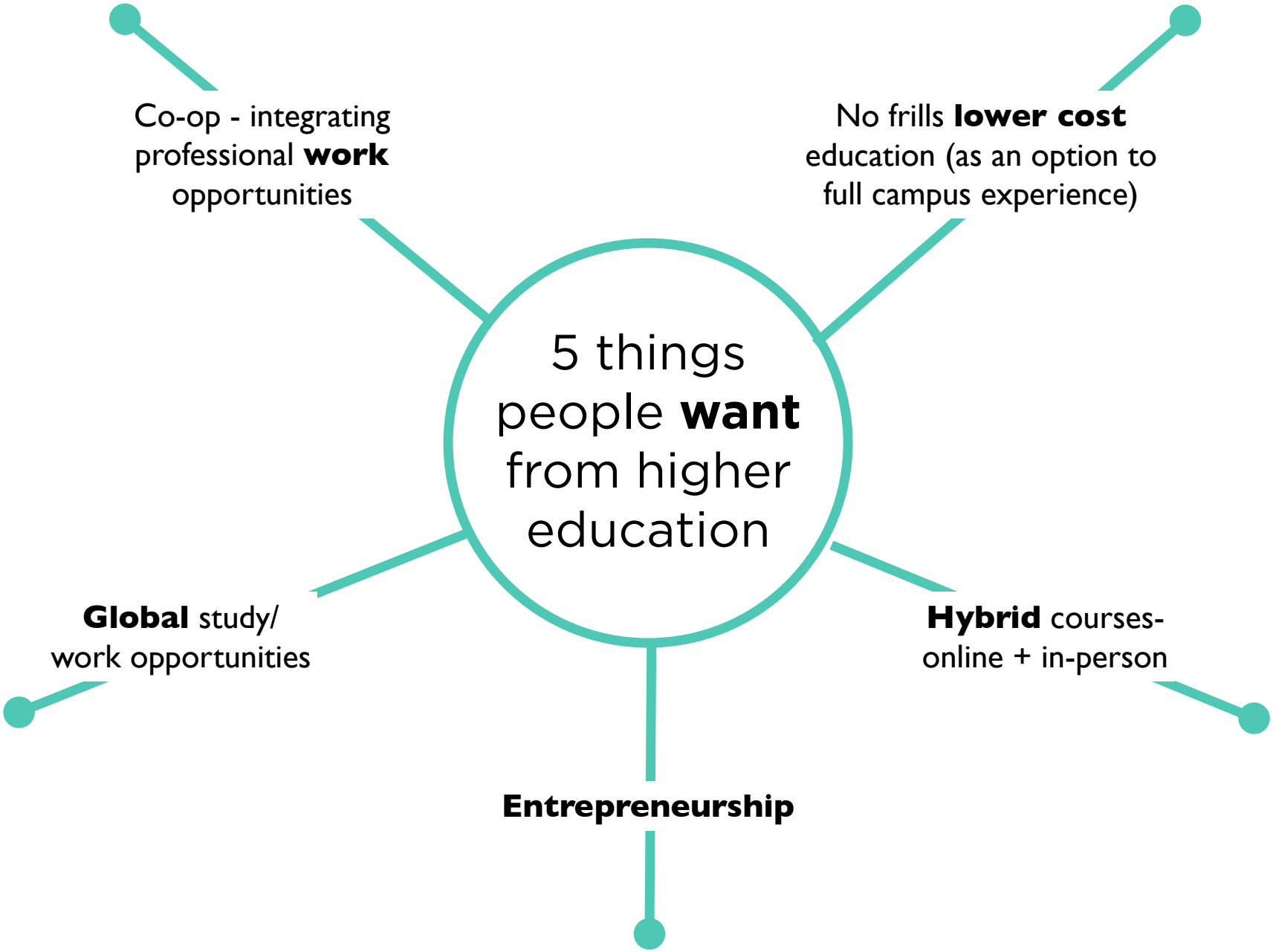
Cliff Alexander Office of Fraternity and Sorority Life and Leadership

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

EHS Highlights

in response to 2020

February 7, 2013



bostinno.com/2013/01/06/5-things-people-want-from-higher-education/

MU2020 Primary Target Goal:

Innovative Learning and Discovering

Promote an innovative, engaged learning and discovery environment that produces extraordinary student and scholarly success

Supporting Target Goal 1:

Transformational, Dynamic Organizational Work Environment

Build a culture that stimulates and recognizes creativity, entrepreneurial thinking and exemplary performance. **Pursue forward-looking programs, activities and structures that ensure success and financial sustainability** in the evolving landscape of higher education.

How do we ensure that the curriculum we create meets the
needs
of the community and is
sustainable?

Visibility:

Increase visibility in markets where we are **not yet** established

- *Assessment of markets (Eduventures)*
- *Assessment of delivery needs*

Demand:

Exists at the graduate level: as a professional school this makes sense

Challenge: How do we create new graduate opportunities, fund them in a sustainable way and make them profitable?

Creative approach

to graduate education

Update on initiatives **in progress:**

SLAM

MSW

Dublin

SEOH

Online: from 52 (2011) to 88 (2012)

Creative approach

to graduate education

New initiatives:

Martha Holding Jennings Foundation

Graduate certificates

New M.Ed. (merging existing ones)

Contracts with charter schools (Carpe Diem)

ESC

How do we increase the quality of the incoming class?

Creative investment of carry forward:
EHS Leadership Scholars

EHS retention rate is the second highest in the university: 91.2% -- MU average is 88.9%

EHS graduation rate is the highest in the university: 83.2%--MU average is 79.8%

MARKETPLACE
ENVIRONMENT
EHS
COMMUNITY
WORKPLACE

School of Education, Health and Society

University goal: *Innovative Learning and Discovery*

EHS Strategic Goal	Action Item/Example
Advance undergraduate student research and experiential learning	• KNH International Capstones (Nepal, Scotland, England, Peru, etc.) • Success Program (32 students working with families and schools – EDP/FSW) • Students working in urban settings (communities and schools) • 30% of EHS students studied abroad in 2011-12 • Metric on student research
Pursue technological innovation necessary for the highest quality of teaching, research, and service activities	• Wet laboratory in KNH for teaching and research by faculty and students • TeachLivE – used in classroom management and methods courses • 88 courses taught online • E-tutoring (Paula Saine) • Research mentor program
Increase and strengthen interdisciplinary communication, collaboration, and curricula	• Transformation of EDL special committee doctorate into an EHS interdisciplinary Ph.D. program – open to students across campus • MSW • SLAM – with FSB • Science Ed grants with FSB and CAS
Enhance the quality of students	• UASP – EHS Leadership Scholars • Teacher Academy – expand the number of schools involved to include more urban schools • Create stronger linkages with MU Office of Admission
Improve retention and graduation rates	• Raised retention rate (91.2% in 2011, up from 90.0% in 2010, compared to 88.9% at Miami), second highest rate at Miami • Raised graduation rate (83.2%, up from 82.8%, compared to 79.8% at Miami), only division to raise its graduation rate • Create a retention plan with specific activities for pre-majors and majors to enhance retention and graduation • Common evaluation for advisors across division • Workshops for advisors

University goal: *Effective Partnerships and Outreach*

EHS Strategic Goal	Action Item/Example
Increase connection and relevance to external constituencies	• Middletown partnership - MCE - liaison Jim Shiveley • Hamilton Special Ed. • ESC • MU/Talawanda partnership

February 7, 2013

University Goal: *Transformational, Dynamic Organizational Work Environment*

EHS Strategic Goal	Action Item/Example
Embed sustainability thinking and leadership in curriculum, research, and practice	• Sustainability of curriculum, funding, and environment • Use outside funding agencies (Martha Holden Jennings Foundation) to fund programs (online courses) • ESC- Funding GA's • Grant funding to develop new programs
Raise awareness of environmental concerns and healthy lifestyles	• Team up with Employee Health and Well Being by providing student interns • Faculty development around time management • Data on McGuffey leading campus in environmental issues
Foster a culture of creativity and entrepreneurship	• Develop flexible incentive structures that encourage fiscal responsibility and foster entrepreneurial activity • Respond to market needs by developing a model for revenue distribution that ties goals to rewards (at departmental level) • Tying incentives to creative initiatives (e.g., reserved parking spot to reward employees) • Responding to market demands (e.g., SLAM, SEOH, M. Ed-combined program from 2 departments into 1 program) • Contract with Eduventures to conduct research (on best practices, etc.)

University Goal: *Global Engagement and Inclusive Culture*

EHS Strategic Goal	Action Item/Example
Ensure that curricula and scholarship address critical social and environmental concerns, social justice, equity, economic well-being, and sustainability	• Continued Progress toward full accreditation of new joint MSW with Wright State University in FSW • Developing a diversity portfolio (e.g., Dohn alternative charter school program, Booker T. Washington summer pilot program, Urban Teaching Cohort) • FLC in ecological literacy and place-based education
Recruit a diverse faculty, staff, and student population	• Selection of EHS Leadership Scholars – using multiple criteria to ensure a diverse pool of outstanding new students • Incoming faculty: 60% faculty of color
Create opportunities for students and faculty to have international experiences	• Create opportunities for current Chinese students to interact with students and faculty across EHS (guest lectures, special projects) • Student teaching in Australia, Belize, China, Luxembourg, Germany, and Mexico • South Africa program

February 7, 2013

MIAMI UNIVERSITY

SCHOOL OF EDUCATION, HEALTH & SOCIETY

Highlighted Creative Initiatives in EHS
February 2013

AT THE GRADUATE LEVEL:

- **Graduate Certificate for Professional Development**

Graduate Certificates for Professional Development are designed to comprise a recognized, coherent collection of courses examining a specific theme that address emerging professional development, licensure and accreditation needs and opportunities. When completed the certificate affords the student an academic record of distinct accomplishment around a given theme.

The rationale for advancing this new Certificate for Professional Development is to allow Miami to provide this type of educational program to individuals in this region of the state. Completing a Certificate for Professional Development in a specific theme area can enhance the career advancement and educational goals of professionals/students. Graduate Certificates for Professional Development also address the university's strategic goal of maximizing Miami's contributions to the regional community, particularly through building partnerships with K-12 and businesses to strengthen the continuing professional education of adult Ohioans. There are currently five GCPD approved and offered:

- Leadership in Special Education Planning
- Instructional Design and Educational Technology: Teaching Online
- Assessment and Evaluation
- Quantitative Data Analysis in Education and the Social Sciences
- Family, School, and Community Connections

The most widely achieved certificate to this point is the Data Analysis certificate as it is of great value to our Chinese graduate students. The certificate helps them be more attractive to Chinese employers.

- **The Dublin Program**

Partnership between The Dublin school district and the Department of Educational Leadership for the purpose of preparing leaders for the district. Currently the 3rd cohort

of teachers is enrolled in the M.Ed. in School Leadership and the Teacher/Leader Endorsement. The district markets the program to its staff members and provides the space for the classes to be offered in Dublin. EDL provides the faculty to teach the classes. The teachers/students pay the tuition (team scholarships). In this way the district has engaged EHS faculty to help insure a leadership succession plan for Dublin schools.

- **SEOH (Special Education Online Hybrid)**
  - The Special Education On-Line Hybrid program is a licensure program of 24 credit hours. Enrollment is primarily licensed teachers who want to obtain an additional license in special education. The Ohio Department of Education provided grants initially for universities to develop these programs to address a shortage of teachers prepared in special education. Demand remains high in southwest Ohio, and the department is considering offering the courses in other areas of the state.
  - Enrollment: 2010: 52; 2011: 47; 2012: 53
  - Revenue: We received the first of the profits this past fall, which represented profits from 2010 and 2011. The total amount returned to EHS was $164,531 with EDP receiving $123,398

- **M.Ed. in Educational Technology**

Purpose of degree is to prepare P12 teachers to become educational technologists and educational technology coaches in P12 schools. The M.Ed. degree also incorporates the preparation for the Educational Technology Coach endorsement. Finally the degree is under review for approval to be offered entirely on line.

- **Joint M.Ed. between EDT and EDL**

The state of Ohio no longer requires K-12 teachers to obtain a masters degree unless they are seeking the highest levels of professional certification (i.e. Ohio Master Teacher or National Board certification). Given this recent change in the law, Educational Leadership and Teacher Education faculty felt it necessary and prudent that we **merge three of our current Master's** Degrees--Curriculum and Teacher Leadership, Elementary Education, and Adolescent Education into a new M.Ed. to accommodate the recent changes and also to ensure that we have a high quality competitive program in the current market, which is flooded with convenient online alternatives. The revised program allows for more flexibility with a 12 hour core, an 15 hour self-designed focus area/s, and a 3 hour culminating course. The core courses are aligned with the Ohio Standards for high quality teaching, offering a combination of theoretical foundations and practical strategies for transforming educational spaces for successful academic achievement and active citizenship.

- **Joint MSW between FSW/EHS and Wright State**

The FSW department joined Wright State U in developing a Master of Social Work (MSW) program.

- Community needs assessment revealed a need for this program in the region.
- Targets a new and larger population, with more tuition paying students than previous Master's in Family Studies program it replaced.
- No additional resources/faculty were needed (as it replaced an MU program and MU and WSU faculty equally contribute to the program and together teach the entire curriculum for all students).
- Fall 2012 Provisional accreditation and first cohort of 24 students (18 WSU & 8 MU)
- subsequent cohorts will be larger with 30 students in each cohort year.
- Accreditation process continues with full accreditation anticipated in 2015
- Fall of 2013 a second cohort (first year students) will be recruited.
- Fall of 2013 a cohort of advanced placement students will be recruited to join the year two students (similar to a 4+1 program, but students could have completed their BSW elsewhere).

Both MU and WSU faculty teach courses. Technology such as online components and closed circuit television are used. Half of the courses are taught at WSU with MU students joining and interacting virtually and vise versus (i.e., the other half of courses are taught at MU with WSU students joining the class virtually). Each instructor rotates campuses weekly, so that each group of students has every other week of face-to-face instruction and every other week virtually with each instructor/course.

- **Sport Leadership & Management (SLAM):**

Students prepare for leadership positions in the sport industry (recreational to professional, youth to adult) and obtain knowledge and skills to critically analyze and innovatively engage in the business and culture of sport. This brand new major currently offers specialized concentrations in Sport Management, Coaching, Sport Journalism, and will soon add Sport Media. Presently, 165 students are enrolled in SLAM, 60 of whom are first year students, 40 current Sport Studies students, approximately 40 students from outside KNH, and 25 others who have transitioned into the SLAM major. Faculty are focused on implementation of the new curriculum, initiation of student internships across the sport industry, and recruitment of new students.

OTHER CREATIVE WAYS TO SUSTAIN INITIATIVES

- **Teacher academy/Martha Holden Jennings Foundation:**
    - Miami Teacher Academy partners with 11 area schools and their teachers and students in the "teaching profession courses". Activities include professional development for the teachers, and hands on projects for the high school students and visits to Miami including workshops, presenting and attending conferences and the opportunity for this course to count for our introduction to Education course for those that come to Miami.

- **Martha Holden Jennings Foundation funded** the Miami Teacher academy for the last two years, in part, through supporting the development of six online courses that could be taught during the summer/winter terms, with the profit going to support the teacher academy, making this a **sustainable activity for EHS**.
- Four online courses were created last year and served 68 students in the summer of 2012, bringing in over $50,000 in revenue to support activities of the teacher academy.

- Two more online courses are in the process of being developed this year, and three of the four courses development last year will be offered again this summer (2013).

- **Butler County Educational Service Center**
  - Fall 2012 - Two Graduate Assistant Stipends funded (EDP) for students to serve as early childhood interventionists in 3-5 home visitor program (2 years).
  - Fall 2012 - One Graduate Assistant Stipend funded (FSW) for student to serve as a Family Service Worker for BC Early Childhood Center/preschool
  - Spring 2013 - In process of negotiating contract to provide Professional Development via Reading endorsement for teachers in Butler County schools
  - Spring 2013 – collaborating on joint grant application to provide STEM professional development for teachers in Butler County Schools

- **Preble County Educational Service Center**
  - Spring 2013 - In process of negotiating contract to provide professional development for reading endorsement for teachers in Preble County schools

- **Cincinnati Public Schools and Mayerson Academy**
  - Fall 2012 – Collaborated with Cincinnati Public Schools and the Mayerson Academy on an Ohio Math Science Partnership (OMSP) grant proposal through the Ohio Department of Education. If funded this grant will fund the implementation of the Next Generation Science Mentors Professional Development Program for teachers in the Cincinnati Public Schools, with classes taught by Miami faculty at the Mayerson Academy in Cincinnati.

INCREASING THE QUALITY OF THE INCOMING CLASS

- **EHS Leadership Scholars (University Academic Scholars Program): Creative Investment of Carry Forward $$.**

  In fall 2013, EHS will welcome its first class of EHS Leadership Scholars—15-20 incoming first-year students representing all areas in our division. Students will be selected based on high admission profiles and diversity. EHS Leadership Scholars will each receive a $2000 merit scholarship (or more). They will participate in University Academic Scholar Program initiatives and are guaranteed the following:

  - Placement in Major, Immediate Access to Major-Specific Faculty Advisor

    - Special 1.0 Credit Hour Course: Leadership in Healthy Communities
    - Placement in Education, Families and Society Living Learning Community
    - Mentored Teaching Assistantships and/or Research Opportunity
        - Dinner with Divisional Guests
- **EHS retention rate is the second highest in the university: 91.2%--MU average is 88.9%**
- **EHS graduation rate is the highest in the university: 83.2%--MU average is 79.8%**

CREATIVE NEW PARTNERSHIP

Middletown Partnership

This year the Department of Teacher Education began working with the Middletown School District to establish a deeper and more systematic partnership in the preparing of teachers:

- All 56 Middle Childhood students placed in Middletown school district (rather than at 15-20 schools spread out over Southeast Ohio and Indiana).
- One Miami Professor acting as Liaison and visiting Middletown district each placement day (every Wednesday)
- Partnership advisory committee of Middletown school teachers/administrators
    - More cohesive placement experience for Miami students, Middletown teachers, and Miami faculty
    - Enhanced communication and feedback between schools and Miami
    - Weekly seminars held at Middletown school rather than Miami University
    - Middletown teachers and administrators conducted many of these seminars

- Benefits for Middletown Schools:
    - On-going staff development
    - Shared resources from grants
    - Influx of new teaching ideas
    - Opportunities to teach university courses
    - Opportunities to study issues specific to one's school and write, publish/present results

- Benefits for Miami University
    - High quality and consistent field placements
    - Opportunities for collaboration in applied research setting
    - Constant feedback on how to improve instruction
    - Increased relevance of methods/content as well as credibility

When it comes to rankings,

be sure to read the fine print...

You may soon read about teacher education programs in Ohio being criticized on the basis of a new ranking. **These rankings paint an inaccurate picture, because they are based on incomplete data.** Taking the time to understand and question the methodology upon which these rankings are based should be an important step in determining whether the rankings are accurate.

What's the current situation?

- Teacher education programs throughout the state of Ohio are held to high accreditation and performance standards at the national, state, and local levels.
- Every teacher education program has professional standards to which it is accountable and collects evidence on a continual basis to demonstrate the effectiveness of the programs.
- The standards are consistently applied and fine tuned, resulting in accurate data and a fair and relevant assessment of Ohio's teacher education programs.
- Reports on our outcomes are available to the public.
- Ohio's teacher education programs prioritize quality and effective outcomes; they strive to continuously improve in order to better the future of students.

What's changing and how is EHS affected?

- A study being produced by the National Council for Teacher Quality (NCTQ) with incomplete data will be released soon.
- NCTQ plans to publish its grades for colleges of education in U.S. News and World Report.
- The study could negatively impact how many colleges of education, including those in Ohio, are perceived.
- You may see the inaccurate information resulting from the NCTQ study or have conversations with those who have seen it.

What makes the new NCTQ/U.S. News study inaccurate?

- NCTQ uses an input model, which has been identified by The National Council for Accreditation of Teacher Education (NCATE) as outdated.
- In short, studies like those undertaken by NCTQ tend to focus on quantity of items taught. We think it's better to focus on the quality of what students are actually learning.
- In similar studies by NCTQ in the past, the vast majority of universities scored very poorly because the focus of NCTQ has been on 'inputs' (e.g., course syllabi) instead of 'outputs' (e.g., how well our graduates perform).
- We also are aware that NCTQ collects different data sets from different universities, so it seems fair comparisons cannot be made due to the inconsistency of the data collected.

Why are the current accountability standards better than those used by NCTQ/U.S. News?

- The accountability standards now in place apply the same yardstick to every institution in Ohio—both private and public.
- Applying standards consistently produces results that are valid and more meaningful.
- These standards include outcomes data, not just input.
- We also are collecting value-added data, which will be one of many measures that show we are continuously improving our programs. We continue to look for ways to enhance both our performance and our standards.
- For more info, visit: http://www.units.muohio.edu/eap/deansmessge/U.S.News.html

National Council for Teacher Quality (NCTQ) Rankings

MIAMI UNIVERSITY
SCHOOL OF EDUCATION, HEALTH & SOCIETY

Tour of Facilitites: KNH

The Department of Kinesiology and Health is housed in Phillips Hall, named in honor of long-time Chair and Professor Margaret Phillips. Currently, over 1400 undergraduate students are enrolled in one or more of the following majors:

Athletic Training: Students develop competency and proficiency of entry-level skills for successful completion of the Board of Certification examination and eventual employment in schools, clinics, and professional sports teams. Professor Pat Troesch was inducted into the Ohio Athletic Trainers' Association Hall of Fame and was awarded the Most Distinguished Athletic Trainer from the National Association. The Athletic Training program has recently passed all phases of its professional review and received accreditation for 10 years.

Health Promotion: Students will be able to facilitate individual health behavior maintenance and/or change, as well as plan, implement, and evaluate programs for diverse groups of people. Many are eligible to sit for the Certified Health Education Specialist examination. Elizabeth Macht received the 2013 American Association of Health Education Major of the Year award. Dr. Fennell has recently completed a multi-year Ford Foundation funded grant, using a Mobile Health Unit as a blueprint for providing health education and services on and off campus. Dr. Ward has received funding from the Alcoholic Beverage and Medical Research Foundation for a multi-year study examining the relationship between alcohol consumption and sexual assault among college women.

Kinesiology: Students learn physiological and psychological functioning of human beings in a variety of environmental activities and settings. Many students continue their education in Physical Therapy, Occupational Therapy, Chiropractic, Nursing, and Medical Schools. Dr. Helaine Alessio recently completed an NIH funded grant on gene expressions and biomarkers of health in sedentary and active animals, Dr. Claytor is finishing a Department of Education funded grant on fitness in public schools, and other professors are active in a variety of funded laboratory research projects.

Nutrition: Students study people's nutritional needs and care. All students in the major choose their career path by selecting a concentration, either Community Nutrition or the Dietetics Concentration for those students planning on becoming a Registered Dietitian. Two Dietetic students, Jamie Fisher and Laura Groseclose (now an alumnus) are 2013 recipients of the Outstanding Dietetics Student Awards from the Ohio Academy of Nutrition and Dietetics.

Sport Leadership & Management (SLAM): Students prepare for leadership positions in the sport industry (recreational to professional, youth to adult) and obtain knowledge and skills to critically analyze and innovatively engage in the business and culture of sport. This brand new major currently has 165 students in the following concentrations: Coaching, Sport Management, and Sport Journalism.
The Department of KNH also offers three minors for over 200 students in: Coaching, Nutrition, and Sport Management. It also provides Physical Activity Life Skill classes (e.g. Individual Exercise, Triathlon Training, Social Dance) for approximately 2500 students each year.

The **KNH graduate program** includes over 60 students (full or part time) who choose a Master of Science degree in Kinesiology and Health with concentration areas in Health Promotion, Exercise and Health Science, and Psychosocial Sport Studies.

Student and Academic Affairs
Construction Activity Report

February, 2013

1. Projects completed:

The Cook Field Renovation Project was completed following the last report. The project significantly improved this popular venue for intramural sports, student and University events, informal recreational activities, and surrounding vehicular circulation and parking. The project was completed within budget allowing the remaining funds to be returned. Four projects under $500,000 were also completed since the last report.

2. Projects added:

Six major projects and six projects under $500,000 were added this reporting period. The following major projects have been added. (1) The Furniture, Fixture and Equipment (FF&E) bid package for the Armstrong Student Center. (2) The Audio, Visual, and Technology (A/V) bid package for the Armstrong Student Center. (3) The design phase for the East Quad Renovation, which is the next comprehensive rehabilitation project in the Long Range Housing Master Plan. Construction is slated to begin during the summer of 2014 and be completed by the following summer. The project includes the rehabilitation of five residence halls, a dining hall, and related infrastructure. (4) The Residence Hall Renovations Summer 2013 project accomplishes various upgrades and finishes for nine residence halls. This work will enable these halls to be functional and safe until their comprehensive rehabilitation occurs later in the Long Range Housing Master Plan. (5) The Campus Walks and Drives Upgrades 2013 infrastructure replacement project. (6) The McCracken Quad Tunnel Top Replacement.

3. Projects in progress:

Maplestreet Station (90 beds), Etheridge Hall (232 beds) and the Armstrong Student Center are all completing weather-tight exterior assemblies, which includes exterior sheathing and roof nail base. Heating is online in all three facilities allowing concurrent start of exterior masonry and sloped roof assemblies. Inside the buildings, drywall and finishes are beginning. At the South Chiller Plant as part of the MET quad infrastructure project, final equipment placement and completion of piping is underway to provide cooling for all three aforementioned projects. Bishop Hall (96 beds) continues to progress with installation of interior finishes and is on schedule for summer 2013 completion. Western Campus is seeing tremendous activity with the new Western Dining Hall emerging out of the ground, earthwork beginning on the three new Western Residence Halls, and the new Geothermal Energy Plant taking shape. Kreger Hall will start renovation this month with an abatement and interior deconstruction package in preparation to become the new home of Physics.

The **Anderson and McFarland Halls** project will renovate student rooms in both buildings and provide additional study spaces as part of the Long Range Housing Master Plan. All mechanical, electrical, life safety, plumbing and lighting systems will be upgraded along with the site infrastructure. A Design/Build firm has been selected and architectural planning is underway.

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.

The exterior envelope is watertight and heat has come online inside the facility to allow exterior and interior finishes to commence. On the exterior, the new windows and curtain wall system are in-place and the brick veneer is being installed on the new infill between what were once Gaskill and Rowan Halls. On the interior, drywall installation has begun in the former Gaskill Hall portion of the facility, while mechanical, electrical and plumbing work is being completed in the infill. Work for the new main entry façade and vestibule will start with the installation of footers and slab pours.

Armstrong Student Center Site

The **Bishop Hall Renovation** is part of the Phase 1 of the Long Range Housing 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. New mechanical, electrical and plumbing systems are nearly complete. Portions of the permanent heating system are active to allow work on interior finishes to begin. Window replacement is progressing and nearing completion. The picture below depicts the "mock-up" room giving a sense of each student room finishes.

Bishop Hall

The **Campus Walks and Drives Upgrades 2013** project reconstructs various hardscapes in highly visible locations throughout the campus. As part of the project, Bishop Woods Drive will become more pedestrian friendly. Parking around the drive will no longer be permitted and vehicular traffic will be limited to emergency and service vehicles. Scored concrete pavement along with new lighting, specialty paving, pedestrian amenities, and landscaping are planned to further enhance this area for the anticipated increase in pedestrian traffic to the new Armstrong Student Center. The project will address the deteriorated pavements and walls at the Upham Hall terrace. Pavement work will include the full replacement of slate pavement in the Upham Hall archway and selective removal and replacement of bluestone pavement in the garden area. Flanking stairs and brick walls will be repaired and/or replaced and the existing balustrade will be reset and grouted. Improvements to drainage at the stairs and landscape enhancements in the garden area are also planned. The project will reconstruct the plaza flanking the quad entrance to King Library with specialty pavement, new lighting, and seating. Concrete repairs will occur around Yager Stadium. The concrete sidewalks along the east side of Campus Avenue will be replaced along with asphalt service drives at McKee, Minnich and Stanton Halls.

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 and utility infrastructure have been installed. Finishes are being completed within the barn, along with the installation of the dry pipe fire protection system and related ancillary utilities. The riding arena and access to the new barn is near completion. Gravel drives and remaining site restoration are to be completed as weather permits.

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 Long Range Housing Master Plan. This new residence hall will house approximately 230 students. The exterior envelope is water tight with sheathing and roof nail base. The window openings are protected to allow temporary heat to come online. Interior wall framing is complete. Installation of mechanical, electric, plumbing, and fire protection systems continues. Exterior brick has commenced with window installation to follow. Permanent exterior enclosure is anticipated in early May.

Etheridge Residence Hall Site

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. A construction manager at risk has been selected and construction will start in the spring.

Architect's Rendering of Kreger Hall

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 Long Range Housing Master Plan. Maplestreet Station will feature seven restaurants with unique menus, design themes, and interior and exterior café seating.

Exterior brick installation has begun. The building is expected to be permanently enclosed by the end of April. Kitchen equipment is delivered and will be installed next month. Interior finishes are well underway with drywall and floor finishes being installed. Mechanical, electric and plumbing installation continues.

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. Construction bids are due in February with work commencing a little later in the spring.

The **Residence Hall Renovations Summer 2013** project provides various upgrades to systems and finishes to increase life safety, functionality, energy efficiency, and appearance in nine residence halls. The facilities involved are Dodds, Emerson, Havighurst, McKee, Morris, Peabody, Porter, Tappan, and Thomson Halls. The residence halls are all more than a decade from receiving Long Range Housing Master Plan renovations and need operational, maintenance and cosmetic improvements at this time. All work is to be accomplished during the 2013 summer break. A construction manager at risk has been selected and design work has begun.

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. Concrete footers, foundation walls, slabs on-grade, and associated concrete work are complete. Structural steel installation is underway with floor decking and wall framing to follow this spring.

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 Long Range Housing 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. Site work and structural steel packages have been bid. The excavation work for basements has begun.

Respectfully submitted,

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Associate Vice President –
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University Advancement report
for Academic and Student Affairs Committee
February 2013

As of December 31, 2012, the Miami University Campaign *For Love and Honor* had a total of $469.5 million in commitments. Of this total, 53 percent are from leadership gifts ($1 million and above), 20 percent from major gifts ($100,000-999,999), 12 percent from special gifts ($25,000-99,999) and 14 percent from annual gifts (under $25,000).

During 2012, Miami's campaign total increased by $39 million, up 56 percent from 2011. Since the last Board of Trustees meeting, in December, Miami has received more than $7 million in new gifts and pledges.

In terms of cash received (new gifts plus pledge payments), the 2012 total was $29.9 million, an increase of nearly three percent from 2011.

Of that cash total, we received nearly $4.2 million for the Annual Fund, the highest total amount ever. Annual Fund gifts (those under $25,000) account for roughly two-thirds of the number of gifts Miami receives annually.

Our cash from realized bequests made a nice recovery in 2012, accounting for $2.3 million, or nearly eight percent of the cash total. Including other types of planned gifts, the total jumped to $2.9 million. With pledges, overall planned giving commitments in 2012 totaled nearly $13 million.

While a year ago our hope was to complete the Campaign by the end of 2012, we now find that we are on target to surpass our final goal in 2013. To that end, we also are making good progress on our goal to consistently raise $50 million in cash each year. Additionally, we have increased our alumni participation rate from 17 to 18 percent.

We have completed the first fundraising phase for the Armstrong Student Center, and are on track to raise $50 million over five years for scholarships, as set forth in 2010 by the Strategic Priorities Task Force. Furthermore, we have fulfilled our hiring plan for development officers, and are undergoing a rigorous review of their performance metrics.

Our division has redesigned and launched both the development and alumni web sites, is overhauling the alumni chapter and group program, has created a Young Alumni Council, and is planning more large and small-scale stewardship events. Finally, we are engaging in more staff training and have launched a "Superior Customer Service" program for our division.